Child Protection and Safeguarding Policy

“What does the Lord ask of you? To act justly, to love mercy and to walk humbly with your God.”
(Micah 6:8)
Contents

Statement of Intent
1. Definitions
2. Introduction
3. Purpose of a safeguarding policy
4. Legal framework
5. Roles and responsibilities
6. Inter-agency working
7. Definitions of abuse and neglect
8. School procedures
9. Dealing with a disclosure
10. Concerns about a pupil
11. Early help
12. Making a referral
13. Allegations involving school staff/volunteers
14. Allegations of abuse made against other pupils (peer on peer abuse)
15. Communication and confidentiality
16. Mobile phone and camera safety
17. Sports Clubs and extra-curricular activity
18. Record keeping
19. Physical interventions
20. Safer recruitment
21. Single central record (SCR)
22. Training
23. Useful telephone numbers
24. Monitoring and review

Appendix A: Definitions of Abuse and Neglect
Appendix B: Telephone Referrals
Appendix C: Process Map
Appendix D: Safeguarding and Promoting Children’s Welfare Procedural Flowchart
Appendix E: Using My Concern
Appendix F: Child Protection During the COVID-19 Measures
Appendix F: Allegations of Abuse Against Staff Policy
Appendix G: British Values Policy
Appendix H: Extremism & Anti-radicalisation Policy
Appendix I: Physical Restraint/Reasonable Force Policy
Appendix J: Staff Code of Conduct & Guidance
**Statement of Intent**

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael’s Church of England Christian values:

- to show love, care and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

St Michael’s Church of England High School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children
- teaching pupils how to keep safe and recognise behaviour that is unacceptable
- identifying and making provision for any pupil that has been subject to abuse
- ensuring that members of the governing board, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the Designated Safeguarding Lead (DSL)
- ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed

The DSL is: Carolyn Hill and Sarah Beardsmore. In the absence of the DSL, child protection matters will be dealt with by Jill Mills.

---

Signature ___________________________ Date __________________

Head Teacher

Signature ___________________________ Date __________________

Chair of Governors
1 Definitions

1.1 The terms “children” and “child” refer to anyone under the age of 18.

1.2 For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:
   - Protecting pupils from maltreatment.
   - Preventing the impairment of pupils’ health or development.
   - Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
   - Taking action to enable all pupils to have the best outcomes.

1.3 For the purposes of this policy, the term “harmful sexual behaviour” includes, but is not limited to, the following actions:
   - Using sexually explicit words and phrases
   - Inappropriate touching
   - Sexual violence or threats
   - Full penetrative sex with other children or adults

1.4 In accordance with the DfE’s guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’ (2018), and for the purposes of this policy, the term “sexual harassment” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

1.5 For the purpose of this policy, the term “sexual violence” encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

1.6 The term “teaching role” is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

2 Introduction

2.1 This document is the Child Protection and Safeguarding Policy for St Michael’s Church of England High School and any extended services that it provides.

2.2 This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed annually by the governing board, and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the school’s Leadership and Management and the requirements of the Local Safeguarding Children Board (LSCB).

2.3 Safeguarding and promoting the welfare of children is defined by the Department for Education as:
   - protecting children from maltreatment
   - preventing impairment of children’s health or development
   - ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

2.4 Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

2.5 Safeguarding and promoting the welfare of children is everyone’s responsibility. All those who come in to contact with children and their families have a role to play in keeping children safe. In order to fulfil this responsibility effectively all professionals should make sure their approach is child centred and have the best interests of the child at the heart of all action.

2.6 This policy forms one part of the schools safeguarding responsibilities and should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Attendance Policy, Physical Restraint and Reasonable Force Policy, Procedures for Managing Allegations Against Staff, Anti-Bullying Policy, Mobile Phone Usage Policy and any other relevant policies as defined in the Annual Report to the governing board.
<table>
<thead>
<tr>
<th>Purpose of a safeguarding and child protection policy</th>
<th>To inform all members of staff, parents, volunteers and governors about the school’s responsibilities for safeguarding children and their responsibilities therein</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandwell Safeguarding Children Board (SSCB)</td>
<td>The school follows the procedures agreed by Sandwell Safeguarding Children Board (SSCB)</td>
</tr>
<tr>
<td>School Staff &amp; Volunteers</td>
<td>School staff are well placed to observe the outward signs of abuse. The school will ensure that all school staff and volunteers receive safeguarding children training, to help identify concerns and ensure that all staff are aware of this policy and those relating to the safeguarding of children.</td>
</tr>
<tr>
<td>This school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this school.</td>
<td></td>
</tr>
<tr>
<td><strong>To ensure children know that there are adults in the school whom they can approach if they are worried:</strong> the staff and governing board of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued. This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the police, Child and Adolescent Mental Health Services, Attendance &amp; Prosecution Service, Inclusion Support Service and other agencies/services coming into school to support individual pupils/groups of pupils. This includes providing a coordinated offer of early help.</td>
<td></td>
</tr>
<tr>
<td><strong>To ensure that all staff understand the early help process and take timely action to support early intervention if they have concerns:</strong> all staff will receive safeguarding and child protection training at induction and annual updates. Temporary staff and volunteers will be made aware of policies including child protection, staff code of conduct and acceptable use of technologies including social media as part of their induction.</td>
<td></td>
</tr>
<tr>
<td><strong>To ensure that children who are subject to multi-agency plans are supported by the school as defined in that plan:</strong> to develop and deliver the PSHE curriculum to create opportunities for children to develop the skills they need to recognise and stay safe from harm including domestic violence and abuse (DVA), child sexual exploitation (CSE), female genital mutilation (FGM), honour based violence (HBV), forced marriage (FM) and e-safety. They will be supported to calculate risk and be made aware of the range of support available to them.</td>
<td></td>
</tr>
<tr>
<td><strong>To encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs:</strong> we ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.</td>
<td></td>
</tr>
<tr>
<td><strong>To contribute to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic well-being:</strong> the school will ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. The school’s policy is made available to parents on request and published on the school website.</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation, monitoring and review of policy:</strong> The DSL will ensure that the school’s child protection policy is put on the agenda of the governing board once a year for discussion, monitoring, review and renewal. In this way the governing board authorises the DSL to carry out his/her responsibilities as outlined in the statutory guidance.</td>
<td></td>
</tr>
</tbody>
</table>
4 Statutory Framework

4.1 In order to safeguard and promote the welfare of children, the school will act in accordance with all relevant legislation including, but not limited to, the following:

- The Children Act 1989
- The Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Sandwell Safeguarding Children’s Board – Inter Agency Procedures
- Working Together to Safeguard Children
- What to do if you’re worried a child is being abused: advice for practitioners
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse against Teachers and Other Staff (DfE 2011)
- Keeping Children Safe in Education (2018)
- Information sharing advice for safeguarding practitioners
- Mental Health and Behaviour in Schools: Departmental Advice
- Section 26 of the Counter-Terrorism and Security Act (2015)
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Sexual Offences Act 2003
- The Education Act 2002 (section 175/157)
  - Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

4.2 Working Together to Safeguard Children (2018) requires all schools to follow the procedures for protecting children from abuse which are defined by Sandwell Safeguarding Children Board and have appropriate procedures in place for responding to all concerns of actual or suspected abuse including allegations against members of staff in a position of trust. The best way to safeguard a child is through effective early help and prevention so it is important to carry out effective early help assessment and take on the role of the Lead Professional. Sandwell’s multi-agency Threshold Document explains early help and expectations more in depth.

4.3 Keeping Children Safe in Education (2018) places the following statutory duties on all schools:

- schools should be aware of and follow the procedures issued by Sandwell Safeguarding Children Board
- staff should be vigilant to signs of abuse and to whom they should report any concerns on to
- schools should have procedures in place which are disseminated to all staff for handling suspected or actual cases of abuse of pupils, including procedures to be followed in the case of allegations against persons in a position of trust
- Every school should have DSL who is a member of the senior management team and responsible for co-coordinating safeguarding/child protection work within the school and liaising with other agencies as appropriate
• staff with designated responsibility for safeguarding and child protection should receive appropriate single agency and multi-agency training approved by SSCB at least every two years and their knowledge and skills should be refreshed regularly, but at least annually
• all other staff in school should receive training to raise their awareness of signs and symptoms of suspected or actual abuse and the procedures they should follow at least every three years
• that all schools should share information and work in partnership with other agencies when there are concerns about a child’s welfare.
• Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that female genital mutilation appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. From October 2015 there is a ‘mandatory reporting duty’ for all education providers.
• Children missing from education - schools have a duty to inform the local authority (LA) if a pupil fails to attend school regularly, or has been absent without the school’s permission for a continuous period of 10 days or more.

4.4 The Prevent Duty (2015): the UK faces a severe and continuing threat from international terrorism. The Government is taking tough security measures to keep people safe but action at a local level is also essential to stop people becoming or supporting terrorists or violent extremists. Local authorities and the police need to take a lead in ensuring that local partnerships have been clearly tasked with driving delivery of a jointly agreed programme of action. From 1 July 2015 all schools must have regard to the statutory guidance around the Prevent Duty. They are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

4.5 The principles embedded in this policy link into other policies relating to:

• acceptable use of technologies
• anti-bullying
• attendance
• behaviour management
• British values
• combating extremism
• confidentiality
• data protection
• dealing with allegations of abuse against staff
• educational visits
• equality
• e-safety
• exclusion
• health and safety
• PSHE
• racism and homophobia
• school security
• sex and relationship education
• special educational needs
• staff conduct
• substance misuse (including drugs and alcohol)
• visitors and guest speakers
- whistleblowing

This list is not exhaustive.

5 Roles and Responsibilities

5.1 The governing board.

5.1.1 The governing board has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility.

5.1.2 The nominated governor for child protection is Colin Nicholls.

5.1.3 In particular the governing board must ensure that:

- safeguarding and child protection policy and procedures are in place and reviewed annually
- safe recruitment procedures are in place and reviewed annually
- all staff (paid and unpaid) have an up to date enhanced criminal records certificate. All those carrying out teaching roles will require an additional check to ensure they are not prohibited from teaching
- criminal records certificates will be in place for all serving governors and newly appointed governors within 21 days of their appointment
- a Single Central register is monitored to ensure it meets statutory requirements
- position of trust procedures are in place and reviewed annually
- a DSL who is a senior member of school leadership team is appointed and notify the LA of any changes in personnel to this role
- there is a dedicated teacher for looked after children (LAC) who have been appropriately trained. This staff member has a key role in promoting the educational achievement of LAC and engaging with the DSL
- a member of the governing board (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher
- relevant safeguarding/child protection training is accessed by all school staff/volunteers according to their role and responsibilities
- they receive an annual report from the DSL regarding safeguarding/child protection work including details of early help involvement and the lead professional role which has been undertaken in the year which is shared with the LA or other appropriate Board
- deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required
- the governors support the DSL of Staff for Child Protection in carrying out his/her responsibilities as outlined in ‘Keeping Children Safe in Education’, (September 2018) and role in job description
- ensure that the school complies with its duties under the above child protection and safeguarding legislation
- guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times
- guarantee that the school contributes to inter-agency working in line with the statutory guidance ‘Working Together to Safeguard Children’ (2018)
- confirm that the school’s safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures
• understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school’s policies and procedures
• comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions
• Ensure that staff members have due regard to relevant data protection principles which allow them to share personal information.
• Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
• Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
• Ensure that there is a senior board level lead responsible for safeguarding arrangements.
• Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder’s job description.
• Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
• Ensure all relevant persons are aware of the school’s local safeguarding arrangements, and the timelines for their local safeguarding children boards (LSCBs) to transition to the new system – including the governing board itself, the SLT and DSL.
• Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
• Adhere to statutory responsibilities by conducting preemployment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
• Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
• Guarantee that volunteers are appropriately supervised.
• Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
• Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
• Certify that there are procedures in place to handle allegations against members of staff or volunteers.
• Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
• Guarantee that there are procedures in place to handle pupils’ allegations against other pupils.
• Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
• Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
• Make sure that pupils’ wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
• Guarantee that there are systems in place for pupils to express their views and give feedback.
• Establish an early help procedure and ensure all staff understand the procedure and their role in it.
• Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
• Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
• Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
• Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil’s legal status, contact details and care arrangements.
• Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
• Ensure that all members of the governing board have been subject to an enhanced DBS check.
• Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

5.2 The Headteacher
5.2.1 The headteacher has a duty to safeguard pupils’ wellbeing and maintain public trust in the teaching profession.

5.2.2 In particular, the headteacher must:
• ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members
• ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members
• provide staff upon indication with the Child Protection and Safeguarding Policy, Staff Code of Conduct Policy and Guidance, part one of the ‘Keeping children safe in education’ (KCSIE) guidance, Behaviour Management Policy, online safety training and the identity of the DSL and any deputies.

5.3 The Designated Safeguarding Lead
5.3.1 The DSL(DSL) for child protection will co-ordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the DSL is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the DSL. Also that they are aware of what happens once a concern has been raised.

5.3.2 Carolyn Hill is the DSL for Child Protection and is a member of the senior leadership team.

5.3.3 A Deputy DSL will be appointed to act in the absence/unavailability of the DSL. Whilst the activities of the safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection for safeguarding and child protection remains with the safeguarding lead. This responsibility is not delegated.

5.3.4 The Deputy DSL for Child Protection in this school is Jill Mills.

5.3.5 In the absence of the DSL and the deputy DSL the most senior member of staff in school will assume responsibility for any child protection matters that arise. Any deputies should be trained to the same standard as the designated safeguarding lead.

5.3.6 It is the role of the DSL for Child Protection to:
• ensure that he/she receives refresher training at least every two years
• keep his or her knowledge and skills up to date (for example via e-bulletins, meeting other designated safeguarding leads) at regular intervals, but at least annually, to keep up to date with any developments relevant to their role
• ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children at least every three years which will enable them to recognise the signs and symptoms of abuse including Domestic Violence and Abuse (DVA), Child Sexual Exploitation (CSE), Spiritual Abuse, Female Genital Mutilation (FGM), Honour Based Violence (HBV) and Forced Marriage (FM).
• ensure there is effective induction in safeguarding and child protection for all adults working in the school, be they staff or volunteers, including supply agency staff which are to be undertaken no longer than 10 working days of commencement of their contract
• make sure that concerns are raised by staff/volunteers when necessary
• offer support and guidance to all adults working within the school on matters of safeguarding and child protection
  ▪ ensure that the names and contact details of the DSL/Deputy are on display for all staff, parents, pupils and visitors to the school
  ▪ ensure that (whenever possible) the Designated and Deputy Designated Persons are not out of school (e.g. at training events) at the same time. If they are absent arrangements should be in place to ensure their duties are covered during their absence
  ▪ ensure that the telephone number for the Contact Centre is available and easily accessible to staff in case, for any reason, the DSL and Deputy are not contactable, in order to ensure there is no unwarranted delay in referral
  ▪ discuss concerns as required with outside agencies e.g. specific agency for single need (e.g. speech and language, Inclusion Support), early intervention multi-agency (e.g. Early Help process) or Multi Agency Safeguarding Hub (MASH)/existing social worker (child protection/significant harm concerns)
  ▪ complete all necessary paperwork and correspondence including referral forms to the Early Help team or MASH in regard to safeguarding and child protection referrals
  ▪ ensure that the school is represented by a DSL for Child Protection at child protection conferences, core groups and multi-agency meetings about ‘Children in Need’. It is the DSL for Child Protection who should attend Child Protection Conferences rather than another representative. If this is not possible, the Deputy DSL should attend. If neither can attend apologies must be given and a written report must be submitted prior to the conference.
  ▪ compile and submit a written report regarding children who are subject to child protection conferences. This should be shared with parents before the conference takes place. Ensure there is appropriate representation on Core Groups when a child is on a child protection plan. If the most appropriate person is a class teacher, there must be joint working with the DSL to consider appropriate safeguarding supervision arrangements.
  ▪ ensure there are appropriately trained staff to lead on and that all staff are aware of the Early Help process
  ▪ ensure that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan
  ▪ ensure that welfare records are kept securely and confidentially (locked and with limited access)
  ▪ ensure that safeguarding and child protection records are chronologically recorded, with significant incidents or events clearly highlighted. These records should be reviewed regularly and focus on outcomes for the child/children
  ▪ ensure that records are transferred when a child changes school
ensure mechanisms are in place to support the DSL for Child Protection in specific regard to their welfare responsibilities e.g. weekly/monthly one to one meetings between the Designated and Deputy Designated Leaders to offer mutual support

keep the school’s SLT, governors, local authority and SSCB informed about safeguarding and child protection issues as requested

provide guidance to parents, children and staff about obtaining suitable support

discuss with new parents the role of the DSL and the role of safeguarding in the school. Make parents aware of the safeguarding procedures used and how to access the safeguarding and child protection policy

to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities including onsite day care provision

Understand, and keep up-to-date with, local plans for their LSCB’s transition to the new multi-agency arrangement of three safeguarding partners.

Act as the main point of contact with the LSCB, and with the three safeguarding partners following completion of the transition period.

Refer all cases of suspected abuse to children’s social care services (CSCS), the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.

Refer cases of radicalisation to the Channel programme.

Liaise with the headteacher to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.

Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.

Understand the assessment process for providing early help and intervention.

Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.

Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.

Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

Ensure each member of staff has access to and understands the school’s Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.

