



WEST MIDLANDS EDUCATION AND SKILLS
SAFEGUARDING AND CHILD PROTECTION
POLICY

Safeguarding and promoting the welfare of children is defined as –

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.
- Children include everyone under the age of 18

This means that our school is committed to safeguarding and promoting the welfare of all its students. We believe that:

- *Our young people have the right to be protected from harm, abuse, and neglect.*
- *That every child has the right to an education and young people need to be safe and to feel safe in school*
- *Young people need support that matches their individual needs, including those who may have experienced abuse*
- *Our young people have the right to express their views, feelings and wishes and voice their own values and beliefs*
- *Our young people should be encouraged to respect each other's values and support each other*
- *Our young people have the right to be supported to meet their emotional and social needs as well as their educational needs*
- *Our school will contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views, and risk-taking behaviours.*

All staff and visitors have an important role to play in safeguarding young people and protecting them from abuse.

West Midlands Education and Skills will fulfil its local and national responsibilities as laid out in the following documents:

- *The most recent version of [Working Together to Safeguard Children](#) (DfE)*
- *The most recent version of [Keeping Children Safe in Education](#): Statutory guidance for schools and colleges (DfE Jan 2021)*
- *[West Midlands Safeguarding Children Procedures](#)*
- *[The Education Act 2002 s175](#)*
- *[Sexting in Schools & Colleges – responding to incidents and safeguarding young people \(UKCCIS\) 2016](#)*
- *General Data Protection Legislation (2018)*
https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en
- *Mental Health & Behaviour in Schools.*
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- *West Midlands 2.1 Children affected by Exploitation and Trafficking (including Gangs)*
<https://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-young-voilence>

- Data Protection Officer:
- Lead for Mental Health

2.0 OVERALL AIMS

This policy will contribute to the protection and safeguarding of our students and promote their welfare by:

- Clarifying standards of behaviour for staff and students
- Contributing to the establishment of a safe, resilient, and robust ethos in the school, built on mutual respect and shared values.
- Introducing appropriate work within the curriculum
- Encouraging students and parents to participate.
- Alerting staff to the signs and indicators that all may not be well
- Developing staff awareness of the causes of abuse
- Developing staff awareness of the risks and vulnerabilities their students face
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks students' face of being exposed to violence, extremism, exploitation, discrimination, or victimisation.

This means that in our school we will:

- *Identify and protect our vulnerable students*
- *Identify individual needs as early as possible; and*
- *Design plans to address those needs*
- *Work in partnership with pupils/ students, parents/carers, and other agencies.*

Our policy extends to any establishment our school commissions to deliver education to our students on our behalf including alternative provision settings.

Our Governing body will ensure that any commissioned agency will reflect the values, philosophy, and standards of our school. Confirmation should be sought from the school that appropriate risk assessments are completed, and ongoing monitoring is undertaken.

3.0 GUIDING PRINCIPLES

These are the 7 guiding principles of safeguarding, as stated by Walsall Safeguarding Children Partnership (found in Right Help Right time).

- Have conversations and listen to children and their families as **early** as possible.
- Understand the child's lived experience.
- Work **collaboratively** to improve children's life experience.
- Be **open**, honest, and transparent with families in our approach.
- **Empower** families by working with them.
- Work in a way that builds on the families' **strengths**.
- Build **resilience** in families to overcome difficulties.

This means that in our school all staff will be aware of the guidance issued by Walsall Safeguarding Children Partnership Right Help Right Time, and procedures for Early Help.

All staff will be enabled to listen and understand the lived experience of children and young people by facilitating solution focused conversations appropriate to the young person's preferred communication style.

4.0 EXPECTATIONS

All staff and visitors will:

- Be familiar with this Safeguarding & Child Protection Policy
- Understand their role in relation to safeguarding
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators)
- Record concerns and give the record to the DSL, or deputy DSL, and
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the DSL immediately and provide a written account as soon as possible.
- Be involved, where appropriate, in the implementation of individual School-focused interventions, Early Help assessments and Our Family Plans, Child in Need Plans and inter-agency Child Protection Plans

This means that in our school:

- All our staff will receive annual safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the Governing Body.
- Our Governors will be subjected to an enhanced DBS check and 'section 128' check.
- We will follow Safer Recruitment processes and checks for all staff.
- All staff will be subjected to an enhanced DBS check and will need to inform West Midlands Education and Skills if any insertions or changes of any kind are applied at any time whilst you are employed with us a form can be provided for you from Head of School. This is also an annual requirement from all staff.

