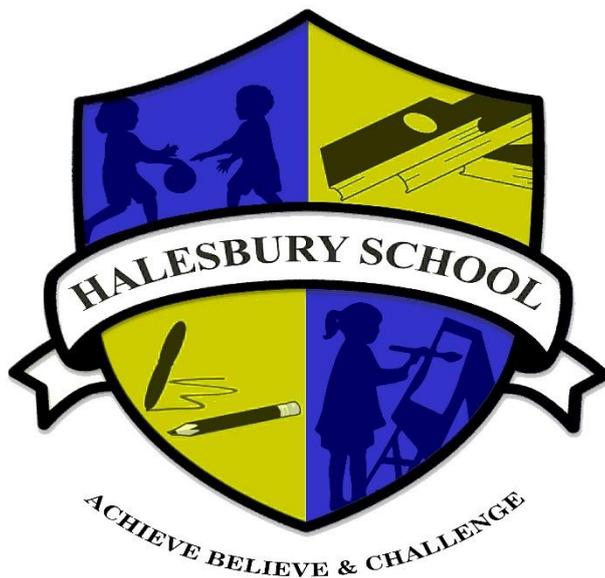


# Halesbury School



## Safeguarding and Child Protection Policy

September 2019

Review date: September 2020

## Safeguarding and Child Protection Policy

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Nominated Governor
Sept 2019	Sept 2020	John Kulyk	Amanda Appleby-Payne Lynne Barker Nikki Byrne	Natalie Whitmore

### Child Protection Policy

#### Rationale

Children and young people have a fundamental right to be protected from harm. They have a right to expect schools to provide a safe and secure environment. It is a guiding principle of the law and child protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

Safeguarding is defined as –

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best life chances.

Halesbury School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore to create a culture of vigilance, to be alert to the possibility of abuse occurring, and to be aware of the procedures to be followed if you have suspicions and have the confidence to follow those procedures. This policy applies to all staff, management committee members and volunteers working in the school.

*See Page 12 Definitions and Indicators of Abuse*

Halesbury School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm".

The protection of our pupils from suffering or likely to suffer significant harm is the responsibility of all staff within our school, superseding any other considerations. The following documents, circulars and guidance for good practice govern child protection work at Halesbury School:

- Dudley Safeguarding Children Board (DSCB) - Safeguarding Children Procedures (<http://safeguarding.dudley.gov.uk>);
- Dealing with a disclosure school guidance (*See Appendix 1*)
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (Sept 2019);
- What do you do if you are worried a child is being abused March 2015; (*See Appendix 2*)
- Working Together to Safeguard Children (2019)
- Keeping Children Safe in Education (2019)
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- Information Sharing (2018)
  
- DSCB interagency child protection and safeguarding procedures
- List relevant DSCB procedures, the Board's requirements for schools and where to access them, i.e., latest hyperlinks that work

<http://safeguarding.dudley.gov.uk/child/safeguarding-children-board/>

## Aims

Halesbury School is committed to the safeguarding of all pupils in the school. Our aim is to ensure that all pupils are safe in the school and that measures are put in place to support any child who is at risk of harm. Overall the policy provides information for all adults working with children to carry out their duty of care responsibly. Halesbury School will ensure that pupils are taught about safeguarding and will provide information and training for all staff and other adults to carry out this duty of care responsibly.

## Prevention

The six main elements of the policy are:

- ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- supporting pupils who have been abused in accordance with his/her child protection plan
- establishing a safe environment in which children can learn and develop
- ensuring there are links with other safeguarding policies and practice, for example, physical intervention, anti-bullying, behaviour policy, attendance, e safety, medical conditions, first aid, intimate care, emergency evacuation, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism. (Further guidance on these issues is available on the DSCB website)

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- include in the curriculum, activities and opportunities which equip children with the skills they need to stay safe from harm.

## Procedures

Halesbury School will ensure that all staff follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department for Education (DfE) to:

- ensure we have a designated safeguarding lead for child protection who has received appropriate training and support for this role.