Be alert to the specific requirements of children in need, including those with SEND and young carers.

Keep detailed, accurate and secure records of concerns and referrals.

Secure access to resources and attend any relevant training courses.

Encourage a culture of listening to children and taking account of their wishes and feelings.

Work with the governing board to ensure the school’s Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.

Ensure the school’s Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.

Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.

Ensure that a pupil’s child protection file is copied when transferring to a new school.
• Be available at all times during school hours to discuss any safeguarding concerns.
• Hold the details of the LA personal advisor and liaise with them as necessary.

NB. The school will determine what “available” means, e.g. it may be appropriate to be accessible by electronic means such as phone or Skype.
• The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

5.4 Staff Responsibilities
• Safeguard pupils’ wellbeing and maintain public trust in the teaching profession as part of their professional duties.
• Provide a safe environment in which pupils can learn.
• Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
• Maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
• Be aware of the signs of abuse and neglect.
• Be aware of the early help process and understand their role in it.
• Act as the lead professional in undertaking an early help assessment, where necessary.
• Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
• Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
• Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
• Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
• Support social workers in making decisions about individual children, in collaboration with the DSL.
• Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
• Follow the school’s procedure for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy.
• Challenge senior leaders over any safeguarding concerns, where necessary.

6 Inter-agency working
6.1 The school contributes to inter-agency working as part of its statutory duty.

6.2 The school is aware of the expected timeline for its LSCB to fully transition to new system of three safeguarding partners.

6.3 The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

6.4 Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.
6.5 The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils’ needs and identify any need for early help.

6.6 Considering 4.3, staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

6.7 Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

6.8 If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

6.9 The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

7 Definitions of abuse and neglect

7.1 All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.

7.2 All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

7.3 When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

7.4 All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

7.5 All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the school’s Anti-Bullying Policy.

7.6 All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

7.7 Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

7.8 The in-depth descriptions of the varying types of abuse and neglect are in Appendix A.

7.9 Alternative provision
7.9.1 The school will remain responsible for a pupil’s welfare during their time at an alternative provider.

7.9.2 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.

7.10 Work experience
7.10.1 When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.

7.10.2 Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 17.

7.11 Homestay exchange visits
School-arranged homestays in UK

7.11.1 Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.

7.11.2 In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

7.11.3 Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host.

7.11.4 In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged homestays abroad
7.11.5 The school will liaise with partner schools to discuss and agree the arrangements in place for the visit.

7.11.6 The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.

7.11.7 The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

7.11.8 Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Privately arranged homestays
7.11.9 Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

7.12 Private fostering
7.12.1 Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.
8 School Procedures

8.1 All school staff and volunteers need to be alert to the potential abuse of children both within their families and from other sources including members of the school community.

8.2 A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the school’s procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future, in accordance with KSIE (2018). Consideration should be given to whether to make a referral to children services if there are safeguarding concerns or there has been no contact with school. If a child stops attending altogether this will be reported to attendance and prosecution service with information regard off rolling the child.

8.3 If any member of staff is concerned about a child the DSL (or the rep in their absence) must be informed immediately. There is an absolute responsibility for all members of the school to respond to any suspected or actual abuse of a child in accordance with these procedures.

8.4 The member of staff must record information regarding the concerns and ensure the written record is passed to the DSL on the same day. The recording must be a clear, precise, factual account of the observations. A record of concern proforma is available on the Sandwell Extranet Safeguarding Virtual Office http://www.lea.sandwell.gov.uk/members/bulletin/virtual-offices/safeguarding/safeguarding-process-forms.htm.

8.5 There may be emerging needs or adversities faced by children and their families that could be addressed through early help. Sandwell’s Multi Agency Threshold document (available on the SSCB Website) will guide you on what is the most appropriate level of support for families based on their level of need. The COG Teams are available for early advice and support prior to getting to the point when things need to go to MASH.

8.6 The school will robustly monitor the attendance of children on roll in the school in line with the Attendance Policy. When a safeguarding/child protection concern is raised, attendance concerns will be shared with partner agencies in accordance with local information sharing protocols.

8.7 The DSL will decide whether the concerns should be referred to children’s social care via the MASH. If it is decided to make a referral to children’s social care this will be discussed with the parents and consent sought, unless to do so would place the child at further risk of harm, place a vulnerable adult at risk or compromise any enquiries that may need to be made.

8.8 When concerns have been raised regarding a child or they are subject to any multi-agency work a written record will be kept securely and separately from the child’s main pupil record.

8.9 Whenever a child transfers to another school all school records, including safeguarding/child protection files will be sent to the receiving school in a secure manner and relevant agencies will be informed of the new school that the child has moved to.

8.10 The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

8.11 All staff and volunteers should be aware that the main categories of abuse are:
- Physical abuse
- Emotional abuse
- Sexual abuse
8.12 All staff will be informed of the risks posed by adults or young people who use the internet to bully, groom or abuse children.

8.13 Staff will oversee the safe use of electronic and social media by staff and pupils and take immediate action if they are concerned regarding any bullying or risky behaviours.

8.14 All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see Appendix A for details.

9 Dealing with a Disclosure

9.1 Where a pupil actually discloses that he/she has been abused the following guidelines must be followed:

RECEIVE

9.2 If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.

9.3 Never promise confidentiality; inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.

9.4 Listen carefully to the child. Do not stop a child who is freely recalling information.

9.5 Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

REACT

9.6 If you need to clarify information ask open-ended questions e.g. “Is there anything you’d like to tell me?”, “Can you explain to me...” Can you describe to me....”

9.7 Never ask leading or suggestive questions e.g. ‘Did he/she do anything that they shouldn’t have done?’

9.8 Never ask ‘accusing’ questions e.g. ”Why didn’t you tell someone earlier?”

9.9 Never criticise the alleged perpetrator, it may be someone that they will continue to live with

9.10 Never ask the pupil to repeat their disclosure for any other member of staff; it is your responsibility to share the information

9.11 These four factors may compromise inquiries that need to be made later by children’s social care or Police.

REASSURE

9.12 Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.

9.13 If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.
RECORD
9.14 Make notes as soon as possible afterwards using the words that the child has used. Upload the notes on to MyConcern in the file section.

9.15 Do not record your assumptions and interpretations, just what you heard and saw.

9.16 Do not destroy original notes even if you later write things up more neatly and fully.

9.17 Record the date, time and place of the disclosure (this is done automatically on MyConcern).

9.18 Sign any written records and identify your position in the school setting.

9.19 Do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children’s social care or Police.

REFER
9.20 Immediately inform the DSL for child protection Carolyn Hill or in their absence the Deputy DSL for child protection Jill Mills who will be responsible for following the appropriate procedures. You can send the RED CARD if you feel an immediate response is required (a child is in threat of significant harm) In the absence of anyone being available in school, contact the Community Operating Group Social worker for advice.

9.21 To consult with your DSL for child protection does not mean a referral has been made. This decision is the responsibility of the DSL for child protection who will contact the appropriate agency as and when required.

9.22 If you are unhappy about the response you receive from your DSL for child protection contact the Locality Community Operating Group (COG) for your area (numbers below) or, in their absence, contact the MASH Contact Centre on 0121 569 3100 where you may be put through to speak to a qualified social worker.

UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

10 Concerns about a pupil
10.1 If a member of staff has any concern about a child’s welfare, they will act on them immediately by speaking to the DSL or a deputy.

10.2 All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in section 28 of this policy.

10.3 Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.

10.4 If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

10.5 The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.
10.6 Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

10.7 If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

10.8 If early help is appropriate, the case will be kept under constant review. If the pupil’s situation does not improve, a referral will be considered.

10.9 All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in a locked cabinet in the school office.

10.10 If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.

10.11 If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

10.12 Where there are safeguarding concerns, the school will ensure that the pupil’s wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

10.13 When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

10.14 An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

11 Early help

11.1 Early help means providing support as soon as a problem emerges, at any point in a child’s life.

11.2 Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

11.3 Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation. All staff will be made aware of the local early help process and understand their role in it.

11.4 The DSL will take the lead where early help is appropriate.
12 Making a Referral

12.1 A referral involves sharing information in line with Multi Agency Threshold Document to either the Targeted Services Team, with the consent of the parents/carers, Multi Agency Safeguarding Hub (MASH) or the Police in matters of immediate risk (see Appendix C).

12.2 Parents/carers should be informed if a referral is being made except in the circumstances outlined in communication with parents.

12.3 However, inability to inform parents for any reason should not prevent a referral being made to children’s social care via the MASH Service. It would then become a joint decision with Children’s Services about how and when the parents should be approached and by whom.

12.4 If low level multi agency support is required for a child and/or their family, the DSL for child protection will, with consent of the parent/carer, refer to the Early Help Team to enable the most appropriate services and support to be identified. This may be targeted multi-agency support to help the family resolve any identified concerns.

12.5 If the concerns are more complex and require statutory intervention then the DSL for child protection will refer the matter to children’s social care via the MASH service where a decision will be made whether any enquiries are needed under Section 17 (child in need enquiry) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at Appendix D detailing the referral procedure.

How to make a referral to Children’s Social Care if a child is at risk of significant harm

12.6 **Step 1** - Complete a Multi-Agency Referral Form (MARF) and send in to the MASH secure email address on the front of the form. Be prepared to give as much of the following information as possible using the SAFER guidelines (see Appendix B). If the child is aged 10 – 17 a CSE screening tool should always be completed.

12.7 **Step 2** - If a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a MARF is completed) the referrer should consider telephoning 999 and children’s social care’s contact centre (0121 569 3100). A MARF will also need to be completed within an hour of reporting the concern.

12.8 Accurately record the action agreed following the referral or that no further action is to be taken and the reasons for this decision noting with whom discussions were held and who made the decisions on the appropriate school form.

Concerns re: Terrorism/Radicalisation

12.9 School will refer any incidents of suspected radicalisation or children deemed at risk on a Multi-agency referral form (MARF) to the MASH.

12.10 Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 or contact made with the LA Prevent Strategy Coordinator Manjeet_Pangli@sandwell.org.uk or sarfraz_khan@sandwell.gov.uk for further advice.
13 Allegations involving school staff/volunteers

13.1 All allegations will be dealt with in line with the school’s Allegations of Abuse Against Staff Policy, a copy of which will be provided to, and understood by, all staff.

13.2 Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order.

13.3 If a case manager is concerned about the welfare of other children in the community following a staff member’s suspension, they may report this concern to CSCS.

13.4 The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

14 Allegations of abuse made against other pupils (peer on peer abuse)

14.1 It is recognised that sometimes children are capable of abusing their peers. All children should be able to attend school and learn in a safe environment. When this is compromised by the actions or behaviours of their peers this will be dealt with through our Behaviour Management Policy. Prevention is a fundamental method of minimising risks and we will do this by:

- providing developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- having systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued
- delivering targeted work on assertiveness and keeping safe to those pupils identified at risk
- developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils

Sometimes allegations are made of a specific safeguarding nature. These may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Some of the features of these could include:

- allegations against an older pupil’s behaviour towards a younger child
- is of a serious nature possibly related to a criminal offence
- indicates that other pupils have been affected by this pupil
- taking part in sexting
- photographing or videoing other children performing indecent acts
- forcing others to use drugs or alcohol

14.2 Procedure

- Consideration will be given to whether the complaint raises a safeguarding concern and then report to the designated safeguarding person.
- A factual record should be made but no attempt should be made to investigate at this stage.
- The DSL can discuss the case with advisory personnel such as the COG or the Education safeguarding officer to determine if a referral to MASH is required. If there is an indication that a criminal offence has been committed then the police may become involved. School may be advised to refer this case to the police or advise parents to do so.
- The DSL will speak to parents of the victim(s) and the alleged perpetrator to inform them of the referral as long as it does not put either parties at risk of further harm.
- Records of action and advice will be kept on both children’s file.
• Consideration will be given to whether the alleged perpetrator should be excluded from school according to the school’s behaviour policy.
• If children services decide there will be no further action a thorough investigation will be carried out in school using the school’s usual disciplinary procedure.
• If the school consider a safeguarding risk is still present then a full risk assessment will be carried out with a date set for follow up review.

14.2.1 The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:
• Healthy relationships
• Respectful behaviour
• Gender roles, stereotyping and equality
• Body confidence and self-esteem
• Prejudiced behaviour
• That sexual violence and sexual harassment is always wrong
• Addressing cultures of sexual harassment

14.2.2 Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

14.3 Awareness
14.3.1 All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

14.3.2 All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

14.3.3 All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

14.3.4 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.

14.3.5 The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

14.3.6 Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

14.4 Support available if a child has been harmed, is in immediate danger or at risk of harm
14.4.1 If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS.

14.4.2 Within one working day, a social worker will respond to the referrer to explain the action that will be taken.
14.5 **Support available if early help, section 17 and/or section 47 statutory assessments are appropriate**

14.5.1 If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

14.6 **Support available if a crime may have been committed**

14.6.1 Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The DSL will be aware of the local process for referrals to both CSCS and the police.

14.6.2 Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

14.6.3 The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

14.7 **Support available if reports include online behaviour**

14.7.1 Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

14.7.2 If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed.

14.7.3 Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

14.8 **Managing disclosures**

14.8.1 Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

14.8.2 If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

14.8.3 Where an alleged incident took place away from the school or online but involved pupils from the school, the school’s duty to safeguard pupils remains the same.

14.8.4 All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
• Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
• Only recording the facts as the child presents them – not the opinions of the note taker.
• Where the report includes an online element, being aware of searching, screening and confiscation advice and UKCCIS sexting advice.
• Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
• Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

14.8.5 The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

14.9 Confidentiality
14.9.1 The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim’s consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

14.9.2 The DSL will consider the following when making confidentiality decisions:
• Parents will be informed unless it will place the victim at greater risk.
• If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
• Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

14.9.3 The DSL will weigh the victim’s wishes against their duty to protect the victim and others. If a referral is made against the victim’s wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

14.10 Anonymity
14.10.1 There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

14.10.2 When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims’ identities and facilitating the spread of rumours.

14.11 Risk assessment
14.11.1 The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

14.11.2 Risk assessments will consider:
• The victim.
• The alleged perpetrator.
• Other children at the school, especially any actions that are appropriate to protect them.
14.11.3 Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school’s Data Protection Policy.

14.12 Taking action following a disclosure

14.14.1 The DSL or a deputy will decide the school’s initial response, taking into consideration:

- The victim’s wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child’s life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

14.14.2 Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

14.14.3 For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

14.14.4 For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

14.14.5 In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

14.13 Managing the report

14.13.1 The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSCS or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

14.13.2 There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referring to CSCS
- Reporting to the police

14.13.3 Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

14.13.4 The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

14.14 Managing internally
14.14.1 In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

14.15 Providing early help
14.15.1 The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

14.16 Referral to CSCS
14.16.1 If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.

14.16.2 The school will not wait for the outcome of an investigation before protecting the victim and other children.

14.16.3 The DSL will work closely with CSCS to ensure that the school’s actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

14.16.4 If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

14.16.5 If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

14.17 Reporting to the police
14.17.1 Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.

14.17.2 Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with CSCS and any appropriate specialist agencies.

14.17.3 The DSL and governing board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

14.17.4 The DSL will be aware of local arrangements and specialist units that investigate child abuse.

14.17.5 In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.
14.18 **Bail conditions**

14.18.1 Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

14.18.2 The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

14.18.3 The term ‘released under investigation’ (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

14.18.4 Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

14.19 **Managing delays in the criminal justice system**

14.19.1 The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

14.19.2 The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

14.20 **The end of the criminal process**

14.20.1 Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator’s timetable.

14.20.2 The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

14.20.3 Where an alleged perpetrator is found not guilty or a case is classed as requiring “no further action”, the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

14.20.4 The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

14.21 **Ongoing support for the victim**

14.21.1 Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like
14.21.2 Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

14.21.3 Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

14.21.4 The school will provide a physical space for victims to withdraw to.

14.21.5 Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

14.21.6 Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

14.21.7 If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

14.21.8 If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

14.22 Ongoing support for the alleged perpetrator

14.22.1 When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

14.22.2 In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

14.22.3 When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.

14.22.4 If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

14.22.5 The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

14.23 Disciplining the alleged perpetrator
14.23.1 Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

14.23.2 The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.

14.23.3 The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

14.24 **Disciplinary action and support can take place at the same time.**

14.24.1 The school will be clear whether action taken is disciplinary, supportive or both.

14.25 **Shared classes**

14.25.1 Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school’s duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

14.25.2 Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

14.25.3 Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

14.25.4 Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

14.25.5 Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

14.25.6 In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

14.26 **Working with parents and carers**

14.26.1 In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

14.26.2 The school will meet the victim’s parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.
14.26.3 Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

14.26.4 Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

14.27 Safeguarding other children
14.27.1 Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

14.27.2 It is likely that children will “take sides” following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

14.27.3 The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

14.27.4 As part of the school’s risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

15 Communication & Confidentiality
15.1 All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

15.2 Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

15.3 Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

15.4 Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.
15.5 During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

15.6 Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim’s consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.

15.7 Before doing so, the DSL will weigh the victim’s wishes against their duty to protect the victim and others.

15.8 Where a referral is made against the victim’s wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

15.9 Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.