5.0 THE DESIGNATED SAFEGUARDING LEAD (DSL)

- The DSL is a member of the Senior Leadership Team. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.
- The Governing body and proprietor ensure that the DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties.

This means the DSL team in our school will have a Lead and a Deputy DSL

- Any steps taken to support a young person who has a safeguarding vulnerability must be reported to the lead DSL.
- Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.
- Safeguarding and Child Protection information will be dealt with in a confidential manner.
- Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each student: the school will not keep family files. Files will be kept for at least the period during which the student is attending the school, and beyond that in line with current data legislation and guidance.

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If a student moves from our school, Child Protection and Safeguarding records will be forwarded on to the DSL 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 on transfer from Primary to Secondary schools.

Because we use MyConcern and store our records electronically we do not hold paper files.

We will not disclose to a parent any information held on a young person if this would put the child at risk of significant harm

We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse and have that support in place for when the child/ young person arrives.

6.0 The Designated Teacher for Looked After and Previously Looked After Children

- The Governing body must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4-6 of the Children and Social Work Act 2017, our designated teacher has responsibility for promoting the educational achievement of young people who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.
- Local Authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how we will support the care leaver to participate in education or training.

Our Designated Teacher will:

- *Work with the Virtual school to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.*
- *Work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.*

Our DSL's will keep the details of the Local Authorities Personal Advisor appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

7.0 The Governing Body

The governing body and proprietor ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

- The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers
- The Head of School and all other staff who work with young people undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained

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- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The Governing body have a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers, or governors that complies with all local authority child protection procedures.
- The Nominated Governor is responsible for liaising with the Head of School and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.

In our school this means that:

All governors must have read part 2 of "KCSIE-21"

Governor for Safeguarding and Child Protection

- Chair of Governors will receive safeguarding training relevant to the governance role and this will be updated every 2 years.
- The Governing Body will review all policies/procedures that relate to safeguarding and child protection annually.
- Chair of Governors is nominated to be responsible for liaising with Walsall Children's Trust in the event of allegations of abuse being made against the Head of School.
- Chair of Governors will liaise with the Head of School and the DSL to produce a report at least annually for governors and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.

8.0 Safer Recruitment and Selection

West Midlands Education and Skills pays full regard to 'Safer Recruitment' practice including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job.

It also includes undertaking interviews and appropriate checks including disclosure & barring check, barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

This means that in our school:

Three members of the SLT have undertaken Safer Recruitment training:

One of these will be involved in all staff recruitment processes and sit on the recruitment panel.

Following the UK's exit from the EU, West Midlands Education and Skills will apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

8.1 Induction

All staff must be aware of systems within their setting which support safeguarding, and these should be explained to them as part of staff induction.

Our staff induction process will cover:

- *The Safeguarding & Child Protection policy.*
- *The Behaviour Policy.*
- *The Staff Behaviour Policy (sometimes called a Code of Conduct).*
- *The safeguarding response to children who go missing from education; and*
- *The role of the DSL (including the identity of the DSL and any deputies).*
- *Spot check and Wellbeing procedure*

Copies of policies and a copy of Part one of the KSCIE-21 document is provided to staff at induction.

8.2 Staff Support

Regular supervision will be offered to the Lead DSL within school, usually half-termly and may be extended to other members of staff as deemed appropriate by the school.

We recognise the importance of multiple perspectives in safeguarding and child protection work. We will support staff by providing an opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

9.0 The School Role in the Prevention of Abuse

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

The senior leadership in the school are mindful of national and local Serious Case Reviews and serious incident reviews to help inform their practice and implement any lessons learnt for this school.

Safeguarding issues will be addressed through all areas of the curriculum.

This means that in our school:

We will provide opportunities for students to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being.

All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Handling, Positive Behaviour, will be inter-linked to ensure a whole school approach.

We acknowledge that there are four types of child abuse as defined in Working Together to Safeguard Children which is also defined in the Keeping Children Safe in Education Statutory Guidance, 2021.

West Midlands Education and Skills understands that there are indicators of child abuse; however, these should not be considered as a definitive list, but used when considering the possibility of abuse in children.