### **THE DESIGNATED SAFEGUARDING LEAD FOR HALESBURY SCHOOL IS**

**Mr John Kulyk (Headteacher)**

THE DEPUTY DESIGNATED SAFEGUARDING LEADS ARE

Mrs Amanda Appleby-Payne (Deputy Head)

Lynne Barker (Teacher)

MASH: 0300 555 0050

Out of Hours Duty Team: 0300 555 8574

PREVENT Officer: (Haroon Akhlaq, 07393)

POLICE:PC Andy Peters ( 101 Ex 8513087)

CSE Team: (CSE.Team@dudley.gov.uk) SCHOOL NURSE SERVICE, CAMHS, (Mrs M.Coxon 07976567242, CAMHS 01384 324689)

(Child Protection issues can be very difficult to spot. If in doubt, it is always best to inform the relevant person, and allow them to make the decision about what further action is necessary. **(If in doubt, ask).**)

- ensure we have a nominated management committee member responsible for child protection. **The designated Members for Child Protection are Mr John Kulyk, Mrs Amanda Appleby-Payne and Lynne Barker**
- ensure every member of staff (including temporary and supply staff and volunteers) and management committee member knows the name of the designated safeguarding lead responsible for child protection and their role
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection

- ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus. Parents/carers should be made aware of the policies and procedures
- ensure that parents/carers are aware that this policy is available on request, and make the policy available on the school website
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings
- develop links with other agencies that support the child, such as Child and Adolescent Mental Health Service, Education Investigation and Education Psychology Service
- keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to Social Services and other relevant agencies immediately
- ensure all records are kept securely, separate from the main pupil file, and in locked location
- ensure that if a child who has a child protection plan leaves, their information is transferred to the new school immediately and Social Care is informed
- ensure that all staff are aware of what to do if there are concerns around a child. **Appendix 1 refers to *What to do if you are concerned***. A copy of the interagency referral form that must be completed when making a referral can be accessed from the DSCB website.

## Role and Responsibilities of Designated Safeguarding Lead

The Designated Safeguarding Lead (Headteacher) has responsibility and management oversight and accountability for child protection.

When the school has concerns about a child, the Designated Safeguarding Lead/Headteacher will decide what steps should be taken.

Child protection information will be dealt with in a confidential manner.

Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, and when.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted.

Parents/Carers will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents/carers will be in line with any home school policies and give due regard to which adults have parental responsibility.

**Do not disclose to a parent/carer any information held on a child if this would put the child at risk of significant harm.**

If a pupil moves from our setting, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially when a child is being reintegrated. We will record where and to whom the records have been passed and the date.

If sending by post pupil records will be sent by “Recorded Delivery”. For audit purposes a note of all pupil records transferred or received should be kept in electronic format on our Integris Information Management System (under – activities). This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder.

## Staff support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and seek further support as appropriate.

### A child centred and coordinated approach to safeguarding

- Schools, colleges, and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.
- Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who is exposed to children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
- No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
  - 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; and
  - taking action to enable all children to have the best outcomes.
- Children includes everyone under the age of 18.

### Roles and Responsibility of Governors and Governing Bodies

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

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

### The role of school and college staff

- School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
- **All** staff have a responsibility to provide a safe environment in which children can learn.

### 1. Dealing with disclosures

The policy should clearly outline what staff should do if they receive a disclosure and:

- What staff should and should not do.
- Where staff can get support.
- Local and national sources of support.

### 2. Record Keeping

The policy should:

- Outline how staff should record a concern and a disclosure
- Recording and reporting procedures -school expectations - be very specific and detailed here, emphasise urgency to report and record, inclusion of all written notes/ records, where forms are kept, who concerns must be reported to, who forms must be given to, include date and time etc. (Add school concern form and body injury map to appendices.)
- State that child protection records will be kept securely and separately from general records.
- Outline the process for transfer of child protection records at points of transition.
- Confirm that all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

## Roles and Responsibility of Management Committees / Members

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

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

Governing Body

- Safeguarding is the responsibility of the whole Governing Body. Safeguarding is on the agenda at all Governing Body meetings.
- Nominated governor for child protection/safeguarding is Natalie Whitmore who meets with the Head Teacher to carry out a Safeguarding audit to report back to Governors.
- **Legislation and the law** - Governing bodies and proprietors (in KCSiE Part 2, unless otherwise stated, this includes management committees) must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring that policies, procedures and training in their schools or colleges are effective and comply with the law at all times.
- Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their schools or college safeguarding arrangements.
- Include the role of the Governing Body in managing allegations against the head teacher.
- Governing bodies and proprietors<sup>14</sup> (in Part 2, unless otherwise stated, this includes management committees) must ensure that they comply with their duties under legislation. They must have regard to this

guidance, ensuring that policies, procedures and training in their schools or colleges are effective and comply with the law at all times.<sup>15</sup>

- Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leaders.
- Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- This should include:
  - Individual schools and colleges having an effective child protection policy. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures. It should be updated annually (as a minimum), and be available publicly either via the school or college website or by other means.
  - A staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.<sup>17</sup>
  - Governing bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future. • Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum<sup>18</sup> and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

## Involving Parents/Carers

In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed of our Child Protection Policy and Procedures through: School Website, Newsletters.