15.10 Discussions with parents will not take place where they could potentially put a pupil at risk of harm.

15.11 Discussion with the victim’s parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.

15.12 Discussion with the alleged perpetrator’s parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.

15.13 External agencies will be invited to these discussions where necessary.

15.14 Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

15.15 Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil’s new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

16 Mobile phone and camera safety

16.1 Staff members will not use personal mobile phones or cameras when pupils are present.

16.2 Staff may use mobile phones on school premises outside of working hours when no pupils are present.

16.3 Staff may use mobile phones in the staffroom during breaks and non-contact time.

16.4 Mobile phones will be safely stored and in silent mode whilst pupils are present.

16.5 Staff will use their professional judgement in emergency situations.

16.6 Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present.
16.7 Mobile devices will not be used to take images or videos of pupils or staff in any circumstances.

16.8 The sending of inappropriate messages or images from mobile devices is strictly prohibited.

16.9 Staff who do not adhere to this policy will face disciplinary action.

16.10 ICT technicians and the e-safety officer will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission from an ICT technician or the e-safety officer.

16.11 The school will adhere to the terms of the E-Safety Policy at all times.

16.12 Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school’s Data Protection Policy.

16.13 The DPO will oversee the planning of any events where photographs and videos will be taken.

16.14 Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved.

16.15 The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil’s social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.

16.16 The school will adhere to its Photography and Videos at School Policy at all times.

16.17 Staff will report any concerns about another staff member’s use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

17 Sports clubs and extracurricular activities

17.1 Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

17.2 Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.

17.3 Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

17.4 All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

18 Record Keeping

18.1 The importance of good clear child welfare and child protection record keeping has been highlighted in the learning from serious case reviews. Good up to date record keeping of concerns and action taken is essential for two main reasons:

18.2 It helps schools identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating safeguarding or child protection concern.
1.6.3 It helps schools monitor and manage their safeguarding practices and provides evidence of robust and effective safeguarding policy and practice.

18.4 A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour recording the disclosure using the child’s own words, what was said or seen and the location both of the abuse and the disclosure. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

18.5 A record should be made of any visible marks or injuries to a child that give cause for concern, this may be completed on a Board map. The child should not be examined intimately or pictures taken of any injuries/marks.

18.6 All records must be signed and dated clearly with the name of the signatory clearly printed.

18.7 When a child has made a disclosure, the member of staff/volunteer should:
- make brief notes as soon as possible after the conversation using the appropriate form utilised by the school
- not destroy the original notes in case they are needed by a court
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- record statements and observations rather than interpretations or assumptions
- distinguish fact from opinion

Children MUST NOT be asked to make a written statement themselves or to sign any records.

18.8 All records of a child protection nature (handwritten or typed) are given to the DSL before the end of the working day. These should be filed in individual pupil files in chronological order and a chronology of significant events should be maintained at the front of the file. My Concern will automatically follow this procedure.

No copies should be retained by the member of staff or volunteer.

18.9 The DSL will ensure that all safeguarding records are managed and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.

19 Physical Interventions

19.1 It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves or others), it may be necessary for some physical contact to take place.

19.2 Section 93 of the Education and Inspections Act 2006 enables school staff to use ‘reasonable force’ to prevent a pupil from:
- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

19.3 The general guidance on The Use of Reasonable force: Guidance for Head teachers, staff and Governing Bodies (2013) and continues to be supplemented by a specialist guidance document, namely ‘Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders’ (2012) and ‘Guidance on the Use of Restrictive Physical Interventions for Pupil with Severe Behavioural Difficulties’. The circular entitled Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or Autism Spectrum Disorders applies to all special school settings. Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the governing board to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

19.4 The school has a Physical Restraint and Reasonable Force Policy in place.

20 **Safer recruitment**

20.1 An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in ‘regulated activity’ if, as a result of their work, they:
- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

20.2 The DfE’s **DBS Workforce Guides** will be consulted when determining whether a position fits the child workforce criteria.

20.3 **Pre-employment checks**

20.3.1 The governing board will assess the suitability of prospective employees by:
- Verifying the candidate’s identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services’ System.
- Verifying the candidate’s mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person’s right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the **Gov.UK** website will be followed.
If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Checking professional experience, QTS and qualifications as appropriate using Teacher Services.

Confirming that an individual taking up a management position is not subject to a section 128 direction.

20.3.2 An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

20.4 Internal candidates

20.4.1 References from internal candidates will always be scrutinised before appointment.

20.5 ITT candidates

20.5.1 Where applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out.

20.5.2 Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

20.6 Governors

20.6.1 An enhanced DBS check will be carried out for each member of the governing board. Where a governor also engages in regulated activity, a barred list check will also be requested. The school will also contact the TRA using Teacher Services to check if a proposed governor is barred as a result of being subject to a section 128 direction. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check.

20.6.3 Those who have lived or worked outside of the UK

20.6.4 For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

20.7 Barred list check

20.7.1 An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check.

20.7.2 If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment.

20.7.3 Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

20.8 References

20.8.1 References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

20.8.2 References will only be accepted from a senior person and not from a colleague.
20.8.3 References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

20.8.4 References will be obtained prior to interviews taking place and discussed during interviews.

20.8.5 New for 2018] Open testimonials will not be considered.

20.8.6 Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant’s suitability for a post.

20.8.7 Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

20.9 Volunteers
20.9.1 No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.

20.9.2 An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

20.9.3 Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.

20.9.4 A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

20.9.5 The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

20.9.6 Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.

20.9.7 A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

20.10 Contractors
20.10.1 The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

20.10.2 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

20.10.3 Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

20.11 Data retention
20.11.1 DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.

20.11.2 A copy of the other documents used to verify the successful candidate’s identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee’s employment plus six years.
20.12 Referral to the DBS
20.12.1 The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

20.13 Ongoing suitability
20.13.1 Following appointment, consideration will be given to staff and volunteers’ ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

21 Single central record (SCR)
21.1 The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

21.2 All members of the proprietor body are also recorded on the SCR.

21.3 The following information is recorded on the SCR:
- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A section 128 check
- A check of professional qualifications
- A check to determine the individual’s right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

21.4 For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

21.5 If any checks have been conducted for volunteers, this will also be recorded on the SCR.

21.6 If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

22 Training
22.1 Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on an annual basis or whenever there is a change in legislation.

22.2 The induction training will cover:
- The Child Protection and Safeguarding Policy
- The Behavioural Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs

22.3 All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.
22.4 Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously LAC safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.

22.5 Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

22.6 The DSL and deputy DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

22.7 The DSL and deputy DSL will also undergo biennial Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

22.8 The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online.

22.9 Online training will also be conducted for all staff members as part of the overall safeguarding approach.

23 Useful telephone numbers

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandwell Contact Centre</td>
<td>0121 569 3100</td>
</tr>
<tr>
<td>West Midlands Police</td>
<td>0345 113 5000</td>
</tr>
<tr>
<td>Local Authority Child Protection Officers for Education</td>
<td>0121 569 8144</td>
</tr>
<tr>
<td>Local Authority Designated Officer</td>
<td>0121 569 4770</td>
</tr>
<tr>
<td>CSE Team</td>
<td>0121 569 2524</td>
</tr>
<tr>
<td>Prevent (Extremism) Coordinator Manjeet Pangali</td>
<td>0121 569 2322</td>
</tr>
<tr>
<td>Tipton COG</td>
<td>0121 5697291</td>
</tr>
<tr>
<td>Wednesbury COG</td>
<td>0121 569 7294</td>
</tr>
<tr>
<td>West Bromwich Central COG</td>
<td>0121 569 7293</td>
</tr>
<tr>
<td>Oldbury COG</td>
<td>0121 569 7295</td>
</tr>
<tr>
<td>Rowley COG</td>
<td>0121 569 7296</td>
</tr>
<tr>
<td>Smethwick COG</td>
<td>0121 569 7297</td>
</tr>
<tr>
<td>NSPCC Helpline</td>
<td>0808 5000</td>
</tr>
<tr>
<td>NSPCC Whistleblowing Helpline</td>
<td>0800 028 0285</td>
</tr>
</tbody>
</table>
24 Monitoring and Review

24.1 This policy is reviewed annually by the DSL and the headteacher.

24.2 Any changes made to this policy by the headteacher and DSL will be communicated to all members of staff.

24.2 All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

24.3 The next scheduled review date for this policy is March 2020.
Appendix A: Definitions of Abuse and Neglect

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Child welfare concerns may arise in different contexts and can vary in terms of extent and seriousness. Children can be abused by family members and strangers, in an institution or community setting including via the internet. In the case of Female Genital Mutilation (FGM) children may be taken out of the country to be abused.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they have impaired capacity to avoid or resist abuse. There are also assumptions that indicators of abuse such as behaviour, mood and injury can relate to the child’s disability without further exploration. Children with SEN and disabilities can be disproportionately impacted by bullying without showing outward signs. Children develop and mature at different rates so what appears to be worrying for a younger child might be normal for an older child. Parental behaviours may also be indicative of abuse or neglect so be alert to parent-child interactions and behaviours which are concerning. By understanding warning signs you can respond to problems as early as possible and provide the right support/services for the child and their family.

1. Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, 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 (Munchausen Syndrome by Proxy).

Signs of possible physical abuse
- any injuries not consistent with the explanation given for them.
- injuries which occur to the Board in places which are not normally exposed to falls or rough games
- injuries which have not received medical attention
- reluctance to change for, or participate in, games or swimming
- bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- the child gives inconsistent accounts for the cause of injuries
- frozen watchfulness

Possible effects of physical abuse
- Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.
- FGM is a procedure where the female genitals are deliberately cut, injured or changed but where there is no medical reason for this to be done. It is also known as ‘female circumcision’. FGM is usually carried out on young girls between infancy and the age of 15 most commonly before puberty starts. It is illegal to perform FGM in England and Wales, assist a young girl to carry out FGM on herself in England and Wales and assist (from England or Wales) a non-UK person to carry out FGM outside the UK on a UK national or UK resident.

Some of the following signs may be indicators of risk of FGM or a child has undergone FGM
- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school.
- The child may talk about a special procedure/ceremony in taking place.
- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with menstrual or bladder problems.
- Children finding it difficult to sit still and look uncomfortable or complaining about pain between the legs.
Talking about somebody doing something to them that they aren’t able to talk about.

Abuse linked to a belief in Spirit Possession whereby the perpetrators believe that an evil spirit has entered a child and is controlling him or her. Sometimes the term ‘witch’ is used and is defined here as the belief that a child is able to use an evil force to harm others. Terms used may be black magic, kindoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases genuine beliefs can be held by families, carers, religious leaders, congregations and the children themselves that evil forces are at work. Abuse often occurs when an attempt is made to ‘exorcise’ or ‘deliver’ the child.

Teaching staff are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

FGM is also included in the definition of ‘honour-based’ violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Forced marriage

For the purpose of this policy, a “forced marriage” is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

Some of the following signs may be indicators of this type of abuse but may also be common features in other kind of abuse

- signs or marks such as bruises or burns
- a child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children
- a child’s personal care deteriorating such as losing weight, being unkempt with dirty clothes and even faeces smeared on them
- parent or carer does not show concern for or have a close bond with the child.
• child’s school attendance becoming irregular or the child being taken out of school altogether
• a child reporting they are or have been accused of being ‘evil’ and/or that they are having the ‘devil beaten out of them’

2. **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 cyberbullying), 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.

**Signs of possible emotional abuse**

• Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
• Obsessions or phobias
• Sudden underachievement or lack of concentration
• Seeking adult attention and not mixing well with other children
• Sleep or speech disorders
• Negative statements about self
• Highly aggressive or cruel to others
• Extreme shyness or passivity
• Running away, stealing and lying

**Possible effects of emotional abuse**

• If a child suffers sustained emotional abuse there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child’s mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

3. **Sexual Abuse and Exploitation**

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

**Signs of possible sexual abuse**
• any allegations made by a child concerning sexual abuse
• the child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
• sexual activity through words, play or drawing
• repeated urinary infections or unexplained stomach pains
• the child is sexually provocative or seductive with adults
• inappropriate bed-sharing arrangements at home
• severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
• eating disorders such as anorexia or bulimia

Possible effects of sexual abuse
• Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem has all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child’s ability to cope with the experience of sexual abuse once recognised; can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.
• Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases young people are persuaded or forced in to exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE doesn’t always involve contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Child Sexual Exploitation
Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

• having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
• entering and/or leaving vehicles driven by unknown adults
• possessing unexplained amounts of money, expensive clothes or other items
• frequenting areas known for risky activities
• being groomed or abused via the Internet and mobile technology
• having unexplained contact with hotels, taxi companies or fast food outlets.

Some of the following signs may be indicators of sexual exploitation
• children who appear with unexplained gifts or new possessions
• children who associate with other children involved in exploitation
• children who have older boyfriends or girlfriends
• children who suffer from sexually transmitted infections or become pregnant
• children who suffer from changes in emotional well-being
• children who misuse drugs and alcohol
• children who go missing for periods of time or regularly come home late
• children who regularly miss school or education or don’t take part in education

4. **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);
• protect a child from physical and emotional harm or danger;
• ensure adequate supervision (including the use of inadequate care-givers); or
• Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Signs of possible neglect**

• Dirty skin, Board smells, unwashed, uncombed hair and untreated lice
• Clothing that is dirty, too big or small, or inappropriate for weather conditions
• Frequently left unsupervised or alone
• Frequent diarrhoea
• Frequent tiredness
• Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
• Frequently hungry
• Overeating junk food

**Possible effects of neglect**

• Neglect can seriously impair a child’s health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

For further information about neglect please see Sandwell Safeguarding Children Board’s [neglect policy](#).

5. **Other issues which may result in abuse or neglect**

**Homelessness**

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

• Household debt
• Rent arrears
• Domestic abuse
• Anti-social behaviour
• Any mention of a family moving home because “they have to”

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

For 16 and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

**County lines criminal activity**
“County lines criminal activity” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil 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 pupil 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

Pupils with a family members in prison
Pupils with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of ‘Are you a young person with a family member in prison’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court
Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will also be provided with the booklet ‘Going to Court and being a witness’ from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Contextual safeguarding
Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils’ 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.

Pupils with SEND
The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:
• Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil’s disability without further exploration; however, it should never be assumed that a child’s indicators relate only to their disability.
• Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs.
• Communication barriers may exist, as well as difficulties in overcoming these barriers.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school’s SENCO, as well as the pupil’s family where appropriate, to ensure that the pupil’s needs are effectively met.
Appendix B: Telephone Referrals

Aide-memoire for Professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, immediate risk of significant harm.

Situation
- I am (give your name /designation /base). I am calling about (child’s name(s)/date of birth/address, or mother’s details if an unborn child).
- I am calling because I believe this child is at risk of harm.
- The parents are/aren’t aware of the referral.

Assessment and actions
- I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered) or I fear for the child’s safety because (provide specific facts – what you have seen, heard and/or been told).

A Early Help Assessment has/hasn’t been completed/ followed prior to this referral.
- The child is now (describe current condition and whereabouts)
- I have not been able to assess the child but I am concerned because …
- I have (actions taken to make the child safe).

Family Factors
- Specific family factors making this child at risk of significant harm are (base on the Assessment of Need Framework i.e. parenting capacity, family/environment, and child’s developmental needs)
- Additional factors creating vulnerability are …
- Although not enough to make this child safe now, the strengths in the family situation are …

Expected response
- In line with “Keeping Safe in Education 2015’, “Working Together to Safeguard Children” 2015 and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).

Other recommendations.
Ask: Do you need me to do anything now?

Referral and recording
- I will follow up with a written referral (MARF) and would appreciate it if you would get back to me as soon as you have decided your course of action.
- Exchange names and contact details with the person taking the referral.
- Now complete the MARF ensuring that it is sent within 1 hour and record details and time and outcomes of telephone referral.
Appendix C: Process Map

[Diagram showing the process of identifying and supporting children with additional needs through various stages, including initial assessment, referral, and decision-making.]

[Diagram showing the process of identifying child protection concerns or CIN, followed by multi-agency discussions, referrals, and outcomes.]
Appendix D: Safeguarding and Promoting Children’s Welfare Procedural Flowchart

Concern(s) exist about a child’s welfare

Discuss your concern with the DSL for Child Protection immediately. Under no circumstances leave work before sharing your concerns.

DSL for child protection to consider whether the concern is one of sexual or physical harm? (If in doubt, seek advice immediately)

No

Complete a Report of Concern form prior to the end of the working day

Is there a legitimate purpose for sharing information in line with the Multi Agency Threshold Document?

Seek advice if in doubt.

Yes

This may be a significant harm situation. The DSL for Child Protection must take the following actions:

1. Discuss concerns with parents/carers and seek consent for referral (*Unless to do so would put a child at further risk of harm*);
2. Refer to the MASH immediately by;
3. Completing the Multi Agency Referral Form (MARF)
4. If immediate risk of harm call the contact centre and follow up with a MARF

(This form *must* be sent to the MASH service within 24 hours of any telephone referral.)

Can you share?

No

DO NOT SHARE – Record the information sharing decision and reasons on the appropriate school document and place on child’s file.