West Midlands Education and Skills understands that there are specific safeguarding issues, which we will ensure all Staff will be trained to understand, identify, report, and monitor these concerns. Where appropriate these issues will be included in the curriculum:

- *Bullying including cyber bullying and cyber crime*
- *Children at risk of exploitation including child sexual exploitation*
- *Child sexual abuse within the family*
- *Compromised parenting, particularly in relation to babies and very young children*
- *Domestic Abuse and teenage relationship abuse*
- *Fabricated or induced illness*
- *Faith abuse*
- *Forced marriage, Female Genital Mutilation (FGM) and breast ironing*
- *Gangs, youth violence and trafficking*
- *Gender based violence/Violence against women and girls (VAWG)*
- *Hate including race hate, discrimination, including LGBTQI+*
- *Mental Health*
- *Missing children from education and home*
- *Online abuse/Sexting/harassment*
- *Private Fostering*
- *Preventing Radicalisation*
- *Substance and alcohol abuse*

Domestic Abuse

Domestic Abuse is rarely a one-off incident, but a pattern of power and control. It is any threatening behaviour, violence or abuse between adults who are, or have been in a relationship, or between family members. It can be psychological, physical, sexual, financial, or emotional abuse.

Children living with Domestic Abuse in their home or who are caught up in incidents of Domestic Abuse, are victims, and this can seriously harm children and young people. Some children are physically harmed as they can get caught up in the incident, some children are witnesses to the abuse, or hear the abuse. The impact on children living in a household where there is Domestic Abuse is likely to influence their development and social skills. We will treat any disclosure of information relating to Domestic Abuse as a Safeguarding concern and we will follow local Safeguarding Procedures.

We acknowledge the Domestic Abuse Act, 2021 and will work with its new powers when working with our staff, all children, and their families, where we believe Domestic Abuse is a feature and children are living with Domestic Abuse.

West Midlands Education and Skills receives a notification from the Police where there has been an incident in a household involving a child at this school. We have agreed processes on how to respond and support the pupil whilst in school and are able to escalate any Safeguarding concerns into Children's Services.

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Teenagers aged 16/17 in a relationship are protected by Domestic Abuse Safeguarding Procedures and the law. If our school is aware that any information received about such a concern, we will treat this as Safeguarding concern and follow our Safeguarding processes.

The Multi-Agency Risk Assessment Conference (MARAC) is a multi-agency approach in managing cases of Domestic Abuse and where children are residing, the victim will be seen as high risk of serious harm/ homicide. A Multi-Agency response is essential in ensuring that victims and their families are as safe as possible.

This school recognises this process and that as a partner they can make a referral into MARAC, based on information provided to them by a child, parent/carer.

Emotional/Mental Health and Wellbeing

All Staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

We acknowledge many children will have periods of feeling anxious, afraid, and upset, and can develop phobias. However, some children will experience this more frequently.

Undertaking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children, and greater readiness to learn, improved attendance, attention, behaviour, and attainment.

We will provide information and signposting services to children and parents. If Staff have an emotional or mental health concern about a child we will respond to the concern, inform, and discuss our concerns with parents/carers and seek ways to support the child in and out of school.

If a child is presenting with a risk of serious immediate harm and at risk of taking own life, we will seek urgent advice from the urgent CAHMS services and or seek medical intervention.

Online Safety, Cyber Security (including remote/blended learning)

We will ensure that we have information and processes to raise awareness of online safety and cyber security for all our staff, children, and parents, our aim is to have a whole school approach to online safety.

This will cover a range of online safety issues including:

- fraud and scams
- copycat websites, phishing e-mails
- identity theft
- cyberbullying/trolling, cyberstalking,
- online grooming, online radicalisation,
- offensive/illegal content including race hate
- child sexual exploitation online
- Youth produced sexual imagery (sexting, nudes, semi-nudes)
- Using social media platforms.

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Cyber Security is a growing Safeguarding concern, and we recognise the need to have procedures to ensure networks, data and systems are protected against Cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.

The Sending of Indecent Images from one child to another through Digital Media Devices, including nudes and semi-nudes.

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like which works offline.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse, and we will refer this to the police as a matter of urgency.

West Midlands Education and Skills will respond to a child sending indecent images as a safeguarding concern. The Senior Leadership Team will seek advice from the police and will consider a referral into children's services.

We will use national and local guidance to help us:

“Sexting in Schools & Colleges: Responding to incidents & safeguarding young people” UK Council for child internet safety,

The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools

The DfE Guidance, June 2019 on Teaching Online Safety in Schools

Gov Guidance Sharing nudes and semi nudes, Dec 2020

10.0 What we will have to do when we are concerned – Early Help Response

Where unmet needs have been identified for a young person utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response.

The young person's voice must remain paramount within a solution focused practice framework.

The primary assessment document is the Early Help Assessment (EHA)

Should it be felt that a Think Family or Social Care response is needed to meet the unmet safeguarding need; the DSL will initiate a Request for Support, seeking advice from Walsall Multi-agency Safeguarding Hub (MASH) as required.

The DSL will then oversee the agreed intervention from school as part of the multiagency safeguarding response and ongoing school-focused support.