## Safer Recruitment and Employment Practices

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

- declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement;  
**Our statement of Commitment**  
"Halesbury School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, Qualification and ID Checks."
- ensuring that at least one member of the interview panel has attended DSCB Safer Recruitment Training
- ensuring that references are gained before interview

- ensuring that a safeguarding question is included in the interview
- ensuring that any gaps in employment are explored at interview
- undertake a DBS check\* at the relevant level to the position
- All management committee members now require an Enhanced DBS check
- The Prohibition of teaching checks must be completed for everyone engaged in 'teaching work', whether a qualified teacher or not: and recorded on the Single Central Register

(\*An enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in 'regulated activity'.)

If the school has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage in such work.

All new appointments will have their identity verified from a current photographic ID and proof of address to obtain an enhanced DBS check with barred list information. The school will always ask for written information about previous employment history and check that the information is complete.

The school does not have the power to request DBS checks for visitors (for example children's relatives visiting a sports day) on these occasions the Headteacher will use their professional judgment on how best to supervise these occasions.

## **Allegations Against Staff**

**This is not the responsibility of the Designated Safeguarding Lead** (although at Halesbury School this is the Headteacher.

Halesbury School will follow the "Managing Allegations Against Staff or Volunteers" (DSCB Procedures).

The Headteacher will deal with allegations made against school staff. All staff have access to the counselling service within Dudley Council.

If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Designated Officer for Managing Allegations (DO) or duty Independent Reviewing Officer. It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the Designated Officer (Managing Allegations) in accordance with the Working Together to Safeguard Children (2015) and the DSCB Safeguarding Children Procedures.

A Managing Allegations Referral form will need to be completed.

In the event of the allegation being made against the Head Teacher, the Chair of the management committee is to be notified.

If an allegation is made against any member of the management committee, including the Chair, the Head Teacher will contact the LA appointed Designated Officer.

- if any allegation is made a quick resolution should be a clear priority. Any unnecessary delays should be eradicated
- in response to an allegation all other options should be considered before suspending a member of staff
- allegations that are found to be malicious should be removed from the personnel records

- pupils that are found to have made malicious allegations are likely to have breached school behaviour policies; the school should therefore consider the appropriate sanction
- we as the employer have a duty of care to all staff; support for the individual is the key to fulfilling this duty
- when an allegation is made it is extremely important that every effort is made to maintain confidentiality
- after any allegations of abuse have been made, the outcome will be categorised as either; substantiated, malicious, false, unsubstantiated or unfounded.

In addition to this Halesbury School will have routine systems for continually monitoring the performance of all staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Halesbury School will adhere to the Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings (Oct 2015). This covers a wide range of issues around staff conduct.

If staff have concerns about a fellow colleague, they should follow the Whistle Blowing Procedures.

The NSPCC whistle blowing helpline is available for staff within our School, who do not feel able to raise concerns regarding child protection failings internally. Staff can call: 0800 028 0285. The email address is help@nscpp.org.uk

## **Referral to Disclosure and Barring Services (DBS)**

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual possesses to vulnerable groups including children.

The Single Central Record must be in place and include all the areas covered in Keeping Children Safe in Education (2016). Further advice has been sought from HR.

## **Information Sharing, Confidentiality and Record Keeping**

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only.

Staff within Halesbury School are clear that if they have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, they will have a conversation with the designated safeguarding lead to agree a course of action. Although staff members can make a referral to children's social care.

Halesbury School is committed to the Early Help approach and staff are able to identify learners who need support through this route.

If a child is in immediate danger or is at risk of harm a referral should be made to the Single Point of Access Team and/or the police immediately.

Telephone Contact - **0300 555 0050**

Advice should be sought, from the Single Point of Access Team (SPA) who should approach the alleged abuser (or parents/carers if the alleged abuser is a child).

Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

It may be necessary to liaise and where necessary, challenge other agencies involved, in order to obtain relevant information to support the child appropriately. If a child resides in another borough but attends a school in Dudley Halesbury School will ensure that we liaise with the Local Authority in which the child resides.

If a child who is subject to a child protection plan leaves, their information should be transferred to the new school immediately and that child's social worker is informed.

## **The Curriculum**

Child Protection and wider child safety issues will be addressed through the curriculum as appropriate, especially in Personal, Social and Health Education (PSHE), Information and Communication Technology (ICT), Citizenship and Sex and Relationships Education.

## **Other areas of our work**

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, Physical handling, positive behaviour, will be linked to ensure a whole school approach.

Our Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff will follow DSCB Child Procedures if there are concerns around peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

## **Virtual School Heads**

Halesbury School is committed to working with the Virtual School Head and supporting the progress of looked after children in the school and meeting the needs identified in the child's personal education plan.