Yes

SHARING INFORMATION WHEN THERE ARE NO SIGNIFICANT HARM CONCERNS:

- Record the concern on a Report of Concern form, distinguishing fact from opinion. Using the Multi Agency Threshold Document consider if your concern meets the threshold (safeguarding concerns) for the offer of an early help assessment or the threshold for risk of significant harm (child protection).
- Early Help MASH – concerns that you believe are safeguarding concerns. Complete Early Help Assessment and submit via e-caf (if trained), via post to Early Help Team, PO Box 16021, Oldbury, B69 9EW or via e-mail to ecaf_queries@sandwell.gcsx.gov.uk
- Child Protection MASH – concerns that you believe are child protection concerns. Contact your designated lead for child protection; consult with Early Help Social Worker for advice and guidance. Send completed MARF (multi-agency referral form) via secure e-mail to access_team@sandwell.gcsx.gov.uk or if an emergency that cannot wait an hour – call Sandwell’s Contact Centre on 0121 569 3100
- Record the information sharing decision, your reasons, and open a confidential Safeguarding file for the child (if one does not already exist). Also note any agreed action, who is to complete this and by when.
Appendix E: Using My Concern

2. Reporting a Concern

2.1 How to Report a Concern

Select ‘Report a Concern’ from the Home page and the following screen will appear:

My Concern® allows you to report a concern about a named pupil (or a number of pupils) in the school or to report a concern even if you are not sure of the name(s) of the individuals involved.

You are also able to report incidents that may not involve pupils from the school (e.g. a suspicious person loitering outside the school).

Make sure you provide as much relevant information as possible about the concern itself, including the time and date of the incident and the details of any words spoken by the pupil (if appropriate).

As you put the cursor into each field on the concern report an orange ‘Help’ box will appear telling you what is expected in this field. These ‘Help’ prompts also contain explicit requirements from the DfE National Guidance.

2.2 Urgent Concerns

If the concern is URGENT please tick the ‘YES’ box. A new text box will then appear asking you to briefly explain why this concern is urgent. The automated e-mail alert that the DSL will receive when you submit the concern will make it clear that the
concern is urgent. This will assist the DSL to assess the concern and take the right course of action based on the information you provide.

A concern is considered URGENT if the Trusted User believes that action is required within a specified timescale (e.g. before the end of the school day). It is not necessary for the concern itself to be one involving an immediate risk of serious harm.

An Urgent concern is marked with an exclamation mark within a red circle; Urgent concerns will always default to the top of the list of concerns.

The DSL also has the option to highlight any concern as ‘High Priority’. This will prioritise the concern in any list that appears on the system and is marked with a red lightning strike symbol:

Remember, that if there is a risk of immediate serious harm the DSL should be personally informed IMMEDIATELY. Do not delay informing the DSL simply to record the concern; this can be done retrospectively.
The DSL will then be able to access the concern and carry out three initial actions:

1. Decide whether the concern is a ‘High Priority’ – a concern marked as a High Priority will be marked with a red ‘lightning strike’ symbol and will always default to the top of any list;

2. Allocate a Category of Concern to each concern (multiple categories can be allocated to an individual concern if necessary) which describes nature of the concern (e.g. injury, abuse, neglect etc.); and

3. Associate the Concern with a specific pupil (or multiple pupils) by using the link between the school’s MIS system and MyConcern®

3. Accessing My Concerns

To view or add information to a concern you have previously reported or been given access to select ‘Update a Concern’ or ‘My Concerns’ on the main menu:

For further information about MyConcern go to the tab named resources, choose local policies and select trusted users guide.
Appendix F: Child protection during the COVID-19 measures

Context
The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual. Most children are no longer in a school setting and staff numbers have been affected by the outbreak.

Schools have been asked to provide care for children who are vulnerable and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This annex to our Child Protection and Safeguarding policy sets out details of our safeguarding arrangements for:

1. Version control and dissemination
2. Safeguarding priority
3. Current school position
4. Safeguarding partners’ advice
5. Roles and responsibilities
6. Vulnerable children
7. Increased vulnerability or risk
8. Attendance
9. Reporting concerns about children and staff
10. Safeguarding training and induction
11. Safer recruitment/volunteers and movement of staff
12. Peer on peer abuse
13. Online safety
14. New children at the school
15. Supporting children not in school
Version control and dissemination
This is version 1.0 of this annex. It will be reviewed by our designated safeguarding lead (DSL) or a deputy DSL on a weekly basis as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the school website here http://www.st-michaels.sandwell.sch.uk/policies and is made available to staff by email.

We will ensure that on any given day all staff and volunteers in attendance will be aware of who the DSL and deputy DSLs are and how staff and volunteers can contact them. In addition, the My Concern reporting tool is still in place for staff to use to report any concerns (it sends an email immediately).

Safeguarding priority
During these challenging times the safeguarding of all children at our school – whether they are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- the best interests of children continue to come first
- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available
- no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online. Where students are at home using their own devices, parents are made aware of how to keep their children safe with guidance available on the school web site.

Current school position
The school is open to children of key workers, children with an education or health care (EHC) plan in place and children with a social worker. To ensure compliance with government guidelines relating to Covid-19, only Block A of the school is open.

All staff and volunteers attending on site from outside our school will complete an induction to ensure they are aware of safeguarding risks and know how to act if they have concerns.

Safeguarding partners’ advice
We continue to work closely with our three safeguarding partners, and we will ensure this annex is consistent with their advice. This will include expectations for supporting children with EHC plans, the local authority designated officer and children’s social care, reporting mechanisms, referral thresholds and children in need. The current advice is below.

Schools must notify the local authority on a weekly basis of any concerns in regards to children with social work involvement not attending school and remaining at home.

In relation to multi-agency working:
1. Other than in exceptional circumstances, visits to children and families will be reduced to a frequency necessary to meet any statutory requirements. Where this is felt to provide insufficient safety, decisions will be made by management on a case by case basis.
2. All multi agency meetings, including strategy meetings, MASH, initial and review child protection conferences, core group, MACE and Position of Trust meetings and Looked After Child reviews will be arranged as telephone conferencing and all partners invited to join online.
3. Sandwell Children Safeguarding Partnership (SCSP) sub-group meetings will be held virtually where the business can be achieved in this way or postponed pending an improvement in the current situation.
4. Multi agency training planned for March/April/May will be postponed, a suite of eLearning training is currently being developed to disseminate information until face to face training is reinstated.
The SCSP Business Manager will be available to respond to any queries via:

**Gillian Ming**: [gillian_ming@sandwellchildrenstrust.org](mailto:gillian_ming@sandwellchildrenstrust.org) Tel: 07767 614595

For queries related to SCSP subgroup activities the following named officers can be contacted:

**Lucy Edwards**: [lucy_edwards@sandwellchildrenstrust.org](mailto:lucy_edwards@sandwellchildrenstrust.org) Tel: 07717 343774
- Child Safeguarding Practice Reviews (formerly SCR's)
- Rapid Reviews
- Quality Performance Activity

**Holly Bramley**: [holly_bramley@sandwellchildrenstrust.org](mailto:holly_bramley@sandwellchildrenstrust.org) Tel: 075575 44868
- Multi-Agency Training and Development

**Jade Maynard**: [jade_maynard@sandwellchildrenstrust.org](mailto:jade_maynard@sandwellchildrenstrust.org) Tel: 07974224216
- Child Neglect Workstream (GCP2)
- Online Safety/Exploitation Workstream

General enquiries:
**Karina Turner**: [SCSP@sandwellchildrenstrust.org](mailto:SCSP@sandwellchildrenstrust.org)

Regular updates will also be available on the SCSP website: [https://www.sandwellcsp.org.uk/](https://www.sandwellcsp.org.uk/)
Roles and responsibilities
The roles and responsibilities for safeguarding in our school remain in line with our Child Protection and Safeguarding Policy.

The DSL and Deputies will react to any concerns via the online reporting system My Concern, which informs them immediately by email of a submitted concern. All DSL staff are monitoring emails. In addition, the DSL is available via telephone.

Where our DSL or a deputy DSL cannot be on site, a senior leader from the school will take responsibility for coordinating safeguarding on site.

The designated safeguarding lead (DSL) for child protection is:

Name: Carolyn Hill
Contact details: Carolyn.hill2@st-michaels.sandwell.sch.uk
Tel: 07860623338

The deputy designated leads are:
Name: Sarah Beardsmore
Contact details: Sarah.beardsmore@st-michaels.sandwell.sch.uk

Name: Jill Mills
Contact details: Jill.mills@st-michaels.sandwell.sch.uk

Vulnerable children
Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education or health care (EHC) plans.

Those who have a social worker include children who have a child protection issue and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989 (Child in Need Plan).

There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. Where a parent does not want their child to attend school, and their child is considered vulnerable, we will discuss this with the social worker and explore the reasons for this directly with the parent.

Those with an EHC plan will be risk-assessed in consultation with the local authority and parents to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

We will encourage our vulnerable children and young people to attend school and, if this is not possible, access learning remotely.

Senior leaders in our school, especially the DSL (and deputies) know who our most vulnerable children are, and they have the flexibility to offer a place to those on the edge of receiving children’s social care support.
We will continue to work with children’s social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

**Increased vulnerability or risk**
Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils’ work where they are at home. Where we are providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them.

Our staff and volunteers will be aware of the mental health of children and their parents and carers and will contact the DSL or a deputy if they have any concerns.

**Attendance**
Where a child is expected but does not arrive at school, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made and it is felt necessary to inform the DSL or a deputy DSL a discussion and plan of action will be put into place.

Where a vulnerable child does not take up their place, we will notify their social worker. All vulnerable children that are being educated remotely, receive weekly wellbeing calls from DSLs, LSPs and pastoral staff. The details of this communication are outlined in the Vulnerable Contact Document. Any concerns are reported to the child’s social worker and relevant actions taken.

**Reporting concerns about children or staff**
The importance of all staff and volunteers acting immediately on any safeguarding concerns remains. Staff and volunteers will continue to follow our Child Protection and Safeguarding procedures and advise the DSL of any concerns they have about any child, including those who are not attending school.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff or volunteers. As such, it remains extremely important that any allegations of abuse made against staff or volunteers attending our school are dealt with thoroughly and efficiently and in accordance with our Allegations Against Staff Policy.

**Staff training and induction**
For the duration of the COVID-19 measures, our DSL and deputy DSLs are unlikely to receive their refresher training. In line with government guidance, our trained DSLs and deputy DSLs will be classed as trained even if they cannot receive this training.

All current school staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education. When new staff are recruited or volunteers join us, they will receive a safeguarding induction in accordance with our Child Protection Policy.

If staff from another setting attend the school site then, in line with government guidance, we will not undertake any additional safeguarding checks if the setting providing those staff confirm that:

- the individual has been subject to an enhanced DBS and children’s barred list check and, that in the opinion of that setting, nothing resulted from those checks that provided any caused for concern
- there are no safeguarding investigations into the conduct of that individual
- the individual remains suitable to work with children.

**Safer recruitment/volunteers and movement of staff**
It remains essential that people who are unsuitable are not allowed to enter the children’s workforce or gain access to children.
When recruiting new staff, we will continue to follow our Safer Recruitment policy (http://www.st-michaels.sandwell.sch.uk/useruploads/Policies/SM%20Safer%20Recruitment%20Policy.pdf)

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

For volunteers we will continue to follow the checking and risk assessment process set out in paragraphs 167 to 172 of Keeping Children Safe in Education 2019. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to engage in regulated activity.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness.

Peer on peer abuse
We recognise that children can abuse their peers and our staff are clear about the school’s policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures.

Our staff will remain vigilant to the signs of peer-on-peer abuse and will follow the process set out in our Child Protection and Safeguarding Policy, which can be accessed here http://www.st-michaels.sandwell.sch.uk/useruploads/Policies/SM%20Child%20Protection%20and%20Safeguarding%20Policy%202019%20(full).pdf.

Online safety
It is likely that children will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks; for those students in school our filtering and monitoring software remains in use during this time to safeguard and support children. Where students are at home using their own devices, parents are made aware of how to keep their children safe with guidance available on the school web site.

Our staff will follow the process for online safety set out in our Child Protection and Safe Guarding Policy. Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this annex and report that concern to the DSL or to a deputy DSL.

New children at the school
Children may join our school from other settings. When they do, we will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join us, but it will be especially important where children are vulnerable.

For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum we will seek access to that child’s EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child’s social worker (and, for looked-after children, who the responsible VSH is).
Ideally this will happen before a child arrives but where that is not possible it will happen as soon as reasonably practicable.

Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC
plans. However, it is acknowledged this may not always be possible. Where this is the case our school senior leaders will take responsibility.

The DSL will undertake a risk assessment based on the information received, considering how risks will be managed and which staff needs to know the information.

**Supporting children not in school**
Where the DSL has identified a child to be on the edge of social care support, or who would normally receive additional pastoral support in school, they will ensure that a communication plan is in place to support that child. Details of that communication will be outlined on the pastoral contact document. It will be reviewed regularly to ensure it remains current during these measures.
Appendix G: Allegations of Abuse Against Staff Policy

Allegations of Abuse Against Staff Policy

“What does the Lord ask of you? To act justly, to love mercy and to walk humbly with your God.”
(Micah 6:8)
Contents:

Statement of intent

1. Legal framework
2. Initial allegation made to the school
3. Initial consideration
4. Action following initial consideration
5. Cases where a crime may have been committed
6. Allegations which are likely to necessitate an immediate referral to child protection
7. Suspension
8. Strategy meeting
9. Attendance
10. Communication following the strategy meeting
11. Monitoring progress
12. Referral to DBS
13. Keeping records
14. Confidentiality
15. Action to be taken in respect of false allegations
16. Learning lessons
17. Information sharing
18. Resignations and ‘compromise agreements’
19. Supporting those involved
20. Policy review

Appendices

a) Information Guide for Employees Facing Allegations
Statement of intent
In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael’s Church of England Christian values:

- to show love, care and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

St Michael’s Church of England High School takes its responsibility of care for its pupils seriously. We recognise that any possibility that a member of staff may have hurt a pupil must be investigated thoroughly, but in a way that does not prejudice either the pupil or the member of staff. Any investigation of an allegation of abuse against a member of staff must follow the objective and professional standards and routines described here.

Signed by:

_________________________________________  Headteacher  Date:  

_________________________________________  Chair of governors  Date:  

Date of adoption  January 2015
Date of review  21st March 2019
Review date  October 2020
1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- The Children Act 1989
- The Education Act 2002
- The Data Protection Act 1998
- The Education (Independent School Standards) Regulations 2014
- The Children Act 2004

1.2. This policy should be followed in conjunction with the following school policies and procedures:

- Behaviour Management Policy
- Disciplinary Policy and Procedure

2. Initial allegation made to the school

2.1. Any allegation of abuse, whereby a member of staff is accused of abusing a pupil, will be reported to the headteacher. Should the initial allegation first be made to any other member of staff, then that member of staff will either request the person raising the allegation to report it to the headteacher or, if that is not possible, to pass details of the allegation to the headteacher immediately.

2.2. Should the allegation be made against the headteacher, this will be brought to the attention of the chair of governors immediately.

2.3. Should the allegation meet any of the following criteria then the headteacher will report the allegation to the designated officer (DO), formally known as the LA designated officer, the same day that the allegation is received. A teacher or member of staff (including a volunteer) in a school, FE college or other education establishment that provides education for children under 18 years of age has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates that they pose/may pose a risk to children.

3. Initial consideration

3.1. The headteacher will discuss the matter with the DO and provide any further details of the allegation and the circumstances in which it was made. The headteacher should not investigate the allegation at this stage. The discussion will also consider whether there is evidence or information that establishes that the allegation is false or unfounded.

3.2. If the allegation is not patently false and there is cause to suspect that a child is suffering, or is likely to suffer, significant harm, the DO will immediately refer it to LA Children’s Social Care and ask for a strategy discussion, in accordance with ‘Working together to safeguard children’, to be convened straight away. In those circumstances, the strategy discussion will include the DO and the headteacher.

3.3. If there is not cause to suspect that ‘significant harm’ is an issue, but a criminal offence might have been committed, the DO will immediately inform the police and convene a similar
discussion to decide whether a police investigation is needed. That discussion will also involve the school and any other agencies involved with the child.

4. **Action following initial consideration**
   4.1. Where the initial consideration decides that the allegation does not involve a possible criminal offence, it will be for the headteacher to deal with. In such cases, if the nature of the allegation does not require formal disciplinary action, the headteacher will institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing will be held within 15 working days.

   4.2. Where further investigation is required, the headteacher will discuss who will undertake that with the DO. The DO is named Uzma Bhatti, and can be contacted by telephone on 0121 569 4770/4771 and by email at uzma.bhatti@sandwell.gov.uk.

   4.3. The investigating officer aims to provide a report to the headteacher within 10 working days.

   4.4. On receipt of the report of the investigation, the headteacher and chair of governors will consult the DO, and decide whether a disciplinary hearing is needed within two working days. If a hearing is needed, it will be held within 15 working days.

   4.5. In any case in which LA Children’s Social Care has undertaken enquiries to determine whether the child or children are in need of protection, the headteacher and chair of governors will take account of any relevant information obtained in the course of those enquiries when considering disciplinary action.

   4.6. The DO will continue to liaise with the school to monitor progress of the case and provide advice or support when required or requested.

5. **Cases where crimes may have been committed**
   5.1. If there is no cause to suspect that significant harm is an issue, but a criminal offence might have been committed, the DO will immediately inform the police and convene a similar discussion to decide whether a police investigation is needed. That discussion will also involve the school.