This means that in our school we will: implement Right Help Right Time

All Staff will notice and listen to children and young people, sharing their concerns with the DSL in writing

Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CPD

The DSL will generally lead on liaising with other agencies. This multi-agency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed.

In our school although any member of staff can refer a situation to MASH, it is expected that the majority are passed through the DSL team

11.0 Safeguarding Students who are vulnerable to Radicalisation

With effect from 1st July 2015, all schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

This means that in our school:

Values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Students and teachers have the right to speak freely and voice their opinions.

However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

11.1 Risk Reduction

The Chair of Governors, Head of School and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community, and philosophy. To this end, open-source due diligence checks will be undertaken on all external speakers invited to our school.

West Midlands Education and Skills is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5

The school will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff.

We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including,

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but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our school's safeguarding duty.

All staff within our school will be alerted to changes in a young person's behaviour or attitude which could indicate that they are in need of help or protection.

We will use specialist online monitoring software, which in this school is called (insert name of monitoring software).

West Midlands Education and Skills has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

11.2 Channel

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.

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](#).

Our school will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation

12.0 Students who are vulnerable to Exploitation, Forced Marriage, Female Genital Mutilation or Trafficking

With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.

Failure to report such cases will result in disciplinary sanctions.

The teacher will also discuss the situation with the DSL who will consult Walsall Safeguarding Children's board before a decision is made as to whether the mandatory reporting duty applies.

This means that in our school we ensure:

Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around.

- *Forced Marriage*
- *FGM*
- *Trafficking*
- *Criminal Exploitation & Gang Affiliation*

Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age-appropriate way, in their lesson plans.

13.0 Children Missing from Education

A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.

Work around attendance and Missing from Education will be coordinated with safeguarding interventions.

The school must notify the Local Authority of any student who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 5 days or more.

The school (regardless of designation) must also notify the Local Authority of any student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g., home education)
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change)
- Displaced as a result of a crisis e.g., domestic violence or homelessness
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period
- Has been permanently excluded

The DSL will be a part of the attendance management team.

We will adapt our attendance monitoring on an individual basis to ensure the safety of each young person at our school

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of students that would be considered 'missing'.

We will work closely with the CME Team, School Admissions Service, and the Elective Home Education Team

14.0 Peer on Peer Abuse

It is important that West Midlands Education and Skills can recognise that children are capable of abusing their peers, and that this abuse can include physical abuse, sexting, initiation/hazing, sexual violence, and harassment. The school's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to peer-on-peer abuse i.e., that it is more likely that girls will be victims and boys' perpetrators.

We should recognise the impact of sexual violence and the fact young people can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

This means that in our school:

We will not tolerate instances of peer-on-peer abuse and will not pass it off as “banter”, “just having a laugh” or “part of growing up”.

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

We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.

15.0 Criminal Exploitation & Gang Affiliation

Criminal exploitation interlinks with a number of multiple vulnerabilities and offences including a child being exposed to and/or the victim of physical and emotional violence, neglect, poor attendance, sexual abuse and exploitation, modern slavery, human trafficking, and missing episodes.

It is important that children who are criminally exploited are seen as victims and not treated as criminals and treated through safeguarding and child protection procedure.

Work to address criminal exploitation is covered by relevant legislation including:

- Crime & Disorder Act – 1998
- Children Act – 2004
- Serious Crime Act – 2015
- Modern Slavery Act – 2015
- Criminal Finances Act – 2017
- Children & Social Work Act - 2017

And the Working Together requires agencies support vulnerable people within the context of the wider safeguarding agenda.

We will be aware of and work with the Police and local organisations to disrupt as much as possible gang activity within our school.

We will train all staff to recognise signs which may indicate criminal exploitation and to identify children in the school who may be at risk and to report this.

Criminal exploitation is child abuse where children under 18 and older where there is a vulnerable adult are manipulated and coerced into committing crimes.