## **Children with Special Educational Needs and Disabilities**

Halesbury School is committed to working with children with special educational needs (SEN) and disabilities who often face additional safeguarding challenges. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwards showing any signs;
- Communication barriers and difficulties in overcoming these barriers
- Halesbury School are committed to ensuring that children with special educational needs and disabilities are supported to face any additional safeguarding challenges

## **Private Fostering**

When Halesbury School staff becomes aware that a pupil may be in a private fostering arrangement (where a child under the age of 16, or 18 if disabled is provided with care and accommodation by someone to whom they are not

related in that person's home ) they should raise this in the first instance with the DSL. Halesbury School should notify the LA of the circumstances and the LA will then check the arrangement is suitable and safe for the child.

## **Training and Development**

Halesbury School will ensure that:

- all staff are kept up to date with Child Protection issues by formal training taking place regularly (at least every three years). This includes online courses, external training and in-house training
- clear reminders of all procedures will be given out to all staff in the Inset session at the start of every academic year, with frequent reminders at appropriate meetings/training events
- the Designated Safeguarding Lead/s will take part in regular formal training sessions (Advanced level training at least every two years)
- all policies and procedures will follow DFE guidance on Child Protection issues
- management committee members will be kept informed about procedures through the Child Protection Link Member
- good monitoring takes place of pupils identified as at risk
- all staff work closely with outside agencies to share information and co-ordinate support for the pupil.

According to 'Keeping Children Safe in Education' (2019), The Designated Safeguarding Lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meetings other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

Management committee and proprietors should ensure that all staff undergo safeguarding and child protection training at induction. The training should be regularly updated and in line with advice from DSCB.

In addition all staff members should ensure regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

## **Definitions and Indicators of Abuse**

There are five types of child abuse. They are defined in the UK Government guidance Keeping Children Safe in Education; statutory guidance for schools and colleges, September 2016 as follows:

1. Abuse
2. Physical Abuse
3. Emotional Abuse
4. Sexual Abuse
5. Neglect
6. Peer on Peer abuse

## **Abuse**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them

or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

## **Physical Abuse**

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

## **Emotional Abuse**

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 a child 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 a child's developmental capability, as well as overprotection and limitation or exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

## **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 production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## **Peer on Peer abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Definitions include

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

## Neglect

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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Significant Harm

"Significant Harm is any Physical, Sexual or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development."

## Signs of Abuse

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises - in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour.

## Domestic Abuse

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over, who are or have been intimate partners or family members, regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

### Psychological, Physical, Sexual, Financial and Emotional

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

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

## Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk). Schools can also access DSCB guidance on the issues listed below via the website [http://www.proceduresonline.com/dudley/scb/chapters/full\\_contents.html#guides](http://www.proceduresonline.com/dudley/scb/chapters/full_contents.html#guides)

Early Help can be accessed through <http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families/>

### [Responding to Abuse and Neglect](#)

#### [Referrals](#)

#### [Assessment](#)

#### [Child Protection Enquiries \(Section 47 Enquiries\)](#)

#### [Child Protection Conferences](#)

#### [Child Protection Plans](#)

#### [Children and Families Moving Across Local Authority Boundaries](#)

#### [Allegations Against Staff or Volunteers](#)

Updated

#### [Organised and Complex Abuse](#)

#### [Information Sharing](#)

Updated

## Safeguarding Practice Guidance

### [Abuse Linked to Faith or Belief](#)

#### [Bullying](#)

Updated

#### [Child Sexual Exploitation](#)

Updated

#### [Children and Families that go Missing \(Including Unborn Children\)](#)

#### [Children Affected by Gang Activity or Serious Youth Violence](#)

[Children from Abroad](#)

[Children Living Away from Home](#)

[Children Missing from Education](#)

Updated

[Children Missing from Home and Care](#)

[Children Moving Across Local Authority Boundaries](#)

[Children of Parents with Learning Difficulties](#)

[Children of Parents with Mental Health Problems](#)

[Children of Parents who Misuse Substances](#)

[Disabled Children](#)

[Domestic Violence and Abuse](#)

[E-Safety: Children Exposed to Abuse through the Internet and Other Technologies](#)

Updated

[Fabricated or Induced Illness](#)

[Female Genital Mutilation](#)

Updated

[Forced Marriage](#)

[Honour Based Violence](#)

[Racism](#)

[Sexual Activity](#)

Updated

[Sexually Harmful Behaviour](#)

[Trafficked Children](#)

[Working with Interpreters and others with Special Communication Skills](#)

**Learning and Improvement**

[Learning and Improvement Framework](#)

[Serious Case Reviews](#)

Updated

[Unexpected Death of a Child](#)

**Roles and Responsibilities of LSCB**

[Local Safeguarding Children Board - Role and Function](#)

[Agency Roles and Responsibilities](#)