   5.2. Where the involvement of children’s social work services is not required, as the pupil is not assessed to be at risk of significant harm, but a police investigation continues, the DO will agree with the police, the school and any other agency involved with the child, the nature of the allegation and how this must be addressed.

   5.3. This joint evaluation discussion must take place within one working day of the referral and must consider how to progress enquiries, e.g. a criminal process parallel with a disciplinary process or whether disciplinary action needs to be suspended until police enquiries/prosecution are completed.

   5.4. These investigations must be reviewed by the police no later than four weeks after the joint evaluation discussion has concluded and, thereafter, at fortnightly or monthly intervals.

   5.5. If the police and/or the Crown Prosecution Service (CPS) decide not to charge the individual with an offence, decide to administer a caution, or the person is acquitted by a court, the police will pass all information they have which may be relevant to a disciplinary case to the school without delay. In those circumstances, the headteacher will deal with the case in consultation with the DO.
5.6. If the person is convicted of an offence, the police will also inform the employer straight away so that the appropriate action can be taken.

6. Allegations which are likely to necessitate an immediate referral to child protection

6.1. The following situations will require immediate referral to child protection:

- Where the pupil has suffered, is suffering, or is likely to suffer significant or serious harm
- Where the pupil alleges that a criminal offence has been committed
- Any allegation of a sexual nature

6.2. The headteacher is aware that some other complaints may also be regarded as child protection issues and, therefore, each complaint will be carefully considered in consultation with the DO before taking any action.

6.3. Where allegations of the above are referred to children’s services, subsequent action will be in accordance with the local safeguarding arrangements.

7. Suspension

7.1. The possible risk of harm to children posed by an accused person needs to be effectively evaluated and managed in respect of the child(ren) involved in the allegations. In some cases, that will require the school to consider suspending the person until the case is resolved.

7.2. Suspension is not an automatic response when an allegation is reported. If the school is concerned about the welfare of other children in the community or the teacher’s family, those concerns will be reported to the DO or police, but suspension is highly unlikely to be justified on the basis of such concerns alone.

7.3. Suspension will only be considered in a case where there is cause to suspect a child or other children at the school is or are at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal; however, a person will not be suspended automatically, or without careful thought being given to the particular circumstances of the case.

7.4. The school will consider carefully whether the circumstances of the case warrant a person being suspended from contact with children at the school until the allegation is resolved, and may wish to seek advice from the personal adviser.

7.5. The school will also consider whether the result that would be achieved by suspension could be obtained by alternative arrangements. For example, redeployment so that the individual does not have direct contact with the child concerned, or providing an assistant to be present when the individual has contact with children. This allows time for an informed decision regarding the suspension and possibly reducing the initial impact of the allegation. This will, however, depend upon the nature of the allegation.

7.6. The school will consider the potential permanent, professional and reputational damage to teachers that can result from suspension where an allegation is later found to be unsubstantiated, unfounded or maliciously intended.

7.7. Where it has been deemed appropriate to suspend the person, written confirmation will be dispatched within one working day, giving the reasons for the suspension. The person will be
informed at that point who their named contact is within the organisation and provided with their contact details.

7.8. LA Children’s Social Care services or the police cannot require the school to suspend a member of staff or a volunteer, although the school will give appropriate weight to their advice.

7.9. The power to suspend is vested in the headteacher or the governing board, who are the employers of staff at the school.

7.10. In certain circumstances, where a strategy discussion or initial evaluation concludes that there should be enquiries by the LA Children’s Social Care services and/or an investigation by the police, the DO will canvass police and the LA Children’s Social Care services for views about whether the accused member of staff needs to be suspended from contact with children to inform the school consideration of suspension.

7.11. A risk assessment is carried out for each individual case to determine whether the member of staff should be suspended. The assessment takes into account the context of the allegation, background information in relation to the member of staff, and any outcome following the strategy meeting. It also takes into account whether a temporary transfer or period of paid leave is appropriate as an alternative to suspension. The assessment is recorded and a copy kept on file.

8. Strategy meeting

8.1. A strategy meeting will be convened within one working day of the referral being made and chaired by the child protection and review unit.

8.2. The DO and all relevant personal including, where appropriate, the headteacher (or nominated representative) and the school HR business partner, will attend this meeting in order to share information and participate in the planning of any enquiries.

8.3. The strategy meeting will be conducted in accordance with local safeguarding arrangements.

8.4. The purpose of the strategy meeting is to:
- consider the risk to the pupil directly involved and other pupils
- share all relevant information about the person who is the subject of the allegation and about the alleged victim
- determine the need for investigation and who is responsible for carrying it out
- plan the investigation/enquiries and set timescales for tasks to be undertaken
- consider whether any other children are affected by the allegations e.g. the person’s own children, grandchildren, or other children in the agency setting such as children placed with foster carers, childminders, or youth clubs
- ensure that the person who is the subject of the allegation is kept informed and supported
- decide how regular information and support will be provided to the child and family and by whom
- plan all interviews and agree who should undertake them so that there is no confusion between a criminal investigation (Section 47 Enquiry) and disciplinary processes
- consider the need to inform relevant parties
- jointly consider how to manage any media interest
- consider whether the circumstances require the person who is subject to the allegation to be suspended from contact with pupils; this may change as the investigation progresses and should be reviewed regularly
• consider the appropriate course of action if the allegation is against a governor, a temporary member of staff or a supply teacher

9. Attendance
9.1. Attendance will be determined by school procedures but will usually include representatives from children’s services.

9.2. The member of staff who is the subject of the allegation will not be invited to attend the meeting; however, the strategy meeting will agree when and how the member of staff will be informed.

9.3. The minutes of the strategy meeting will be circulated by the chair of the meeting to relevant parties.

10. Communication following the strategy meeting
10.1. The following people will be informed of the outcome of the strategy meeting:
• The pupil making the allegation and their parents will be informed of the likely course of action and that the matter is confidential and must not be discussed.
• The member of staff against whom the allegation has been made will be informed of the likely course of action – a record will be kept on the individual’s personal file.
• The chair of governors will be informed of the likely course of action.

10.2. Subsequent strategy meetings will be held fortnightly, or at a minimum monthly, to review progress.

11. Monitoring progress
11.1. The DO will regularly monitor the progress of cases, either by reviewing strategy meetings, or by liaising with the police and/or children’s social work services colleagues or the school, as appropriate.

11.2. Reviews will be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

12. Referral to DBS
12.1. If, on conclusion of the case, the school ceases to use the person’s services against whom the allegation was made, or the person ceases to provide his or her services, the school will consult the DO about whether a referral to the DBS is required. If a referral is appropriate, the report will be made within one month.

12.2. Referrals to the Teaching Regulation Agency (TRA) are also made where appropriate.

13. Keeping records
13.1. A clear and comprehensive record of any allegation is made even if police/disciplinary action is not taken or proven. This includes details of the allegation, how the allegation was followed up and resolved, and a note of any action taken, including any sanctions imposed.

13.2. The record will be kept on the member of staff’s personal file.

13.3. The purpose of this record is to enable accurate information to be given in response to any future reference request if the individual leaves the school.
13.4. It is also important that accurate and detailed information is held in the event that the DBS makes requests for further information. This information is given to the DBS, if requested, due to the nature of the allegation. A comprehensive record of all allegations will provide clarification in cases where a future DBS disclosure reveals information from the police about an allegation which did not result in a criminal conviction.

13.5. The record will be retained until normal retirement age or for 10 years; whichever is the shortest period of time.

14. Confidentiality
14.1. Confidentiality is maintained whenever an allegation is made; however, there may be a need to share information with relevant agencies, for example at a strategy meeting, on a need-to-know basis.

14.2. Any enquiries from the press will be directed to the chair of governors, unless it is a freedom of information or data protection request, in which case the school, HR business partner or legal representative will be contacted.

15. Action to be taken in respect of false allegations
15.1. If an allegation made by a pupil is proved to be false and/or malicious, action will be taken to determine whether the person who made the allegation is in need of services or may have been abused by someone else.

15.2. In the case of a pupil deliberately inventing or making a malicious allegation, the headteacher will consider taking action in accordance with the Behaviour Management Policy.

15.3. If it is clear to the headteacher and the DO that the allegation is demonstrably false or unfounded, the member of staff will be informed orally and in writing of the allegation, that it is without foundation and that no further action will be taken.

15.4. Where appropriate, and if requested, support will be offered, which could include occupational health and counselling services.

15.5. If an allegation made by a member of staff is proved to be false and/or malicious, an investigation will take place in accordance with the school Disciplinary Policy and Procedure. The police may also consider taking action against the individual making the allegation.

15.6. Documentation will be retained on the employee’s personal file to demonstrate that the allegation was malicious.

16. Learning lessons
16.1. Where an allegation has been made against a member of staff, lessons can be learned, whether the allegations are proven or not. At the conclusion of a case, relevant parties will discuss what can be learned and, therefore, lead to improved practice, either to the school procedures or to help prevent similar events in the future. The DO and the headteacher will review the case.

17. Information sharing
17.1. In a strategy meeting or initial evaluation of the case, the agencies concerned will share all relevant information they have about the person who is the subject of an allegation, and about the alleged victim.
17.2. Staff attending the strategy meeting will be prepared with the appropriate information, e.g. full name, address, when their latest DBS check was completed, start date, involvement in youth activities, children of their own, and any other information that could be helpful.

17.3. As per procedures, the police will obtain consent from the individuals concerned to share the statements and evidence they obtain with the school for disciplinary purposes. This will be done as their investigation proceeds rather than after it has concluded. This will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

17.4. LA Children’s Social Services adopt a similar procedure when making enquiries to determine whether the pupil named in the allegation is in need of protection or services, so that any information obtained in the course of those enquiries, which is relevant to a disciplinary case, can be passed to the school without delay.

18. Resignations and ‘compromise agreements’

18.1. The fact that a person tenders his or her resignation, or ceases to provide their services, will not prevent an allegation being followed up in accordance with these procedures.

18.2. Every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process.

18.3. Wherever possible, the person will be given a full opportunity to answer the allegation and make representations about it.

18.4. The process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be regarded as substantiated on the basis of all the information available, will continue even if representations cannot be given or the person does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person’s period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

18.5. In the same way, ‘compromise’ or ‘settle agreements’, by which a person agrees to resign if the school agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference, will not be used in these cases.

18.6. In any event, such an agreement will not prevent a thorough police investigation where that is appropriate, nor can it override the statutory duty to make a referral to the DBS or the TRA where circumstances require that.

19. Supporting those involved

19.1. Supporting the employee:
The school has a duty of care to their employees. They will act to manage and minimise the stress inherent in the allegations and disciplinary process. Support for the individual is vital to fulfilling this duty.

Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the LA Children’s Social Care services or the police.

The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They could also be given access to welfare counselling or medical advice.

The school will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual; this may include occupational health.

Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues.

Social contact with colleagues and friends is not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

19.2. Supporting the parents:

- Parents of a child or children involved will be told about the allegation as soon as possible if they do not already know of it; however, where a strategy discussion is required, or the police or LA Children’s Social Care services need to be involved, the headteacher will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents.
- They will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.
- The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child will be told the outcome in confidence.
- In deciding what information to disclose, careful consideration will be given to the provisions of the Data Protection Act 1998, the law of confidence and, where relevant, the Human Rights Act 1998.

19.3. Supporting the child:

- In cases where a child may have suffered significant harm, or there may be a criminal prosecution, LA Children’s Social Care services or the police, as appropriate, will consider what support the child or children involved may need.

20. Policy review

20.1. This policy is reviewed annually by the headteacher and chair of governors.

20.2. The scheduled review date for this policy is March 2020.
Appendix a: Information Guide for Employees Facing Allegations

The aim of this information guide is to explain the processes involved, and the support and guidance available, if it is alleged that that you have:

- harmed a pupil or put a child at risk of harm.
- committed a criminal act towards a pupil.
- behaved in a way that raises concern about the risk you may pose to children or young people.

1. Initial action
As soon as possible after the allegation is made, the headteacher should consult the designated officer (DO) to discuss the next action points, taking advice from social care and the police as needed. The police may advise that you are not told about the allegation immediately.

The headteacher’s decision in consultation with the DO will be one, or a combination of the following:

a. the pupil is alleged to have suffered, or is likely to suffer, significant harm - which requires immediate referral to social care.
b. a criminal offence is alleged – this requires referral to social care and police.
c. the allegation represents poor or inappropriate behaviour – this should be considered under the school disciplinary and/or capability procedures, including referral, if appropriate, to the school occupational health advisor.
d. the allegation is clearly and demonstrably without foundation and no further action will be taken.

If the conclusions of the initial discussions are a. or b., a strategy discussion should take place involving police, social care, the headteacher, DO and the school HR business partner. You should not be present. The discussion will focus on the needs of the pupil(s) who may be at risk. It will determine what action should be taken regarding further investigation, but it is not part of any disciplinary procedures.

If the initial discussions conclude the situation is as outlined in c., an investigation will be initiated under the school’s disciplinary and/or capability procedures.

If the conclusion is as outlined in d. you should be told orally and in writing that the allegation is without foundation, and that no further action will be taken.

2. Types of possible investigation
The types of investigation that may be undertaken are:

- child protection inquiries by social care.
- criminal investigation by police.
- disciplinary/capability investigation.

A disciplinary investigation will usually be held in abeyance until external agency investigations are complete, unless prior agreement is reached. Whilst these investigations should be conducted as speedily as possible, they should also be balanced against the need to be thorough and fair, in line with natural justice. Statements taken in external investigations could be used in subsequent disciplinary proceedings.
3. Suspension
Suspension is a neutral act, and should not be automatic. Where possible, the decision to suspend should be informed by the strategy discussion, and should only occur when the known facts relating to the allegation indicate:

- a pupil may be at risk
- the allegations are so serious that dismissal for gross misconduct is possible
- suspension is necessary to allow the conduct of the investigation to proceed unimpeded

Alternatives to suspension will be considered, e.g. leave of absence, transfer of duties, additional supervision.

Where suspension is being considered, an interview with you will normally be arranged. You have the right to be accompanied by a trade union representative or a colleague. You are advised to seek the assistance of your union representative. If you are suspended, one of his/her roles will be to promote your interests and raise issues that may be of concern to you.

The interview is not an examination of the evidence, but an opportunity for you to make representations concerning possible suspension.

Other people, including other staff, should only be told about the allegation on a 'need-to-know basis'. Notification may be delayed if the police think this could prejudice an investigation.

Those who will be told of the allegation and likely course of action include you, the pupil concerned, his/her parent, the person making the allegation, your manager, the headteacher, school HR business partner, the DO and the investigating agencies as above.

If you are suspended, those persons likely to be on a disciplinary panel, if convened, will be given limited information so any future disciplinary process is not prejudiced. If the matter becomes common knowledge, it may be necessary to issue a brief statement, agreed by the agencies concerned, to parents, pupils and the public.

4. Support
You should expect to be:

- advised to contact your union representative
- given a support contact within the organisation who should keep you up-to-date with the progress of your case
- given a team contact, if you are suspended, who will update you about normal organisation activities. Social contact with colleagues should not be precluded unless this would be detrimental to the investigation. The type of information and frequency of contact should be agreed, but colleagues should not comment on or discuss the investigation
- offered staff counselling service and/or occupational health support

This may be a stressful time, so in addition to contacting your union representative, you are advised to see your GP if you think your health may be affected.

5. Monitoring and review of the policy
This policy is reviewed by the school in conjunction with the governing board on an annual basis. We will continue to review the effectiveness of this policy to ensure it is achieving its objectives. Staff are invited to comment on this policy and suggest ways in which it might be improved by contacting HR.
Appendix H: British Values Policy

British Values Policy

“What does the Lord ask of you? To act justly, to love mercy and to walk humbly with your God.”
(Micah 6:8)
Contents
Statement of Intent
1. Legal framework
2. Roles and responsibilities
3. Aims and objectives
4. Democracy
5. The rule of law
6. Individual liberty
7. Mutual respect
8. Tolerance of those of different faiths and beliefs
9. Challenging views at odds with British values
10. Staff training
11. Review
Statement of Intent
In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael’s Church of England Christian values:

- to show love, care and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

This policy sets out the framework in which St Michael’s Church of England High School will ensure that we actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

These values are officially taught through the RE and PSHE curriculum and are further nurtured through the school’s ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding.
1. **Legal framework**  
1.1 This policy will have consideration for the following guidance:

- Equality Act 2010  
- Counter-Terrorism and Security Act 2015  
- DfE (2014) Improving the Spiritual, Moral, Social and Cultural (SMSC) development of pupils: supplementary information

This policy is carried out in conjunction with our following other policies:

- Anti-Terrorism Policy  
- Behaviour Management Policy

2. **Roles and responsibilities**  
2.1 The Headteacher will ensure that all teachers and staff are aware of the requirement to uphold British values through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.

2.2 Teachers and support staff will ensure that their lessons are inclusive of and sensitive to, the fundamental British values.

2.3 Pupils are expected to treat each other and staff with respect, in line with the school’s Behaviour Management Policy.

3. **Aims and objectives**  
3.1 Through our policy and procedures, we aim to ensure that our pupils have:

- an understanding of how citizens can influence decision-making through the democratic process  
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety  
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies, such as the police and the army, can be held to account through Parliament, others such as the courts maintain independence  
- an understanding that the freedom to hold other faiths and beliefs is protected in law  
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour  
- an understanding of the importance of identifying and combatting discrimination

4. **Democracy**  
4.1 At St Michael’s Church of England High School pupils have numerous opportunities to have their views heard through pupil questionnaires and the pupil---elected school council.