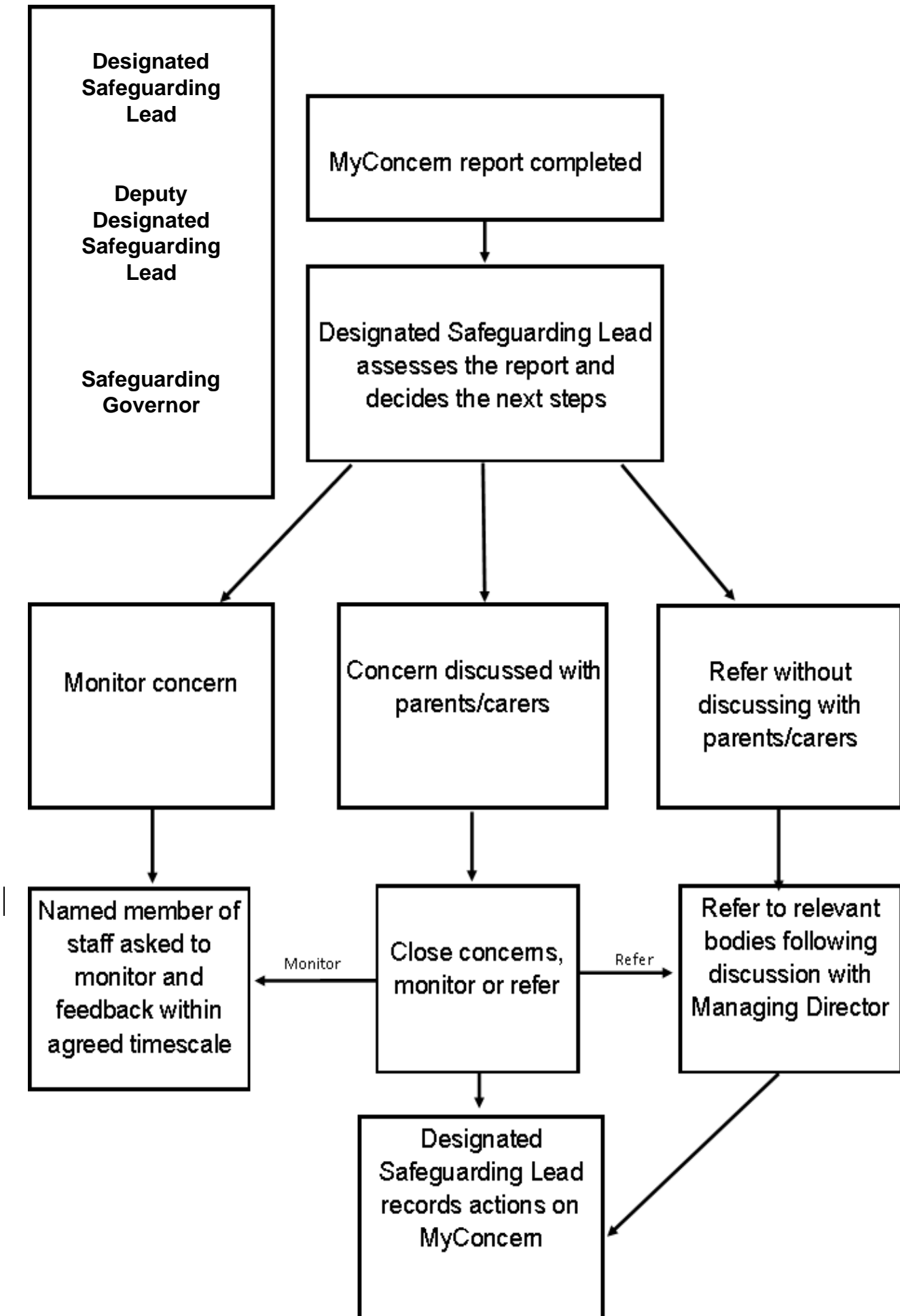
County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns and using dedicated mobile phone lines or “deal lines”.

Cuckooing is a practice where people take over a person’s home and use the property to facilitate exploitation. There are different types of cuckooing:

- Using the property to deal, store or take drugs
- Using the property to sex work
- Taking over the property as a place for them to live
- Taking over the property to financially abuse the tenant

The most common form of cuckooing is where drug dealers take over a person’s home and use it to store or distribute drugs. Children living in these properties are at risk of neglect and other types of abuse.

PART 2; THE KEY PROCEDURES



16.1 In general, we will discuss any Safeguarding or Child Protection concerns with parents/carers before approaching other schools or agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.

16.1.2 However there may be occasions when the school will contact another school or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

16.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy through the school website

17.0 Multi-Agency Work

17.1 We work in partnership with other agencies in line with Right Help Right Time to promote the best interests of our young people and keep them as a top priority in all decisions and actions that affect them. Our school will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and make requests for support from Local Authorities Children's Safeguarding board. Where the young person already has a safeguarding Social Worker or Family Support Worker, concerns around escalation of risks must be reported immediately to the Social/ family support worker, or in their absence, to their team manager.

17.2 When invited the DSL will participate in a MASH strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the young person are met.

17.3 We will co-operate with any Child Protection enquiries conducted by Walsall Children's Safeguarding board: the school will ensure representation at appropriate inter-agency meetings such as Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings.