Updated

[Conflict Resolution](#)

[Guidance for Safe Recruitment, Selection and Retention for Staff and Volunteers](#)

[Complaints in Relation to Child Protection Conference](#)

**Local Protocols**

[Child Protection Concerns During Pregnancy](#)

[Domestic Abuse Response Team \(DART\)](#)

[Joint Working Practice Guidance for Safeguarding Children whose Parents / Carers have Mental Health Issues, Learning Disability, Emotional or Psychological Distress and Substance Misuse](#)

[Faltering Growth Pathway](#)

[Medical Assessment](#)

[Use of Images Guidance](#)

## **Female Genital Mutilation (FGM)**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. School staff will adhere to the mandatory duty on teachers to report disclosures on FGM about a female under 18 personally to the police.

## **Honour Based Violence (HBV)**

Honour Based Violence (HBV) is a term used to describe violence committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim. Most victims of HBV are women or girls, although men may also be at risk.

## **Children Missing Education (CME)**

Children missing education are children of compulsory school age who are:

- Not on a school roll
- Not being educated other than at school
- Identified as having been out of any educational provision for a substantial period of time (4 weeks).

Children go missing from education for a number of reasons including:

- They don't start school at the appropriate time and so they do not enter the educational system
- They are removed by their parents/carers
- Behaviour and/or attendance difficulties
- They cease to attend, due to exclusion, illness or bullying
- They fail to find a suitable school place after moving to a new area
- The family move home regularly
- Problems at home

*Further information can be found in 'Children missing education: statutory guidance for local authorities – September 2016*

## Child Sexual Exploitation (CSE)

“Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who are sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking”.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Halesbury School’s CSE Champion is John Kulyk (Head Teacher). In the circumstance of his absence it will be either Amanda Payne (Deputy Head teacher) or Lynne Barker (Teacher). All are qualified at the correct level to carry out Safe Guarding lead duties.**

## Child Criminal Exploitation -

**County lines** Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>98</sup> should be considered. (See **KCSiE Annex A, p77** for further details)

98 national crime agency human-trafficking <http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism>

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 year
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

## Prevent Strategy (Radicalisation and Extremism)

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

1. To promote and reinforce school and British values; to create space for free and open debate; listen and support the learner voice and enable pupils to develop their self-knowledge, self-esteem and self-confidence
2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society
3. To ensure pupil safety and that the school is free from bullying, harassment and discrimination
4. To provide support for pupils who may be at risk and offer appropriate sources of advice and guidance
5. To ensure that pupils and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

**The SPOC for Halesbury School is John Kulyk (Head Teacher). In the circumstance of his absence it will be either Amanda Payne (Deputy Head teacher) or Lynne Barker (Teacher). All are qualified at the correct level to carry out Safe Guarding lead duties.** The responsibilities of the SPOC are described below.

## Indicators of Vulnerability to Radicalisation

Please see Appendix 4: Risk Assessment for Halesbury School.

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
  - Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations; and
  - Significant changes to appearance and / or behaviour;
  - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

### **Preventing Violent Extremism - Roles and Responsibilities of the Single Point of Contact (SPOC)**

The SPOC is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism

- Raising awareness about the role and responsibilities of the school in relation to protecting pupils from radicalisation and involvement in terrorism
- Monitoring the effect in practice of the school's RS/PSHE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism
- Collating relevant information from/ in relation to referrals of vulnerable pupils into the Channel\*\* process
- attending Channel\*\* meetings as necessary and carrying out any actions as agreed
- Reporting progress on actions to the Channel\*\* Co-ordinator; and
- Sharing any relevant additional information in a timely manner

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

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

## Peer on Peer Abuse, including incidents of Sexting

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

*Further information can be found in the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2016)*

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

*Further information can be found in the UKCCIS Guidance: sexual violence/sexual harassment, responding to incidents, and safeguarding young people (2018) P73.*

## Child Criminal Exploitation - County lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>98</sup> should be considered. (See KCSiE Annex A, p77 for further details)

98 national crime agency human-trafficking <http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism>

## **Contextual Safeguarding**

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

### [Annex A: Further information](#)

**KCSiE Annex A p75)** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

**Children and the court system p76**

**Children missing from education p76**

**Children with family members in prison p76**

**Child sexual exploitation p76**

**Child criminal exploitation: county lines p77**

**Domestic abuse p78**

**Homelessness p79**

**So-called 'honour-based' violence p79**

**Preventing radicalisation p81**

**Peer on peer abuse p83**

**Sexual violence and sexual harassment between children in schools and colleges p83 Part 5 p 61 holds separate info.**

**Additional advice and support p86**

## **Implementation, Review and Monitoring**

Implementation will take place by ensuring this policy is discussed at the full governing body meeting and ensuring all staff are made aware of its existence.