4.2 Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.
5. **The rule of law**  
5.1 St Michael’s Church of England High School has high regard for the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our pupils are involved in the creation of school rules to inspire them with this understanding.

5.2 Pupils are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their well-being and safety. Pupils are allowed healthy debate in class on the matter to encourage recognition of the importance of the law.

5.3 The school organises visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message.

5.4 The school understands the importance of promoting British values through a comprehensive and unprejudiced curriculum.

6. **Individual liberty**  
6.1 At St Michael’s Church of England High School we foster a safe and supportive environment where pupils are actively encouraged to make choices. Whether it is choosing a challenging task or an extra-curricular club, pupils have the freedom to base their choices on their interests.

6.2. Pupils are taught about their rights and personal freedoms and are encouraged and advised on how to exercise these safely, for instance through our teaching on e-safety and PSHE lessons.

7. **Mutual respect**  
7.1 Respect forms a core pillar of St Michael’s Church of England High School’s ethos. Pupils are treated with respect and learn to treat each other and staff with respect.

7.2 This is reinforced through our Behaviour Management Policy and posters throughout the school promoting mutual respect.

8. **Tolerance of those of different faiths and beliefs**  
8.1 St Michael’s Church of England High School acknowledges that tolerance is achieved through pupils’ knowledge and understanding of their place in a culturally diverse society and the opportunity for pupils to experience such diversity.

8.2 Throughout the year, assemblies are held focusing on bullying, with reference to prejudice-based bullying, and discussion is encouraged.

8.3 Tolerance of those of different faiths and beliefs is supported by the RE and PSHE curriculum.

8.4 The school encourages its pupils from different faiths or religions to share their knowledge with their peers to enhance their learning.

9. **Challenging views at odds with British values**  
9.1 The school openly challenges opinions and behaviour, demonstrated by both staff and pupils, that is odds with British values.
10. **Staff training**
10.1 At St Michael’s Church of England High School, staff are made aware of their responsibilities in terms of British values during their thorough human resources induction.

10.2 Staff will be offered the opportunity for further training on upholding the British Values Policy.

11. **Review**
11.1 This policy will be kept under regular review by the Deputy Headteacher, Personal Development, Behaviour and Welfare and amended as appropriate to reflect any changes to regulations.
Appendix I: Extremism and Anti-Radicalisation Policy

Extremism and Anti-Radicalisation Policy

“What does the Lord ask of you? To act justly, to love mercy and to walk humbly with your God.”
(Micah 6:8)
Contents
Statement of Intent
1. Legal framework
2. Definitions
3. Safeguarding from extremism
4. “Channel” and “Prevent”
5. Preventing radicalisation
6. Making a judgement
7. Community links
8. Making a referral
9. Promoting fundamental British values
10. Policy review
Statement of intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael’s Church of England Christian values:

- to show love, care and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

St Michael’s Church of England High School deplores terrorism of every kind and of any radical ideology. We will do anything we can to protect our pupils from the threat of terrorism and we will not tolerate extremism in our school. Our zero tolerance approach to extremism and terrorism includes interventions, exclusions and involving third parties such as the police.

We support and adhere to the latest guidance from the DfE which requires schools to actively promote fundamental British values and to ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. This policy relates to the radicalisation of pupils at St Michael’s Church of England High School. For guidance on specific terrorist incidents, please see our Invacuation, Lockdown and Evacuation Policy and procedures.

Signed by: ________________________________ Date: _______________________

Headteacher

Signed by: ________________________________ Date: _______________________

Chair of governors
1. **Legal Framework**

1.1 This policy has due regard to statutory legislation, including, but not limited to, the following:

   - The Counter-Terrorism and Security Act 2015
   - The Childcare Act 2006

1.2 This policy also has due regard to statutory and non-statutory departmental advice, including, but not limited to, the following:

   - DfE (2016) ‘Keeping Children safe in education’

2. **Definitions**

2.1 **Extremism** – is defined as the holding of extreme political or religious views.

2.2 **Radicalisation** – is defined as the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations.

2.3 **Fundamental British values** – are a set of expected standards by which people resident in the United Kingdom must live.

3. **Safeguarding from extremism**

3.1 The school protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

3.2 The school has a Designated Safeguarding Lead (DSL) who deals with any incidents of extremism and or terrorism within our school community.

3.3 As is our responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

3.4 The school has strong relationships with our Local Safeguarding Children Board (LSCB) and local police and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.

3.5 The school encourages any pupil, parent, staff member or member of the wider school community to let our DSL know if they have concerns about:

   - Pupils becoming radicalised

   - Groups, clubs or societies with extremist or radical views

   - Friends and/or families of pupils becoming radicalised or involved in extremism

   - Pupils planning to visit known areas of conflict

   - Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism
3.6 Visitors and speakers coming into the school will be required to adhere to the school’s Visitor’s Policy. Visitors and speakers will not be left unsupervised with pupils. Where possible, materials to be shared with pupils will be submitted in advance and vetted by the DSL.

3.7 Pupil led groups, clubs and societies will be subject to periodic unannounced inspections by our DSL.

4. ‘Channel’ and ‘Prevent’

4.1 Channel, a key element of the Home Office’s Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation.

4.2 As a school we will work with the local authority, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises. This includes identifying pupils:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Who have a desire for status amongst their peers
- Who have a desire for excitement and adventure
- Displaying a need to dominate and control others
- Who have a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Who are susceptible to opportunistic involvement
- Who have family or friends involved in extremism
- Susceptible to being influenced or controlled by a group
- With relevant mental health issues

5. Preventing radicalisation

5.1 The school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

5.2 The school will always take allegations and concerns of radicalisation and/or terrorism seriously.

5.3 The school will help pupils channel their desire for excitement and adventure into suitable and healthy activities.

5.4 Extremist propaganda is widely available online. The poisonous messages of extremists and fundamentalists will never be allowed to drown out the voices of the moderate majority.

5.5 The school will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.

5.6 The school recognises that pupils’ parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

5.7 The school will record all internet activity that takes place on site, and on any school computers, laptops and tablets off site, and establish appropriate filters to protect children from terrorist and extremist material online, in accordance with the E-safety Policy.

5.8 In accordance with Keeping Children Safe in Education and our Safeguarding and Child Protection Policy, pupils will be taught about the importance of staying safe online through PSHE lessons.
5.9 Our school is stronger thanks to our open, multi-faith and multi-racial community. We will always aim to integrate and engage every child within the school community, and in the wider community.

5.10 The school will celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part.

5.11 The school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging in extremist activity and/or radicalisation.

5.12 Where a pupil has been identified as at risk of radicalisation, our school will take action proportionate to the incident/risk.

6. Making a judgement

6.1 Although extremist behaviour can be presented in many forms, the school understands the following as the most obvious indicators:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. ‘hate’ language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which are counter to the school’s Equality Information and Objectives Statement
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in pupils’ work

6.2 When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise or support extremist groups or behaviour in their speech or written work?
- Does the pupil’s demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
- Has the pupil previously been a victim of a race hate or religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
• Is there an irregular pattern of travel within the pupil’s family?
• Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
• Is there evidence of a relative or family friend displaying extremist views?

6.3 The DSL will undergo appropriate Prevent awareness training in order to provide advice and support to staff on protecting pupils from the risk of radicalisation.

6.4 Staff will undergo appropriate Prevent awareness training, delivered by the DSL, in order to ensure that they are up-to-date to recognise indicators of radicalisation.

6.5 Staff, including the DSL, will also undergo regular training in response to any updates.

7. Community links

7.1 The school will engage in annual community round-table discussions with local community and religious leaders, and local law enforcement.

7.2 The school will include discussion about extremism and terrorism in our Governing Board meetings.

7.3 The school will operate an open door policy for community members to report concerns.

7.4 The school will open our doors to the community for festivals, religious and other events.

7.5 The school will select a range of charities to support across the year which represent our school community, including local community groups.

8. Making a referral

8.1 In accordance with the school’s Safeguarding and Safeguarding Policy, if any member of staff has concerns about a pupil, they will raise this with the DSL.

8.2 Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made as to whether a MARF needs to be completed. In addition, it will be determined whether a referral should be made to the Channel programme.

8.3 In most cases, the DSL will refer the case to the MASH which will then decide if a Channel referral needs to be made.

8.4 Staff members may make referrals to the MASH if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so.

8.5 Staff members will be informed that they may be asked to attend a Channel panel to discuss the pupil who has been referred by the MASH to determine whether support is required.

8.6 The LA’s Channel panel will decide which support, if any, is required and arrange for this support to be implemented.
8.7 The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm.

8.8 If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

8.9 The DSL will record and retain all incidents for school records.

9. Promoting fundamental British values

9.1 Through the national curriculum, the school will:

- Teach our pupils a broad and balanced international history
- Represent the cultures of all of our pupils across the subject
- Teach a wide range of English and non-English literature
- Commemorate World War 1 and 2
- Demonstrate the historical importance of the Commonwealth

9.2 Through our social, moral, spiritual and cultural programme, the school will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures
- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

9.3 The school will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age
- Offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- Considering the role of extra-curricular activity, including any activity run directly by pupils, in promoting fundamental British Values

10. Policy review

10.1 This policy is reviewed every year by the safeguarding lead and the headteacher.

10.2 The scheduled review date for this policy is March 2020.
Appendix J: Physical Restraint and Reasonable Force Policy

Physical Restraint and Reasonable Force Policy

“What does the Lord ask of you? To act justly, to love mercy and to walk humbly with your God.”

(Micah 6:8)
Contents

1. Introduction
2. Situations in which Staff may use Physical Intervention to Control or Restrain Pupils
3. The Use of Force is Reasonable
4. In Practice
5. Management by Staff of Disruptive Behaviour
6. The Use of Force in Other Circumstances
7. Reporting to Parents/Carers
8. Monitoring and Review
1. **Introduction**

1.1 In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael's Church of England Christian values:

- to show love, care and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

1.2 This policy has been constructed to conform to the 1996 Education Act as it has been amended through the inclusion of Section 550A on 1st September 1998.

1.3 This policy presents guidelines for staff with regard to use of force to control or restrain all or any students and identifies the St Michael Church of England High School's ('the school') response in situations where staff have used force.

1.4 This policy is written with the understanding that staff have always been able to use reasonable force when they defend themselves against an attack or when intervening in any emergency. The DfE circular 10/98 attempts to clarify when a member of staff may use force in order to restrain or control students.

2. **Situations in which Staff may use Physical Intervention to Control or Restrain Pupils**

2.1 In all circumstances involving the use of force it is only appropriate “for reasonable force” to be used. There exists no legal definition of “reasonable force”, however, all staff should be aware that force should only be used in specific circumstances and that the degree to which force is used will always depend on the age of the students, the understanding of students and the sex of students and that the degree of force used must always be in proportion to the circumstances of the incidents.

2.2 In summary, force may be used ONLY where:

- There is a certain type of incident as defined in section 2.3 below
- The use of force is reasonable in the circumstances
- The degree of force is reasonable; that is, the force is proportionate

2.3 In the following situations it may be appropriate for a member of staff to use reasonable force when:

- A student attacks a member or staff or another student (self-defence);
- A student attacks a fellow student/students are fighting;
- A student is engaged in or about to commit deliberate damage or vandalism to property;
- A student is causing or is at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A student is running on a corridor or stairway in a way that might cause an accident or injury to themselves or to others – particularly likely to be the case in crowded areas with smaller children;
- A student absconds from a class or tries to leave the school at an unauthorised time (NB. This will only apply if the student’s leaving might itself lead to a risk of injury, property damage or serious disruption);
- A student is behaving in a way that is seriously disrupting a lesson, school event or educational visit;
• A student is behaving in a way that is seriously compromising good order and discipline;
• A student persistently refuses to obey an order to leave the classroom;
• A student is behaving in a way that is seriously disrupting the lesson, if they are kept there. Assistance should be sought in such circumstances.

2.4 In all situations staff should take a calm and measured approach. Initial intervention should always be without force. Any physical intervention must follow other appropriate actions.

3. The Use of Force is Reasonable
3.1 There is no legal definition of when it is reasonable to use force. It will always depend on all the circumstances of the case.

3.2 The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. If the particular circumstances do not warrant the use of physical force, any use of force will be unlawful. Where a situation can be resolved without force, force should not be used. The use of force must normally be a last resort. Though decisions will often need to be made quickly, a number of considerations should be borne in mind when deciding whether the use of force is reasonable in a particular situation.

3.3 The greater the potential for harm (i.e. injury, property damage or disruption) without physical intervention, the more likely that force is justified

3.4 The less likely that the situation can be resolved by means other than the use of force, the more likely that force is justified.

3.5 The more risky the resolution of the situation by means other than physical intervention, the more likely that force is justified.

3.6 It follows that physical force could not be justified to prevent a student from committing a trivial misdemeanour (since the potential for harm is low). Where the aim is to maintain good order and discipline, and there is no direct risk to people or property, force will be necessary only very rarely.

3.7 However, it also follows from the above that, where there is an immediate risk of serious injury – for example a student is out of control and about to run onto a busy road, hit someone, or throw a heavy object in a crowded classroom – trying first to resolve the situation by non-physical intervention would clearly be inappropriate. In urgent situations, force may need to be used immediately.

3.8 In the most extreme circumstances, there may be no choice but to risk some injury to a student in order to avoid a greater harm.

4. In Practice

4.1 The Force Used is Proportionate
4.1.1 This is closely related to the considerations relating to whether the use of force is reasonable. If a member of staff decides that force is necessary, he or she must then ensure that, in all the circumstances of the case, the degree of force used is also reasonable.

4.1.2 The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should be the minimum needed to achieve the desired result.
4.1.3 The member of staff must bear in mind what it is that the force is being used to try to prevent, and use no more force than is necessary to ensure that result. If, for example, two students are fighting (and some physical intervention is deemed to be necessary) it may be sufficient to physically interpose between them. It would have to be a serious situation to require the pushing of one student away from another, and only in the most serious cases, where a student is out of control, might the use of a restrictive hold be necessary. Likewise, the degree of force needed to be effective will depend upon the age and other physical characteristics of the student (see the section below, “Considering the Individual Involved”).

5. Management by Staff of Disruptive Behaviour

5.1 Avoiding the Use of Force

5.1.1 Physical intervention should never be used as a substitute for good behavioural management in accordance with the school’s Behaviour Management Policy. All teachers need to develop strategies and techniques for dealing with difficult students and situations which they should use to diffuse and calm a situation.

5.1.2 In non-urgent situations, staff should always try and deal with a situation through other strategies before using force. Their actions should be aimed at reducing the likelihood of situations arising where force might be needed.

5.1.3 As the key issue is establishing good order, any action which could exacerbate the situation needs to be avoided. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.

5.1.4 Staff should always communicate with the student calmly, and in a non-threatening manner. Staff should never give the impression that they have lost their temper, or are acting out of anger and frustration, or to punish the student.

5.2 Managing the Use of Force

5.2.1 The member of staff should consider carefully whether, and if so when and in what form, physical intervention should be used. Before intervening physically a member of staff should, wherever practicable, tell the student who is misbehaving to stop, and what will happen if he or she does not. There should be a clear oral warning to the student that force may have to be used.

5.2.2 Once is force is employed, the member of staff should continue attempting to communicate with the student throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

5.3 Application of force

5.3.1 Physical intervention should only be used according to the above considerations. The intervention can take several forms. It might involve:

- Physically interposing between students
- Blocking a student’s path
- Holding
- Pushing
- Leading a student by the hand or arm
- Shepherding a student away by placing a hand in the centre of the back or, (in extreme circumstances only) using more restrictive holds – specific expertise may be necessary.
Staff should always avoid touching or holding a student in a way that might be considered sexually inappropriate.

5.4 Seeking Assistance
5.4.1 In certain situations, a member of staff should not intervene in an incident without help. For example, when dealing with an older or physically large student, or more than one student, or if the member of staff believes he or she may be at risk of injury if he or she intervenes, the member of staff should – unless it is an emergency – avoid physical intervention without assistance. In such circumstances the member of staff should remove other students who may be at risk, and summon assistance from a colleague or colleagues. The member of staff should inform the offending student(s) that help has been sent for. Until assistance arrives the member of staff should continue to attempt to defuse the situation orally, and try and prevent the incident from escalating. In the event that police involvement is deemed necessary it must be a member of the senior leadership team who takes such responsibility.

5.5 Considering the Individual Involved
5.5.1 The “circumstances” to be considered in deciding whether the use of force is reasonable and what degree of force is reasonable will depend upon the individual student involved. Considerations will include the age, sex, level of understanding and character of the student. Physical intervention to enforce compliance with staff instructions is likely to be increasingly inappropriate with older students.

5.5.2 It is also particularly important for staff to be mindful of the needs of students with Special Educational Needs (SEN), behavioural conditions, medical conditions, disabilities, and other vulnerabilities.

5.5.3 Risk assessments are essential for individuals whose special needs are associated with:
- Being less responsive to verbal communication
- Physical disability
- Physical fragility caused by, for example, haemophilia, brittle bone syndrome or epilepsy
- Dependence on equipment, such as wheelchairs, breathing tubes or feeding tubes; these should be carried out by the Safeguarding Officer or special needs teams and communicated to staff.