17.4 We will provide reports as required for these meetings (17.3). If the school is unable to attend, a written report will be sent and shared with Walsall Children's Trust at least 24 hours prior to the meeting.

17.5 Where a pupil/student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference meeting, the school will contribute to the preparation, implementation, and review of the plan as appropriate.

18.0 Our Role in Supporting Children

18.1 Our school staff will offer appropriate support to individual students who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation.

18.2 We will aim to operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children and will actively seek out and promote this.

18.3 All staff have a responsibility to listen to; seek out the views, wishes and feelings of children and can demonstrate this in their practice.

- 18.4 Recognise emotional and mental health needs in children when children are struggling to seek advice and support including signposting to health agencies and organisations who can assist.
- 18.5 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within our school we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 18.6 We will ensure the school works in partnership with parents/ carers and other agencies as appropriate.

19.0 Responding to an allegation about a member of staff

- 19.1 This procedure must be used in accordance with the harms threshold, in any case in which it is alleged that a member of staff, Governor, visiting professional or volunteer 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; or
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
 - Behaved in a way that indicates s/he is unsuitable to work with young people.
- 19.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse students.
- 19.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.
- 19.3.1 Allegations or concerns about staff, colleagues and visitors must be reported directly to the Head of School who will liaise with Chair of Governors to determine whether the harms threshold has been met and liaise with the Local Authority Designated Officer (LADO) as appropriate.
- 19.3.2 If the concern relates to the Head of School, it must be reported immediately to the Chair of the Governing Body, who will consider the harms threshold and will liaise with the Local Authority Designated Officer (LADO) as appropriate.
- 19.3.3 If the safeguarding concern relates to the proprietor or governor of the setting then the concern must be made directly to the Local Authority Designated Officer (LADO) Team who will decide on any action required.
- 19.4 Any allegations made against a member of staff, Governor, visiting professional or volunteer which does **not** meet the harms threshold will be recorded as a low-level concern. This includes:
- Behaviour which is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
 - Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the Local Authority Designated Officer (LADO).
- 19.4.1 Low-level concerns include but are not limited to:
- Being over friendly with children;

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- Having favourites;
- Taking photographs of children on their mobile phone;
- Using inappropriate sexualised, intimidating or offensive language

19.5 Low-level concerns will be recorded in writing and stored in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

19.6 The outcome of any low-level concern is at the discretion of the Chair of Governors and Head of School.

20.0 Children with Additional Needs

20.1 Our School recognises that all students have a right to be safe. Some students may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

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

21.0 Children in specific circumstances

21.1 Private Fostering

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

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

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

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

21.1.4 There is a mandatory duty on the school to inform Walsall Children's Safeguarding board of a private fostering arrangement. The Trust then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

22.0 Links to additional information about safeguarding issues and forms of abuse

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

22.2 Guidance on children in specific circumstances found in Annex A of KCSIE-21, and additional resources as listed below:

| Issue | Guidance | Source |
|--------------------------------------|---|--|
| Abuse | <p>http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief</p> <p>http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse</p> <p>http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect</p> <p>2.26 Children who abuse others West Midlands Safeguarding Children Group</p> <p>https://www.wolverhamptonsafeguarding.org.uk/safeguarding-children-and-young-people/i-work-with-children-young-people-families/recognising-abuse</p> | <p>West Midlands Safeguarding Children Procedures</p> <p>Wolverhampton Safeguarding Together</p> |
| Bullying | <p>http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</p> | <p>West Midlands Safeguarding Children Procedures</p> |
| Children and the Courts | <p>https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds</p> <p>https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds</p> | <p>MoJ advice</p> |
| Missing from Education, Home or Care | <p>http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education</p> <p>http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme</p> | <p>West Midlands Safeguarding Children Procedures</p> |

| | | |
|--------------------------|--|---|
| Family Members in Prison | https://www.nicco.org.uk/ | Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) |
| Drugs | http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances | Police and Schools Panels |
| Domestic Abuse | http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse http://lscpbirmingham.org.uk/domestic-violence2 | West Midlands Safeguarding Children Procedures Birmingham Safeguarding Children Partnership |
| Child Exploitation | http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children https://www.wolverhamptonsafeguarding.org.uk/safeguarding-children-and-young-people/i-work-with-children-young-people-families/child-sexual-exploitation-cse http://lscpbirmingham.org.uk/child-exploitation | West Midlands Safeguarding Children Procedures WMP, BCSP, BCT Wolverhampton Safeguarding Together Birmingham Safeguarding Children Partnership |