This Policy will be monitored and reviewed on an annual basis and whenever significant changes to legislation, guidance or changes to local procedures require it.

The cover page of this policy states the dates of review ratification by the Governing Body.

## **Supporting Documents**

DSCB Safeguarding Children Procedures <http://safeguarding.dudley.gov.uk/>

Working Together to Safeguard Children (2018)

Keeping Children Safe in Education (2019)

Keeping Children Safe in Education: Information for all Schools and College Staff (2019)

Safer Working Practice Guidance (October 2019)

School Code of Conduct

Whistleblowing Policy

## Useful Numbers

Dudley Single Point of Access:	0300 555 0050
Emergency Duty Team	0300 555 8574
Local Authority Designated Officer: Yvonne Nelson Brown	01384 813110
Police - Child Abuse Investigation Unit	101
Dudley Prevent Co-ordinator	01384 814736

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	

## Dealing with a Disclosure of Abuse

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

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. (*See Appendix 3 Reporting form – printed on pink*)

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

### Immediately afterwards

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

Complete the reporting form (*Appendix 3*) available in our Cause for Concern staff room file and hand it directly to the appropriate person. **Do not** leave it in their pigeon hole or on their desk for them to 'find'. It may be urgent and require an immediate response.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Headteacher.

## What to do if you are concerned:

### (Concerns outside the immediate environment (e.g. a parent or carer))

- Report your concerns to the, Designated *Safeguarding Lead* who should contact Social Care Team or the Police as soon as possible
- If the *Designated Safeguarding Lead* is not available, then the deputy DSL or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
- Social Care Team and the *Designated Safeguarding Lead* will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child'.
- Maintain confidentiality on a **need to know** basis only.

### Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family

All incidents will be reported on an Inter-Agency Referral form, by the Designated Safeguarding Lead, to the Single Point of Access Team at [spateam@dudley.gov.uk](mailto:spateam@dudley.gov.uk)

### Responding to allegations or suspicions (about someone working with children or young people)

It is not the responsibility of anyone working within Halesbury School in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

Halesbury School will ensure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, 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 they are likely to pose a risk of harm to children

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 *Sexual Offences Act 2003*)
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*)
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/email messages or images, gifts, socializing etc)
- Possession of sexual images of children/pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone who works at Halesbury School including administrative and other support staff.

#### **Action if there are concerns**

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice; the Headteacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated, *Safeguarding Lead*, or if the matter has been handled inadequately and concerns remain, it should be reported to the Headteacher/Chair of Management Committee who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Designated *Safeguarding Lead*/Headteacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Designated *Safeguarding Lead*/Headteacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the DO (Designated Officer for Managing Allegations).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If the Designated Safeguarding Lead/Headteacher is the subject of the suspicion/allegation, the concern must be shared with the Chair of Management Committee. The Chair of the Management Committee will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension

- The Headteacher will liaise with the Chair of the Management Committee and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the DO (Designated Officer for Managing Allegations).

- Irrespective of the findings of the Social Care Team or Police inquiries the Headteacher/Chair of the Management Committee will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of the Management Committee and Headteacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

Taff will input their concerns into the schools CPOMNS system which will be sent the schools DSL's. The body map is also available on the CPOMS system. The recording document is available for any external staff who do not have access to the ICT system of the school.