5.5.4 The nature of the individual(s) involved will also be highly relevant in the context of physical contact in other situations (see section “Physical Contact with Students in Other Circumstances” below).

5.6 After the Event
5.6.1 After the event, the student involved may be subject to separate disciplinary procedures. Strategies should be developed to help avoid such incidents in future. It may also be necessary to involve external agencies; perhaps Local Authority children’s services, or the police if a crime may have been committed.

5.7 Recording Incidents
5.7.1 It is important that there is a detailed, contemporaneous, written report made of any occasion (except minor or trivial incidents) where force is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint. Immediately following any such incident, the member of staff concerned should tell the Headteacher and provide a written report as soon as possible afterwards. That report should include:
• The name(s) of the student(s) involved, and when and where the incident took place
• Details of whether any of the students involved were vulnerable for SEN, medical or social reasons
• The name(s) of the member of staff (s) directly involved
• The name of any other staff or students who witnessed the incident
• The reason that force was necessary (e.g. to prevent injury to a student or member of staff)
• How the incident began and progressed, including details of the student’s behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation (including warnings that force might be used), the type of force used, the degree of force used, and for how long
• The student’s response and the outcome of the incident
• Details of any injuries suffered and any medical attention sought
• Details of any distress suffered by any party, and whether any post-incident support was provided
• Details of further disciplinary action against students involved
• Details of any damage to property
• When parents were informed, and what views they expressed (see below)
• Whether information about the incident has been shared with staff or external agencies (e.g. the police)
• Whether any complaints have been lodged

5.7.2 Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report. Incidents involving the use of force can cause the parents of the student involved great concern. It is the school’s policy to inform parents of an incident involving their child, and give them the opportunity to discuss it. The Headteacher or a member of the senior leadership team will need to consider whether that should be done straight away or at the end of the school day and whether parents should be told orally or in writing.

5.8 Complaints
5.8.1 Involving parents when an incident occurs with their child should help to avoid complaints. It may not prevent all complaints, however, and a dispute about the use of force by a member of staff could lead to an investigation, either under disciplinary procedures or by the Police and Social Services Department under Child Protection procedures.

5.8.2 The possibility that a complaint might result in a disciplinary hearing or criminal prosecution, or in a civil action brought by a student or parent, cannot be ruled out. In such circumstances, members of staff can expect appropriate support from the school’s Governing Board and senior management but should contact their professional association.

5.8.3 In those circumstances it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances. The panel or court would have regard to the provisions of section 93 of the Education and Inspections Act 2006 (the 2006 Act), as detailed above. It would also be likely to take account of the school’s Physical Restraint and Reasonable Force Policy, and whether the policy had been followed.

5.9 Training
5.9.1 Staff will be provided with training in the most effective use of force and restraint techniques. Normally, only those techniques in which staff have been trained should be used.
6. The Use of Force in Other Circumstances

6.1 Physical Contact with Students in Other Circumstances
6.1.1 There are occasions other than those covered by section 93 or the 2006 Act when physical contact with a student may be proper or necessary. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching or Technology lessons, or if a member of staff has to give first aid. Young children and children with special educational needs may need staff to provide physical prompts or help.

6.1.2 Touching may also be appropriate where a student, particularly a younger child, is in distress and needs comforting. Staff will use their own professional judgement when they feel a student needs this kind of support, but should bear in mind the terms of this policy.

6.1.3 There may be some children for whom touching is particularly unwelcome. For example, some students may be particularly sensitive to physical contact because of their cultural background or because they have been abused. Staff will receive information about these children, usually from the SENCO.

6.1.4 Physical contact with students becomes increasingly open to question as students reach and go through adolescence, therefore staff should bear in mind that innocent and well-intentioned physical contact can sometimes be misconstrued.

6.2 Physical Contact with Parents or Other Visitors to the School
6.2.1 An adult visitor (whether the parent of a student or otherwise) may need to be removed from the school’s premises in the event of sustained unreasonable behaviour, threats of physical violence or aggressive verbal abuse towards staff or students. Section 547 of the Education Act 1996 gives authority for the removal of any visitor “causing or permitting nuisance or disturbance to the annoyance of those lawfully using the school<<Trust/School/Academy>>”.

6.2.2 In all but the most extreme and immediate circumstances it is the role of the police to remove such individuals (the police have the power to do so, despite the school being private property, thanks to Section 547). Where possible, the police should be called by a member of the Directorate in any circumstances where removal is deemed likely.

6.2.3 Section 547 does also give this same power to staff for these circumstances, though only to those authorised by the Governing Board. Generally, only members of the Directorate are so authorised. The actual physical removal by an employee of an adult visitor to the site should be the very last resort; when the employee is faced with an immediate threat to the safety of personnel or property. However, where that is the case, the points made in this policy about the circumstances in which force may be used and its proportional use apply.

6.2.4 The school and the police are united in shared values of crime prevention, crime detection and crime reduction. Continued co-operation between the police and staff is vital in circumstances where an adult may need to be removed from the site.

7. Reporting to Parents/Carers
7.1 The Headteacher will decide whether it is appropriate or not to inform parents/carers of any specific incident. On making this decision any such report to parents/carers must be in writing and a copy of the communication will be given to the member of staff involved with the specific incident.
7.2 NB: The existence of this policy does not limit a parent/carer’s right to complain about the use of physical force. All staff should be aware of the legal position under which they operate should physical force be used against a student. In extreme circumstances, parents/carers may well wish to take civil action or pursue a criminal prosecution.

8. Monitoring and Review
8.1 This policy will be reviewed annually by the headteacher and the DSL.
Appendix K: Staff Conduct Guidance

Staff Conduct Guidance

Adapted with permission from the original document
“Guidance for Safer Working Practice for Adults who Work with Children and Young People”

“What does the Lord ask of you? To act justly, to love mercy and to walk humbly with your God.”
(Micah 6:8)
Contents

Statement of Intent

1 Purpose of Guidance
2 Definitions
3 Staff Responsibility
4 Context
5 ‘Unsuitability’
6 Duty of Care
7 Confidentiality
8 Making a Professional Judgement
9 Power and Positions of Trust
10 Propriety and Behaviour
11 Dress and Appearance
12 Personal Living Space
13 Gifts, Rewards and Favouritism
14 Infatuations
15 Communication with Children and Young People (including Use of Technology)
16 Social Contact
17 Sexual Contact
18 Physical Contact
19 Other Activities that Require Physical Contact
20 Behaviour Management
21 Use of Physical Intervention
22 Children and Young People in Distress
23 Intimate Care
24 Personal Care
25 First Aid and Administration of Medication
26 One to One Situations
27 Home Visits
28 Transporting Children and Young People
29 Trips and Outings
30 Photography and Video
31 Access to Inappropriate Images and Internet Usage
32 Whistle Blowing
33 Sharing Concerns and Recording Incidents
Statement of Intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael’s Church of England Christian values:

- to show love, care and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

S175/157 of the Education Act 2002 places a duty on schools to make arrangements to safeguard its pupils and states that:

“The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.”

“Keeping Children Safe in Education” was issued to schools in 2016 detailing statutory guidance placing a duty on schools to promote the welfare of children. In March 2015, the definition of safeguarding children was revised in the document “Working Together to Safeguard Children” to the following:

- protecting children from maltreatment;
- preventing impairment of children’s health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children and their families to be safe, be healthy, enjoy and achieve, contribute positively and achieve economic wellbeing.

St Michael’s Church of England High School strives to promote the welfare of our pupils by:

1. creating and maintaining a safe learning environment;
2. identifying child welfare concerns and taking appropriate action;
3. using the curriculum to enable our children to develop keep safe strategies;
4. creating a listening culture to hear the child’s voice;
5. operating safe recruitment and selection procedures to prevent unsuitable people working with our children.

The school has a suite of policies designed to meet these needs and are available on request or via the school website.

This guidance applies mostly to points 1 and 2 above and reflects current legislation, accepted best practice and complies with the government guidance: Working together to Safeguard Children (2015) and Keeping Children Safe in Education (2016)
1. **Purpose of Guidance**

At St Michael’s Church of England High School we strive to be inclusive, to meet the needs of all students and to treat all students, parents, staff and members of the wider community with equal respect. We celebrate diversity and actively work to create a cohesive community. Our safeguarding policies are designed to promote this ethos and to create clear systems for any stakeholder with a complaint. It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. The guidance aims to:

- clarify behaviours which are safe practice and those that should be avoided to keep children safe;
- assist adults working with children to work safely and responsibly and to monitor their own standards and practice;
- support the school to set clear expectations of behaviour and/or codes of practice relevant to the services we provide;
- support the school in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;
- support safer recruitment practice;
- minimise the risk of misplaced or malicious allegations made against adults who work with children and young people;
- reduce the incidence of positions of trust being abused or misused.

2. **Definitions**

**Children and Young People:** Throughout this document references are made to "children and young people". These terms are interchangeable and refer to children who have not yet reached their 18th birthday.

**Adults:** References to ‘adults’ or ‘volunteers’ refer to any adult who is employed, commissioned or contracted to work with or on behalf of, children and young people, in either a paid or unpaid capacity.

**Manager:** The term ‘manager’ refers to those adults who have responsibility for managing services including the supervision of employees and/or volunteers at any level.

**Employer:** The term ‘employer’ refers to the organisation which employs, or contracts to use the services of individuals in pursuit of the goals of that organisation. In the context of this document, the term ‘employer’ is also taken to include ‘employing’ the unpaid services of volunteers.

**Safeguarding:** Process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

**Duty of Care:** The duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity or interaction for which that individual or organisation is responsible. Any person in charge of, or working with children and young people in any capacity is considered, both legally and morally to owe them a duty of care.
3. **Staff Responsibility**
Individuals should follow this guidance in their day to day practice. It should also be referred to when taking on new work, different duties or additional responsibilities. Always seek advice if you are unsure about the conduct you should be adhering to.

4. **Context**

All adults who work with children and young people have a crucial role to play in shaping their lives. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help adults working in all settings to establish safe and responsive environments which safeguard young people and reduce the risk of adults being unjustly accused of improper or unprofessional conduct.

This means that these guidelines:

- apply to all adults working in all settings  whatever their position, role, or responsibilities
- may provide guidance where an individual’s suitability to work with children and young people has been called into question.

5. **‘Unsuitability’**

The guidance contained in this document is an attempt to identify what behaviours are expected of adults who work with children and young people. Adults whose practice deviates from this guidance and/or their professional or employment-related code of conduct may bring into question their suitability to work with children and young people.

This means that adults should:

- have a clear understanding about the nature and content of this document
- discuss any uncertainties or confusion with their line manager
- understand what behaviours may call into question their suitability to continue to work with children and young people
6. Duty of Care

All adults who work with, and on behalf of children are accountable for the way in which they exercise authority; manage risk; use resources; and safeguard children and young people.

Whether working in a paid or voluntary capacity, these adults have a duty to keep children and young people safe and to protect them from sexual, physical and emotional harm. Children and young people have a right to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of children and young people. Failure to do so may be regarded as neglect.

The duty of care is in part, exercised through the development of respectful and caring relationships between adults and children and young people. It is also exercised through the behaviour of the adult, which at all times should demonstrate integrity, maturity and good judgement.

Everyone expects high standards of behaviour from adults who work with children and young people. When individuals accept such work, they need to understand and acknowledge the responsibilities and trust inherent in that role.

Employers also have a duty of care towards their employees, both paid and unpaid, under the Health and Safety at Work Act 1974. This requires them to provide a safe working environment for adults and provide guidance about safe working practices. Employers also have a duty of care for the well-being of employees and to ensure that employees are treated fairly and reasonably in all circumstances. The Human Rights Act 1998 sets out important principles regarding protection of individuals from abuse by state organisations or people working for those institutions. Adults who are subject to an allegation should therefore be supported and the principles of natural justice applied.

The Health and Safety Act 1974 also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. An employer’s duty of care and the adult’s duty of care towards children should not conflict. This ‘duty’ can be demonstrated through the use and implementation of these guidelines.

This means that adults should:

- understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
- always act, and be seen to act, in the child’s best interests
- avoid any conduct which would lead any reasonable person to question their motivation and intentions
- take responsibility for their own actions and behaviour

This means that employers should:

- ensure that appropriate safeguarding and child protection policies and procedures are adopted, implemented and monitored
- ensure that codes of conduct/practices are continually monitored and reviewed
- ensure that, where services or activities are provided by another body, the body concerned has appropriate safeguarding policies and procedures
- foster a culture of openness and support
- ensure that systems are in place for concerns to be raised
- ensure that adults are not placed in situations which render them particularly vulnerable
- ensure all adults have access to and understand this guidance and related, policies and procedures
- ensure that all job descriptions and person specifications clearly identify the competences necessary to fulfil the duty of care
7. Confidentiality

Adults may have access to confidential information about children and young people in order to undertake their responsibilities. In some circumstances they may have access to or be given highly sensitive or private information. These details must be kept confidential at all times and only shared when it is in interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.

If an adult who works with children is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff or nominated child protection person. Any actions should be in line with locally agreed information sharing protocols.

The storing and processing of personal information about children and young people is governed by the Data Protection Act 1998. Employers should provide clear advice to adults about their responsibilities under this legislation.

Whilst adults need to be aware of the need to listen to and support children and young people, they must also understand the importance of not promising to keep secrets. Neither should they request this of a child young person under any circumstances.

Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior manager without delay.

This means that adults:

- be clear about when information can be shared and in what circumstances it is appropriate to do so
- are expected to treat information they receive about children and young people in a discreet and confidential manner
- should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them
- need to know to whom any concerns or allegations should be reported
8. Making a Professional Judgement

This guidance cannot provide a complete checklist of what is, or is not inappropriate behaviour for adults in all circumstances. There may be occasions and circumstances in which adults have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge. Such judgements, in these circumstances, should always be recorded and shared with a senior manager or if the adult does not work for an organisation, with the parent or carer. In undertaking these actions individuals will be seen to be acting reasonably.

Adults should always consider whether their actions are warranted, proportionate and safe and applied equitably.

9. Power and Positions of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.

A relationship between an adult and a child or young person cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.

Where a person aged 18 or over is in a specified position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.
10. **Propriety and Behaviour**

All adults working with children and young people have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work.

There may be times, for example, when an adult’s behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in their workplace or indicate an unsuitability to work with children or young people. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

Adults in contact with children and young people should therefore understand and be aware, that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.

The behaviour of an adult’s partner or other family members may raise similar concerns and require careful consideration by an employer as to whether there may be a potential risk to children and young people in the workplace.

This means that adults should not:
- behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.
- make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such.

This means that adults should:
- be aware that behaviour in their personal lives may impact upon their work with children and young people.
- follow any codes of conduct deemed appropriate by their organisation.
- understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children and young people.

11. **Dress and Appearance**

This is addressed within the Staff Dress Code Policy.

12. **Personal Living Space**

No child or young person should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/carers and senior managers or the home has been designated by the organisation or regulatory body as a work place e.g. childminders, foster carers.

It is not appropriate for any other organisations to expect or request that private living space be used for work with children and young people.

Under no circumstances should children or young people assist with chores or tasks in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.

This means that adults should:
- be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations.
- challenge any request for their accommodation to be used as an additional resource for the organisation.
- be mindful of the need to maintain professional boundaries.
- refrain from asking children and young people to undertake personal jobs or errands.
13. **Gifts, Rewards and Favouritism**

The giving of gifts or rewards to children or young people should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. In some situations, the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child or young person will be part of an agreed plan, recorded and discussed with senior manager and the parent or carer.

It is acknowledged that there are specific occasions when adults may wish to give a child or young person a personal gift. This is only acceptable practice where, in line with the agreed policy, the adult has first discussed the giving of the gift and the reason for it, with the senior manager and/or parent or carer and the action is recorded. Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or groom a young person.

Adults should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.

Care should also be taken to ensure that adults do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when children, young people or parents wish to pass small tokens of appreciation to adults e.g. on special occasions or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

14. **Infatuations**

Occasionally, a child or young person may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.

An adult, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with a senior manager or parent/carer so appropriate action can be taken to avoid any hurt, distress or embarrassment.

This means that adults should:

- be aware of their organisation’s policy on the giving and receiving of gifts
- ensure that gifts received or given in situations which may be misconstrued are declared
- generally, only give gifts to an individual young person as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value
- ensure that all selection processes which concern children and young people are fair and that wherever practicable these are undertaken and agreed by more than one member of staff
15. **Communication with Children and Young People (including the Use of Technology)**

Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to children and young people including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. E-mail or text communications between an adult and a child/young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet-based web sites.

Internal e-mail systems should only be used in accordance with the organisation’s policy.

This means that the organisation should:

- have a communication policy which specifies acceptable and permissible modes of communication

This means that adults should:

- not give their personal contact details to children or young people, including their mobile telephone number and details of any blogs or personal websites
- only use equipment e.g. mobile phones, provided by organisation to communicate with children, making sure that parents have given permission for this form of communication to be used
- only make contact with children for professional reasons and in accordance with any organisation policy
- recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible
- not use internet or web-based communication channels to send personal messages to a child/young person
- ensure that if a social networking site is used, details are not shared with children and young people and privacy settings are set at maximum
16. Social Contact

Adults who work with children and young people should not seek to have social contact with them or their families, unless the reason for this contact has been firmly established and agreed with senior managers, or where an adult does not work for an organisation, the parent or carers. If a child or parent seeks to establish social contact, or if this occurs coincidentally, the adult should exercise her/his professional judgement in making a response but should always discuss the situation with their manager or with the parent of the child or young person. Adults should be aware that social contact in certain situations can be misconstrued as grooming.