| | | |
|--------------------|---|--|
| Homelessness | https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets | HCLG |
| Health & Wellbeing | http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://link.walsall.gov.uk/Local-Authority/Walsall-Public-Health/School-Nursing-Service/Medicines-in-School | West Midlands Safeguarding Children Procedures Walsall School Nursing |
| Online | https://go.walsall.gov.uk/Portals/28/CSE-Resource-15_6_17-4.doc http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf 2.5 Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group http://lscpbirmingham.org.uk/e-safety-prof | Walsall Safeguarding Children Board CSE & Child Trafficking Birmingham Safeguarding Children Partnership |
| Private Fostering | https://go.walsall.gov.uk/Portals/28/Private%20Fostering%20statement%20May2019.pdf https://www.wolverhamptonsafeguarding.org.uk/safeguarding-children-and-young-people/i-work-with-children-young-people-families/private-fostering http://lscpbirmingham.org.uk/private-fostering | Walsall Private Fostering Statement Wolverhampton Private Fostering Birmingham Safeguarding Children Partnership |

| | | |
|----------------|---|--|
| Radicalisation | <p>http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism</p> <p>https://www.wolverhamptonsafeguarding.org.uk/safeguarding-children-and-young-people/i-work-with-children-young-people-families/prevent-extremism</p> | <p>West Midlands</p> <p>Safeguarding Children Procedures</p> <p>Wolverhampton</p> <p>Safeguarding Together</p> |
| Violence | <p>http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity</p> <p>http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html</p> <p>http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence</p> <p>https://www.gov.uk/government/policies/violence-against-women-and-girls</p> <p>2.24 Honour-based violence West Midlands Safeguarding Children Group</p> | <p>West Midlands</p> <p>Safeguarding Children Procedures</p> <p>Police and Schools Panels</p> |
| FGM | <p>http://lscpbirmingham.org.uk/fgm</p> <p>https://policeandschools.org.uk/KNOWLEDGE%20BASE/female_genital_mutilation_primary.html</p> | <p>Birmingham</p> <p>Safeguarding Children Partnership</p> <p>Birmingham Police and Schools Panels</p> |

| | | |
|--|--|--|
| | <p>https://www.wolverhamptonsafeguarding.org.uk/safeguarding-adults/i-work-with-adults-with-care-and-support-needs/violence-against-women-and-girls</p> | <p>Wolverhampton Safeguarding Together</p> |
|--|--|--|

APPENDICES

DEFINITIONS AND INDICATORS OF ABUSE

1. 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 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.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school
- The child is left at home alone or with inappropriate carers

2. PHYSICAL ABUSE

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders, or buttocks.
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred

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- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

3. SEXUAL ABUSE

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness, or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequent or openly masturbating, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in the genital area

4. 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 young person performing sexual activities, or another person performing sexual activities on the young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Walsall Children’s Trust. 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; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to young people 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 young person 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 young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental, or emotional development.
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics, and twitches.
- Self-harming, drug, or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS/CARERS

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain, or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse

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- Parents request removal of the child from home; or
- Violence between adults in the household
- Evidence of coercion and control.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification such as deprivation of medication, food, or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

DEALING WITH A DISCLOSURE OF ABUSE

When a pupil tells me about abuse, they have suffered, what should 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 in writing, all you have heard, though not necessarily at the time of disclosure.
- 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.
- If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.

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 after a Disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Local Authorities Safeguarding Team without delay, by the Head of School, DSL or in exceptional circumstances by the staff member who has raised the concern.

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

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example, failing to act to protect young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, Governor, visitor or volunteer the Head of School must be informed immediately. The Head of School must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head of School should not carry out the investigation him/herself or interview pupils.
3. The Head of School should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head of School will notify Walsall Local Authority Designated Officer (LADO) Team¹ (Tel: 01922 654040). The LADO Team will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within Walsall Children's Trust to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
 - If the Head of School decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. The allegation should be removed from personnel records.
4. Where an allegation has been made against the Head of School/Proprietor, then the Chair of the Governing body takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the West Midlands Child protection procedures.
5. Where the allegation is against the sole proprietor, the referral should be made to the LADO Team directly.

¹ In other authorities the LADO service is referred to as the Position of Trust Team (POT)
Reviewed: September 2021

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify, or glorify terrorist violence in furtherance of particular beliefs.
 - Seek to provoke others to terrorist acts.
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - **Identity Crisis**– the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
 - **Personal Crisis**– the student/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 student/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 student/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**– students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. 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

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- Family members convicted of a terrorism act or subject to a Channel intervention
- 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
- Significant changes to appearance and/or behaviour; and
- 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 for West Midlands Education and Skills is responsible for

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism and protecting them from radicalisation by those who support terrorism or forms of extremism which led to terrorism.
- Raising awareness about the role and responsibilities of West Midlands Education and Skills in relation to protecting students from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the school's RE curriculum and Assembly Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs.
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism.
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism.
- Collating relevant information in relation to referrals of vulnerable students into the Channel² 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.

² 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.

Local Safeguarding Arrangements

Walsall

MASH/Initial Response Service

0300 555 2866 MASH@walsall.gov.uk

Emergency Response Team

0300 555 2922 or 0300 555 2836

Information of Early Help: <http://www.mywalsall.org.uk/walsallearlyhelp/>

Walsall Safeguarding Children's Board <https://go.walsall.gov.uk/wlscb>

Walsall Local Authority Designated Officer (LADO) Tel: 07432 422205

LADO@walsall.gov.uk

Worcester

Family Front Door

01905 822 666 childrensteam@worcestershire.gov.uk

Out of hours team

01905 768 020

Information on Early Help:

<http://www.safeguardingworcestershire.org.uk/earlyhelpfamilysupport>

Worcestershire Safeguarding Children's Board

<http://www.safeguardingworcestershire.org.uk/wscb/>

Worcestershire Local Authority Designated Officer (LADO)

01905 846 221 LADO@worcestershire.gov.uk

Birmingham

CASS (Children's Information and Advice Service)

0121 303 1888 cass@birminghamchildrenstrust.co.uk

Emergency Duty Team (out of hours)

0121 675 4806

Information on Early Help: <http://www.lscbbirmingham.org.uk/early-help>

Birmingham Safeguarding Children's Board

<http://www.lscbbirmingham.org.uk/>

Birmingham Local Authority Designated Officer (LADO)

0121 675 1669 Ladoteam@birminghamchildrenstrust.co.uk

Wolverhampton

MASH 01902 555 398

Out of hours 01902 552 999

Wolverhampton Safeguarding Board

<http://www.wolverhamptonsafeguarding.org.uk>

Wolverhampton LADO team

01902 550 477

LADO@wolverhampton.gov.uk

Appendix 7

Coronavirus

West Midlands Education and Skills is committed to safeguarding and promoting the welfare of children. This commitment remains the same in the difficult circumstances brought about by the COVID-19 outbreak. During this period the principles and practices of the school's Safeguarding Policy and other Safeguarding Procedures (including the Code of Conduct) will continue to apply. In order to ensure the safety and welfare of children whilst working in extraordinary circumstances, the school will adhere to the DfE coronavirus guidance.

In practice, the following procedures will apply:

Designated Safeguarding Lead

There will always be a nominated DSL or deputy DSL available, either on site or contactable by phone or online video.

Staff should continue to report any safeguarding concerns on MyConcern.

Pupils or parents with a safeguarding concern can call the school on Primary Number: 01922 643 303 or email learning@wmes.org.uk
Secondary Number: 07843712648

Vulnerable Children

The school will continue to work with and support children's social workers and local authority virtual school heads to help protect vulnerable children.

Guided Home Learning

West Midlands Education and Skills will continue to provide School Education Study Work to all students.

We recognise that school can be a protective factor for children and young people, and that the current circumstances could affect the mental health of pupils and their parents. Staff will be in regular contact with pupils and will continue to be vigilant for signs of safeguarding risk or emotional distress.

Safeguarding concerns should be reported to the DSL as outlined above. Staff are reminded of the need to report any concern immediately and without delay.

Pastoral concerns will be addressed initially by the class teacher or tutor, who may involve the pastoral team or school counsellor depending on the nature of the issue.

All safeguarding and pastoral concerns will be logged on MyConcern in the usual manner. Pupils or parents with a pastoral concern should contact the school who will support and direct them to other staff as needed.

Working in partnership

We continue to work closely with our local safeguarding partners and other local agencies.



Operation Encompass Safeguarding Statement

Our school is part of Operation Encompass.

Operation Encompass is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse.

Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Bill.

Operation Encompass means that the police will share information with our school about all police attended Domestic Abuse incidents which involve any of our children PRIOR to the start of the next school day.

Once a Key Adult (DSL) has attended either an Operation Encompass briefing or completed the online Key Adult training they will cascade the principles of Operation Encompass to all DDSL's and all other school staff.

Our parents are fully aware that we are an Operation Encompass school.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children who are experiencing Domestic Violence and Abuse on a day to day basis and particularly following the Operation Encompass notification.

We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.