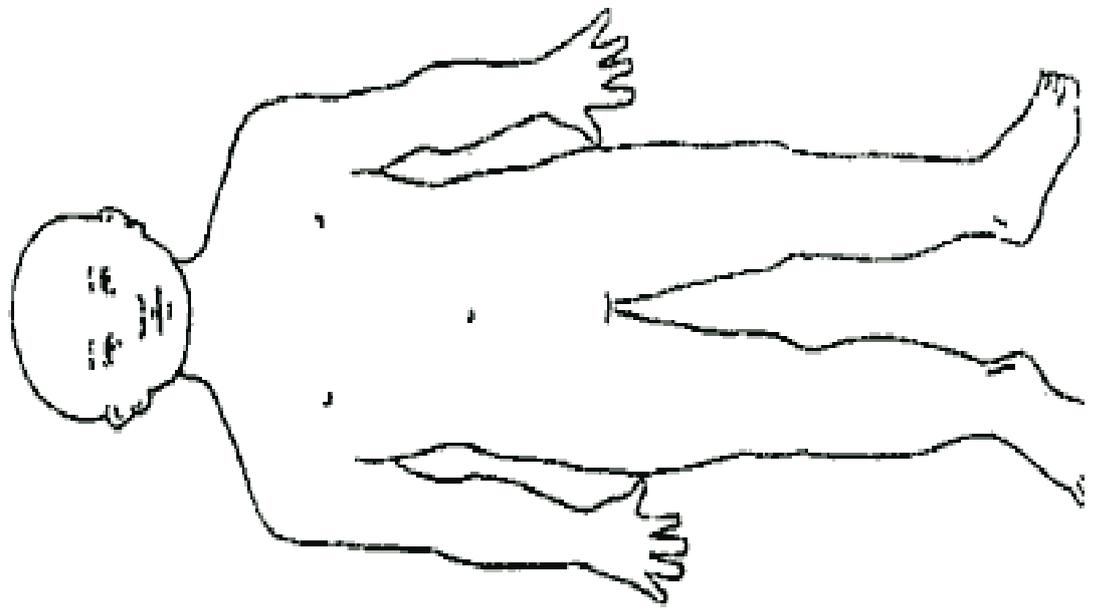
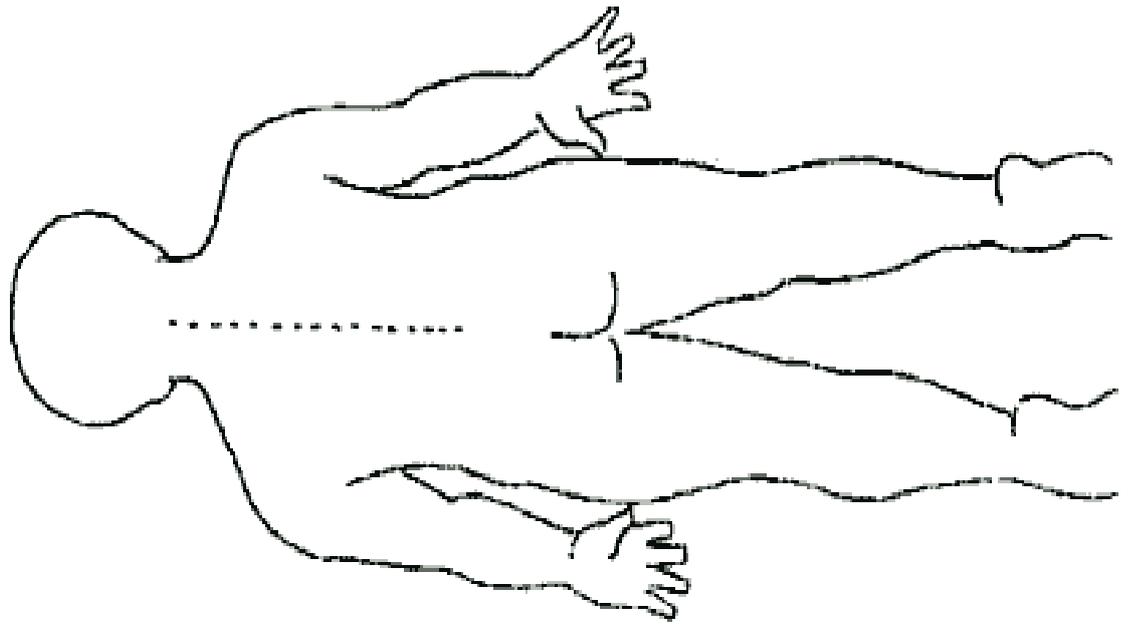
*Appendix 3 - Form for recording and reporting concerns about a child*

*(double sided with body map)*

<b><u>Form for recording and reporting concerns about a child</u></b>		
<b>Full name of child:</b>	<b>Class:</b>	<b>Year:</b>
Date of birth (if known):		
Your name:	Position:	
Date and time of incident/disclosure/concern:		
Please provide details of the incident/disclosure/concern, including times, dates, description of injuries (body map included yes/no), and, if applicable, exact words spoken by the child (please continue on the other side if needed):		

Signed:	Time and date of reporting:
Name of staff member reported to:	Further action taken by staff member:
Signed:	Date:
Any other information helpful for referral ( <b>to be completed and discussed with pastoral team/ designated safeguarding lead</b> ). Include academic progress, attendance, behaviour, presentation, peer relationships and parental knowledge:	

*Body Map*



## APPENDIX 4

### HALESBURY SCHOOL: SAFEGUARDING PROCEDURES 2019/20

#### RISK ASSESSMENT FOR RADICALISATION

**All CTLC pupils are vulnerable to radicalisation for the following reasons:**

- They may have attachment issues
- They may be isolated from their peers and lonely
- They may experience problems with social interaction
- They may have a skewed sense of 'normality'
- They may be unable to understand the consequences of their actions and their own vulnerability
- They may not be aware of the motivation of others
- They may be easily influenced
- They may want to feel like they 'belong'
- They may have low self-confidence and low self esteem
- They may have poor relationships with their parents/carers
- They may have parents/carers who are not aware of the threat of radicalisation
- They may not have appropriate filtering on home internet services, so can access violent extremist websites
- They may be seeking answers to questions about their identity, faith and belonging
- They may have perceptions of injustice
- They may feel that they are a failure
- Home tuition pupils may have more unsupervised time to explore and access radical information and/or maintain inappropriate contacts

**In order to minimise these risks Halesbury staff will:**

- Undertake training in their duty to countering radicalisation and extremism
- Provide advice, support and guidance for parents and carers through newsletters, information on website, individual multi-agency support
- Provide advice, support and guidance for pupils through direct teaching in ICT, RE, English and PSHE.
- Teach pupils to evaluate websites and printed materials (e.g. books / leaflets) for bias and propaganda
- Make Management Committee Members aware of their duty to anti-radicalisation, enabling access to appropriate training
- Be vigilant to changes in pupil's behaviours that might indicate they are being radicalised.
- Make parents aware of the early warning signs of radicalisation through newsletters, CTLC website and in reviews where appropriate
- Promote Halesbury core values and British Values across the curriculum
- Have an appropriate level of filtering to prevent access to extremist sites
- Work collaboratively with multi-agency staff to safeguard pupils

- Identify individual pupils as being higher risk to vulnerability and provide personalised support and guidance to meet their needs.

Any concerns about pupils will be raised through the safeguarding procedures and referrals made to Channel as appropriate.

**Possible warning signs of radicalisation include:**

- Inappropriate use of ICT e.g. accessing extremist material, websites, engaging in unsuitable social media activity
- Graffiti symbols, writing or art work promoting extremist messages or images
- Changes in behaviour (e.g becoming more secretive or more confident)
- Changes in friendships or actions
- Voicing opinions drawn from extremist ideology and narrative
- Use of extremist or 'hate' terms to exclude others or incite violence

**The Channel Project:**

Provides structured interventions for individuals identified as being particularly vulnerable to being drawn into extremism. Support is provided via a multi-agency approach.

**Local support contacts:**

John Hodt, Dudley Prevent Coordinator 01383 814736

[prevent\\_inbox@west-midlands.pnn.police.uk](mailto:prevent_inbox@west-midlands.pnn.police.uk)

**For further information for teachers and parents/carers:**

[www.educateagainsthate.com](http://www.educateagainsthate.com)

## **APPENDIX 5**

### **Role of the Designated Safeguarding Lead and Deputy**

#### **Halesbury School**

The Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding and child protection.

The DSL at Halesbury School is Mr John Kulyk (Headteacher).

The deputy DSL is Mrs Amanda Appleby-Payne (Deputy Headteacher).

The DSL and/or deputy are available during school hours for staff to discuss safeguarding concerns. Cover arrangements will be put in place for any out of hours activities.

#### **The designated safeguarding lead will:**

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required
- Regularly review and monitor the progress of referrals made to local authority social care
- Liaise with the 'case manager' and the designated officers at the local authority for child protection concerns (all cases which concern staff members)
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for staff
- Regularly review and monitor 'causes for concern' raised by staff

#### **Training:**

The Designated Safeguarding Lead and deputy undergo training to provide them with the knowledge and skills required to carry out their roles. The training is updated every two years and they have received Prevent awareness training as set out in 'Keeping Children Safe in Education' (2016).

In addition to their formal training, their knowledge and skills are updated via safeguarding e-bulletins and meetings with other designated safeguarding leads (two / three times a year), in addition to keeping up to date with safeguarding developments relevant to the roles as they arise.

#### **The DSL and deputy:**

- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how the local authority conduct a child protection

- case conference and review
- Attend child protection conferences as required
- Ensure each member of staff has access to and understands the school's child protection policy and procedures
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Are able to keep detailed, accurate, secure records of concerns and referral
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide support and advice to staff on protecting children from the risk of radicalisation
- Attend any relevant training courses , cascade to staff and share resources
- Encourage a culture of listening to children, taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

### **Child Protection Policy and Procedures:**

The DSL will ensure that:

- The school child protection policies are known, understood and used appropriately
- The child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, working with the management committee and relevant agencies as required
- Ensure the child protection policy is available on the website and in Reception, ensuring that parents/carers are aware that we may make referrals
- Maintain links with the DSCB to ensure staff are aware of training opportunities and latest local policies

### **Child Protection Files and Information**

The DSL and deputy will deal with child protection information in a confidential manner as set out in the Child Protection Policy.

Where children leave Halesbury School the DSL will ensure, where appropriate, their child protection file is safely transferred to the school/college as soon as possible.

*Based on Keeping Children Safe in Education 2016 Annex B*