Where social contact is an integral part of work duties, e.g. pastoral work in the community, care should be taken to maintain appropriate personal and professional boundaries. This also applies to social contacts made through interests outside of work or through the adult’s own family or personal networks.

It is recognised that some adults may support a parent who may be in particular difficulty. Care needs to be exercised in those situations where the parent comes to depend upon the adult for support outside their professional role. This situation should be discussed with senior management and where necessary referrals made to the appropriate support agency.

This means that adults should:

- have no secret social contact with children and young people or their parents
- consider the appropriateness of the social contact according to their role and nature of their work
- always approve any planned social contact with children or parents with senior colleagues
- advise senior management of any social contact they have with a child or a parent with whom they work, which may give rise to concern
- report and record any situation, which may place a child at risk or which may compromise the organisation or their own professional standing
- be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager
- understand that some communications may be called into question and need to be justified.
17. Sexual Contact

All adults should clearly understand the need to maintain appropriate boundaries in their contacts with children and young people. Intimate or sexual relationships between children/young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.

Any sexual activity between an adult and the child or young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action. Children and young people are protected by specific legal provisions regardless of whether the child or young person consents or not. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. 'Working Together to Safeguard Children' defines sexual abuse as “forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening”.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.

This means that adults should not:

- have sexual relationships with children and young people
- have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact
- make sexual remarks to, or about, a child/young person
- discuss their own sexual relationships with or in the presence of children or young people

This means that adults should:

- ensure that their relationships with children and young people clearly take place within the boundaries of a respectful professional relationship
- take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.
18. Physical Contact

Many jobs within the children’s workforce require physical contact with children as part of their role. There are also occasions when it is entirely appropriate for other adults to have some physical contact with the child or young person with whom they are working. However, it is crucial that in all circumstances, adults should only touch children in ways which are appropriate to their professional or agreed role and responsibilities.

Not all children and young people feel comfortable about physical contact, and adults should not make the assumption that it is acceptable practice to use touch as a means of communication. Permission should be sought from a child or young person before physical contact is made. Where the child is very young, there should be a discussion with the parent or carer about what physical contact is acceptable and/or necessary.

When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Adults, nevertheless, should use their professional judgement at all times, observe and take note of the child’s reaction or feelings and – so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary.

Physical contact which occurs regularly with an individual child or young person is likely to raise questions unless there is explicit agreement on the need for, and nature of, that contact. This would then be part of a formally agreed plan or within the parameters of established, agreed and legal professional protocols on physical contact e.g. sport activities or medical procedures. Any such arrangements should be understood and agreed by all concerned, justified in terms of the child’s needs, consistently applied and open to scrutiny.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If an adult believes that their action could be misinterpreted, or if an action is observed by another as being inappropriate or possibly abusive, the incident and circumstances should be reported to the senior manager outlined in the procedures for handling allegations and an appropriate record made. Parents/carers should also be informed in such circumstances.

Where a child seeks or initiates inappropriate physical contact with an adult, the situation should be handled sensitively and care

This means that adults should:

- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- never touch a child in a way which may be considered indecent
- always be prepared to report and explain actions and accept that all physical contact be open to scrutiny
- not indulge in ‘horseplay’
- always encourage children, where possible, to undertake self-care tasks independently
- work within Health and Safety regulations
- be aware of cultural or religious views about touching and always be sensitive to issues of gender
- understand that physical contact in some circumstances can be easily misinterpreted

This means that organisations should:

- ensure they have a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior management
- make adults aware of relevant professional or organisational guidance in respect of physical contact with children and meeting medical needs of children and young people where appropriate
- be explicit about what physical contact is appropriate for adults working in their setting
taken to ensure that contact is not exploited in any way. Careful consideration must be given to the needs of the child and advice and support given to the adult concerned.

It is recognised that some children who have experienced abuse may seek inappropriate physical contact. Adults should be particularly aware of this when it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a child or young person initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a senior manager and the parent/carer.
19. Other Activities that require Physical Contact

Adults who work in certain settings, for example sports, drama, or outdoor activities will have to initiate some physical contact with children, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a child so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice.

Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear to the parent/carer and once agreed, should be undertaken with the permission of the child/young person. Contact should be relevant to their age or understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Guidance and protocols around safe and appropriate physical contact are provided by national organisations, for example sports governing bodies or major arts organisations, or the employing organisation and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent or carer.

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers, children and young people informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

This means that adults should:

- treat children with dignity and respect and avoid contact with intimate parts of the body
- always explain to a child the reason why contact is necessary and what form that contact will take
- seek consent of parents where a child or young person is unable to do so because of a disability
- consider alternatives, where it is anticipated that a child might misinterpret any such contact,
- be familiar with and follow recommended guidance and protocols
- conduct activities where they can be seen by others
- be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact

This means that organisations should:

- have up to date guidance and protocols on appropriate physical contact in place that promote safe practice and include clear expectations of behaviour and conduct.
- ensure that staff are made aware of this guidance and that safe practice is continually promoted through supervision and training.
20. **Behaviour Management**

All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

Adults should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Any sanctions or rewards used should be part of a behaviour management policy which is widely publicised and regularly reviewed.

The use of corporal punishment is not acceptable and whilst there may a legal defence for parents who physically chastise their children, this does not extend, in any circumstances, to those adults who work with or on behalf of children and young people.

Where children display difficult or challenging behaviour, adults must follow the behaviour policy outlined by their place of work, and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan may be drawn up and agreed by all parties. Only in these circumstances should an adult deviate from the behaviour management policy of the organisation.

This means that adults should:

- not use force as a form of punishment
- try to defuse situations before they escalate
- inform parents of any behaviour management techniques used
- adhere to the organisation’s behaviour management policy
- be mindful of factors which may impact upon a child or young person’s behaviour e.g. bullying, abuse and where necessary take appropriate action

This means that organisations should:

- have in place appropriate behaviour management policies
- where appropriate, develop positive handling plans in respect of an individual child or young person.
21. Use of Control and Physical Intervention

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area and adults and organisations must have regard to government guidance and legislation and the policies and practice of their specific organisation.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice.

Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults and organisations working with children and young people requires that reasonable measures are taken to prevent children being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.

In settings where restrictive physical interventions may need to be employed regularly, i.e. where adults are working with children with extreme behaviours associated with learning disability or autistic spectrum disorders, the employer should have a policy on the use of such intervention, as part of a wider behaviour management policy. Individual care plans, drawn up in consultation with parents/carers and where appropriate, the child, should set out the strategies and techniques to be used and those which should be avoided. Risk assessments should be carried out where it is foreseeable that restrictive physical intervention may be required.

In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the child or young person. The parents/carers should be informed the same day.

22. Children and Young People in Distress

This means that adults should:

- adhere to the organisation’s physical intervention policy
- always seek to defuse situations
- always use minimum force for the shortest period necessary
- record and report as soon as possible after the event any incident where physical intervention has been used.

This means that organisations should:

- have a policy on the use of physical intervention in place that complies with government guidance and legislation and describes the context in which it is appropriate to use physical intervention
- ensure that an effective recording system is in place which allows for incidents to be tracked and monitored
- ensure adults are familiar with the above
- ensure that staff are appropriately trained.

This means the adult should:
There are some settings, where adults are involved in managing significant or regular occurrences of distress and emotional upset in children, for example in mental health services, residential care provision etc. In these circumstances professional guidance should be followed and adults should be aware of what is and what is not acceptable behaviour when comforting a child or diffusing a situation. This is particularly important when working on a one-to-one basis.

For all other adults working with children there will be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Young children, in particular, may need immediate physical comfort, for example after a fall, separation from parent etc. Adults should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.

Where an adult has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with a senior manager and parents/carers.

23. Intimate Care

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as part of an agreed care plan. The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to senior managers and/or parents/carers.

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.

The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements. As with all individual arrangements for intimate care needs, agreements between the child, parents/carers and the organisation must be negotiated and recorded.

24. Personal Care

- consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way
- be circumspect in offering reassurance in one-to-one situations, but always record such actions in these circumstances
- follow professional guidance or code of practice where available
- never touch a child in a way which may be considered indecent
- record and report situations which may give rise to concern from either party
- not assume that all children seek physical comfort if they are distressed

This means that adults should:

- adhere to the organisation’s intimate care guidelines or code of practice
- make other staff aware of the task being undertaken
- explain to the child what is happening
- consult with senior managers and parents/carers where any variation from agreed procedure/care plan is necessary
- record the justification for any variations to the agreed procedure/care plan and share this information with parents
- ensure that any changes to the agreed care plan are discussed, agreed and recorded.
Young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Adults need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the children and young people with whom they work.

25. First Aid and Administration of Medication

It is expected that adults working with children and young people should be aware of basic first aid techniques. It is not however, a contractual requirement and whilst adults may volunteer to undertake such tasks, they should be suitably trained and qualified before administering first aid and/or any agreed medication.

When administering first aid, wherever possible, adults should ensure that another adult is aware of the action being taken. Parents should always be informed when first aid has been administered.

In circumstances where children need medication regularly a health care plan should have been established to ensure the safety and protection of children and the adults who are working with them. Depending upon the age and understanding of the child, they should where appropriate, be encouraged to self administer medication or treatment including, for example any ointment, use of inhalers.

This means that adults should:

- avoid any physical contact when children are in a state of undress
- avoid any visually intrusive behaviour
- where there are changing rooms announce their intention of entering

This means that adults should not:

- change in the same place as children
- shower or bathe with children
- assist with any personal care task which a child or young person can undertake by themselves

This means that organisations should:

- ensure staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention
- ensure there are trained and named individuals to undertake first aid responsibilities
- ensure training is regularly monitored and updated
- always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication

This means that adults should:

- adhere to the organisation’s policy for administering first aid or medication
- comply with the necessary reporting requirements
- make other adults aware of the task being undertaken
- explain to the child what is happening.
- always act and be seen to act in the child’s best interests
- report and record any administration of first aid or medication
- have regard to any health plan which is in place
- always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities
26. One to One Situations

All organisations working with or on behalf of children and young people should consider one to one situations when drawing up their policies.

It is not realistic to state that one to one situations should never take place. It is however, appropriate to state that where there is a need, agreed with a senior manager and/or parents/carers, for an adult to be alone with a child or young person, certain procedures and explicit safeguards must be in place. This also applies to those adults who do not work as part of an agency or organisation but owe a duty of care to the child or young person because of the nature of their work.

Adults should be offered training and guidance for the use of any areas of the workplace which may place themselves or children in vulnerable situations. This would include those situations where adults work directly with children and young people in unsupervised settings and/or isolated areas within community settings or in street-based projects for example.

One to one situations have the potential to make child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with

This means that adults should:

- ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.
- avoid meetings with a child or young person in remote, secluded areas,
- always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a child becomes distressed or angry to a senior colleague
- carefully consider the needs and circumstances of the child/children when in one to one situations
children and young people may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situations are unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of children and young people and the adults who work with them.

There are occasions where managers will need to undertake a risk assessment in relation to the specific nature and implications of one to one work. These assessments should take into account the individual needs of the child/young person and the individual worker and any arrangements should be reviewed on a regular basis.

Meetings with children and young people outside agreed working arrangements should not take place without the agreement of senior managers and parents or carers.
27. Home Visits

There are workers for whom home visits are an integral part of their work. In these circumstances it is essential that appropriate policies and related risk assessments are in place to safeguard children and young people and the adults who work with them.

A risk assessment should include an evaluation of any known factors regarding the child/young person, parents and others living in the household. Risk factors such as hostility, child protection concerns, complaints or grievances can make adults more vulnerable to an allegation. Specific consideration should be given to visits outside of ‘office hours’ or in remote or secluded locations. Following an assessment, appropriate risk management measures should be in place before visits are agreed. Where little or no information is available, visits should not be made alone. There will be occasions where risk assessments are not possible or not available, e.g. when emergency services are used. In these circumstances, a record must always be made of the circumstances and outcome of the home visit. Such records must always be available for scrutiny.

Under no circumstances should an adult visit a child in their home outside agreed work arrangements or invite a child to their own home or that of a family member, colleague or friend. If in an emergency, such a one-off arrangement is required, the adult must have a prior discussion with a senior manager and the parents or carers and a clear justification for such arrangement is agreed and recorded.

These means that adults should:

- agree the purpose for any home visit with senior management, unless this is an acknowledged and integral part of their role e.g. social workers
- adhere to agreed risk management strategies
- always make detailed records including times of arrival and departure and work undertaken
- ensure any behaviour or situation which gives rise to concern is discussed with their manager and, where appropriate action is taken

This means that employers should:

- ensure that they have home visit and lone-working policies of which all adults are made aware. These should include arrangements for risk assessment and management
- ensure that all visits are justified and recorded
- ensure that adults are not exposed to unacceptable risk
- ensure that adults have access to a mobile telephone and an emergency contact person
28. **Transporting Children and Young People**

There will be occasions when adults are expected or asked to transport children as part of their duties. Adults, who are expected to use their own vehicles for transporting children should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded.

It is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation and adhere to the use of car seats for younger children. Where adults transport children in a vehicle which requires a specialist license/insurance e.g. PCV or LGV - staff should ensure that they have an appropriate licence and insurance to drive such a vehicle.

It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.

There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

This means that all organisations:

- should have appropriate policies for transporting children and young people

This means that adults should:

- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/or ability to drive
- be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer
- record details of the journey in accordance with agreed procedures
- ensure that their behaviour is appropriate at all times
- ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned
29. **Trips and Outings**

Adults should take particular care when supervising children and young people on trips and outings, where the setting is less formal than the usual workplace. Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries.

Where activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Children, young people, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings must pay careful attention to ensuring safe staff/child ratios and to the gender mix of staff especially on overnight stays.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in activities outside the usual workplace.

This means that adults should:

- always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager
- undertake risk assessments in line with their organisation’s policy where applicable
- have parental consent to the activity
- ensure that their behaviour remains professional at all times (see section 7)
- never share beds with a child/children or young people.
- not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with senior manager, parents and children and young people.
30. Photography and Videos

Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well being of children and young people. Informed written consent from parents or carers and agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose.

Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.

It is not appropriate for adults to take photographs of children for their personal use.

This means that adults should:

- be clear about the purpose of the activity and about what will happen to the images when the activity is concluded
- be able to justify images of children in their possession
- avoid making images in one to one situations or which show a single child with no surrounding context
- ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.
- only use equipment provided or authorised by the organisation
- report any concerns about any inappropriate or intrusive photographs found
- always ensure they have parental permission to take and/or display photographs

This means that adults should not:

- display or distribute images of children unless they have consent to do so from parents/carers
- use images which may cause distress
- use mobile telephones to take images of children
- take images ‘in secret’, or taking images in situations that may be construed as being secretive.
31. Access to Inappropriate Images and Internet Usage

There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the internet is illegal. This will lead to criminal investigation and the individual being barred from working with children and young people, if proven.

Adults should not use equipment belonging to their organisation to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with children.

Adults should ensure that children and young people are not exposed to any inappropriate images or web links. Organisations and adults need to ensure that internet equipment used by children have the appropriate controls with regards to access. e.g. personal passwords should be kept confidential.

Where indecent images of children or other unsuitable material are found, the police and Designated Officer should be immediately informed. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.

This means that organisations should
- have clear e-safety policies in place about access to and use of the internet
- make guidance available to both adults and children and young people about appropriate usage.

This means that adults should:
- follow their organisation’s guidance on the use of IT equipment
- ensure that children are not exposed to unsuitable material on the internet
- ensure that any films or material shown to children and young people are age appropriate

32. Whistle blowing

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Each employer should have a clear and accessible whistle blowing policy that meets the terms of the Public Interest Disclosure Act 1998. Adults who use whistleblowing procedure should be made aware that their employment rights are protected.

Adults should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

This means that organisations should:
- ensure they have appropriate whistle-blowing policies in place
- ensure that they have clear procedures for dealing with allegations against staff which are in line with their Local Safeguarding Children Board’s procedures.

This means that adults should:
- report any behaviour by colleagues that raises concern regardless of source
33. Sharing Concerns and Recording Incidents

Individuals should be aware of the school’s child protection procedures, including procedures for dealing with allegations against adults. All allegations must be taken seriously and properly investigated in accordance with local procedures and statutory guidance. Adults who are the subject of allegations are advised to contact their professional association.

In the event of any allegation being made to someone other than a manager, information should be clearly and promptly recorded and reported to a senior manager without delay.

Adults should always feel able to discuss with their line manager any difficulties or problems that may affect their relationship with children and young people so that appropriate support can be provided or action can be taken.

It is essential that accurate and comprehensive records are maintained wherever concerns are raised about the conduct or actions of adults working with or on behalf of children and young people.

This means that adults:

- should be familiar with their organisation’s system for recording concerns
- should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the workplace

This means that organisations:

- should have an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace