Physis Heathgates Academy

Child Protection and Safeguarding Policy

Contents	Page(s)
1. Aims	4
2. Legislation and statutory framework	4-6
3. Definitions	6
4. Equality statement	6-7

5. Roles and responsibilities
    5.1 All staff
    5.2 The Designated Safeguarding Lead (DSL)
    5.3 The Proprietor/Director of Children's Services
    5.4 The Headteacher
	7-10

6. Confidentiality	10-11

7. Contextual Safeguarding
    7.1 Importance of context
    7.2 Peer relationships
    7.3 Areas of risk
    7.4 Child protection system
	11-13

8. Recognising abuse and taking action
    8.1 If a child is suffering or likely to suffer harm, or in immediate danger
    8.2 If a child makes a disclosure to you
    8.3 If you discover that FGM has taken place, or a student is at risk of FGM
    8.4 Domestic abuse and honour-based violence
    8.5 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer harm, or is in immediate danger)
    8.6 Preventing Radicalisation (Extremism/ Radicalisation/ Terrorism/ Prevent Duty/ Channel)
    8.7 Concerns about a staff member of volunteer
    8.8 Allegations of abuse made against other students (Child on Child Abuse)
    8.9 Sexting
    8.10 Child on Child Abuse
	13-27

9. Further specific safeguarding issues
    9.1 CCE Child Criminal Exploitation
    9.2 CSE Child Sexual Exploitation
    9.3 Serious Violence
	27-31

This policy must be reviewed annually unless there are any changes in legislation or guidance in the interim, in which case the policy must be updated as and when necessary.

Postholder responsible: Craig Seretny (Headteacher)	**Date:** June 2022
Last reviewed on: 14.06.2022 (CSe)	
Next review due by: 01.09.2022	
Last reviewed on: 01.09.2022 (CMa)	

Next reviewed by: 01.09.2023	
Last reviewed on: 01.09.2023 (CFl)	
Next reviewed by: 01.09.2024	

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated Safeguarding Lead **(DSL)**	Craig Seretny (Headteacher)	**Email:** craig.seretny@physisgroup.com **Phone:** 01948 841070
Deputy Designated Safeguarding Leads **(DDSL)**	Cheryl Fleetwood (SENDCo)	**Email:** cheryl.matthews@physisgroup.com **Phone:** 01948 841070
Other contactable DSL(s) and/or DDSL(s):	Melissa Johnson (Director of Children's Services, Safeguarding Lead for Physis)	**Email:** mel@physisgroup.com **Phone:** 01948 667164
Local authority designated officer **(LADO)**	Shropshire Safeguarding Partnership – First Point of Contact (Compass and Initial Contact Team) Shropshire Safeguarding Partnership – Emergency Duty Team Michelle Taylor (Mon – Wed) Ellie Jones (Thurs, Fri)	**Phone:** 0345 678 9021 **Phone:** 0345 678 9040 **Phone:** 0345 678 9021
Prevent Officer	Detective Sergeant Stuart Clark PC Manjit Sidhu	**Phone:** 01386 591835 **Phone:** 01386 591815 **Email:** prevent@warwickshireandwestmercia.pnn.police.uk
Public Protection Unit (West Mercia Police)		**Phone:** 0300 333 3000

ROLE	NAME	CONTACT DETAILS
Police Emergency		**Phone:** 999
Shropshire Early Help		**Phone:** 0345 678 9021 **Website:** https://shropshire.gov.uk/early-help
NHS Shropshire Clinical Commissioning Group		**Phone:** 01743 277500 **Email:** SHRCCG.ShropshireCCG@nhs.net
Governance	Melissa Johnson (Director of Childrens Services) Clifton Supple (Owner / CEO)	**Address:** 1 Marlowe Court, Shakespeare Way, Whitchurch, SY13 1QR **Phone:** 01948 667164 **Address:** 1 Marlowe Court, Shakespeare Way, Whitchurch, SY13 1QR **Phone:** 01948 667164

1. Aims

Physis Heathgates Academy aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding and that safeguarding policy and procedure is transparent, clear and easy to understand
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory framework

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2023) and Working Together to Safeguard Children (2018). We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

This policy is also based on the following legislation:

- Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015, which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 and 2004 - 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 undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Section 3 (5) of the Children Act 1989 states that the law empowers anyone who has care of a child to do all that is reasonable in the circumstances to safeguard his/her welfare
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- Counterterrorism and Security Act 2015 – preventing people being drawn into terrorism and promotion of British values to ensure children are kept safe from radicalisation
- Female Genital Mutilation Act 2003 – Serious Crime Act 2015 - mandatory reporting of FGM from 31st October 2015
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Education and Training (Welfare of Children) Act 2021
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [Statutory guidance on the Prevent duty](), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Keeping Children Safe in Education 2023
- The Ofsted Compulsory Childcare Register
- [Shropshire Safeguarding Partnership Threshold Guidance]()
- Human Rights Act 1998 – it is unlawful for schools and colleges to act in a way that is incompatible with the European Convention on Human Rights (the Convention) that apply in the UK.
- Equality Act 2010 – Compliant with the Public-Sector Equality Duty (PSED) is a legal requirement for schools and colleges that are public bodies. Schools and colleges that are public bodies have a general duty to have regard to the need to eliminate unlawful discrimination, harassment, and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, thought must be given to the equality issues such as, for example, the elimination of sexual violence and sexual harassment.
- The Public Sector Equality Duty (as required by s149 of the Equality Act) applies to our school and we refer to the [Equality Act 2010: Government advice for schools]()

Local Safeguarding Arrangements Shropshire's Safeguarding Partnership (SSP)
The 'Safeguarding Partners' are defined by the Children Act 2004 (amended by the Children

& Social Work Act 2017) as the Local Authority, the CCG and Chief Officer of Police, each having 'joint and equal responsibility for the local safeguarding arrangements'.

The Shropshire Safeguarding Partners are:
- Shropshire Council
- Shropshire Clinical Commissioning Group
- West Mercia Police

The SSP membership consists of the most senior representatives from each of the above:
- Director of Children's Services, Shropshire Council
- Director of Adult Services, Shropshire Council
- Chief Nurse, Shropshire & Telford & Wrekin Clinical Commissioning Groups
- Chief Superintendent, Telford and Wrekin and Shropshire, West Mercia Police
- Independent Chair
- SSP Business Unit Manager.

3. Definitions

Safeguarding and promoting the welfare of children means:
- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

All staff should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may be in need of help or protection.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. *Appendix 1 explains the different types of abuse.*

Neglect is a form of abuse and 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. *Appendix 1 defines neglect in more detail.*

Children includes everyone under the age of 18.

The following 3 safeguarding partners as mentioned above are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)

- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:
- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

5. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and proprietors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

All staff will read and understand Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will be aware of our systems which support safeguarding, including this child protection and safeguarding policy. These are:

- Staff Code of conduct
- Safer Recruitment
- Acceptable use Policy Staff/Pupils
- Prevent and Radicalisation Policy
- Attendance Policy
- Anti-bullying Policy
- Sexting in schools and colleges guidance
- Behaviour Policy
- Child Missing in Education Policy

- Child on Child abuse Policy
- Understanding of Contextual Safeguarding

All staff will be aware of the role and identity of the designated safeguarding lead (DSL) and deputies, and the safeguarding response to children who go missing from education along with:

- The early help process (sometimes known as the common assessment framework or CAF) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

5.2 The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. At Physis Heathgates Academy the DSL is Craig Seretny, Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of hours the DSL can be contacted via e mail: craig.seretny@physisgroup.co.uk or mobile phone: **07366 570560**

When the DSL is absent, the deputy/deputies listed below will act as cover. The duty DSL will be made clear at morning briefing:

- Cheryl Fleetwood – DDSL/SENDCo

If the DSL and deputies are not available, Melissa Johnson (Director of Children Services) will act as cover.

The DSL and deputy/deputies will be given the time, funding, training, resources, and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

- Making a holistic approach to meet a child's needs, liaising with mental health leads and support where there are safeguarding concerns
- Promoting educational outcomes by knowing the welfare, safeguarding and child protection issues and promoting supportive engagement with parents/carers
- Ensuring that the school knows its cohort of children, and which currently need a social worker
- Supporting teaching staff to feel confident to provide additional academic support or reasonable adjustments to help children who need, or have needed, a social worker to reach their potential
- Liaison with Local Safeguarding Board and Local Authority Designated Officer
- Liaison with Clinical Services both internal and external (CAMHS)

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. Concerns and referrals are all kept in a separate child protection file.

On leaving the school, this information is transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENDCOs or the named person with oversight in colleges, are aware as required.

The full responsibilities of the DSL and Deputies are set out in their job description.

5.3 The Proprietor/Director of Children's Services
The above will approve this policy at each review, ensure it complies with the law and hold the Headteacher to account for its implementation.

The proprietor will appoint a senior board level lead (Melissa Johnson, Director of Children Services) to monitor the effectiveness of this policy in conjunction with the proprietor and provide regular safeguarding specific supervisions to the DSL and or deputies. It is important for the proprietor to support the role of the DSL; the proprietor is required to read Annex C of KCSIE which provides the full DSL job description.

The Director of Children Services will act as the 'case manager' in the event that an allegation of abuse is made against the head teacher, where appropriate.

The proprietor/Director of Children Services will read Keeping Children Safe in Education (KCSIE) 2023.

Governing bodies and proprietors should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

Governing bodies and proprietors, working with the senior leadership team and especially the designated safeguarding lead, should ensure that those staff who do not work directly with children read either Part 1 or Annex A OF KCSIE 2023. All Designated Safeguarding Leads, management and governing bodies should read KCSIE 2023 in its entirety.

Where there is a safeguarding concern, governing bodies, proprietors, and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

5.4 The Headteacher

The head teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents/carers when their child joins the school
- Ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensuring the relevant staffing ratios are met, where applicable

6. Confidentiality

All records will be stored in a separate confidential file in a locked, secure place with restricted access. When a child/student transfers to another education setting within this or another authority, the confidential information held is forwarded under confidential cover and separate from the child's/student's main file to the DSL in the receiving education setting as soon as this forwarding information is obtained. This file should be transferred using secure transit and a confirmation of receipt needs to be obtained.

Physis Heathgates Academy use a secure system to record safeguarding concerns, in addition to the student's child protection file the DSL will consider sharing information with the new setting/school/college in advance of a child leaving where necessary.

Information is shared as necessary to protect children from harm. We follow the guidance in the HM Government 2018 guidance '*Information sharing: advice for practitioners providing* safeguarding *services to children, young people, parents and carers'* and the HM Government 2015 guidance '*What to do if you are worried a child is being abused'.*

When information is being accumulated prior to possible referral we will start a chronology of events.

The designated safeguarding lead will regularly review all child protection chronologies, and bring same to Physis Group safeguarding meetings, to decide if the accumulation of events is having a detrimental impact on a child and must be referred to the safeguarding partners. If the designated lead decides not to refer, the reason will be noted on the

concern log with detailed explanation of the reasons for no referral and evidence appended if appropriate.

Records are audited monthly and statistical data and trends recorded. The DSL will also review monthly with Director of Children Services in supervision and attend companywide safeguarding meetings. The DSL or Deputy DSL is responsible for referral to the 3 partners and to ensure any communication meets the GDPR and confidentiality requirements where relevant.

It should be noted that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA (2018) contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners (see *Appendix 2*) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff

7. Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. Traditional approaches to protecting children/young people from harm have focused on the risk of violence and abuse from inside the home, usually from a parent/carer or other trusted adults and don't always address the time that children/young people spend outside the home and the influence of peers on young people's development and safety.

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

7.1 Importance of context

As children move from early childhood and into adolescence, they spend increasing amounts of time socialising independently of their families or carers. During this time, the nature of young people's schools and neighbourhoods, and the relationships that they form in these settings, inform the extent to which they encounter protection or abuse. Evidence shows that, for example: from robbery on public transport, sexual violence in parks and gang- related violence on streets, through to online bullying and harassment from school-based peers and abuse within their intimate relationships that young people encounter significant harm in a range of settings beyond their families or residential setting.

7.2 Peer relationships

Peer relationships are increasingly influential during adolescence, setting social norms which inform young people's experiences, behaviours and choices and determine peer status. These relationships are, in turn, shaped by, and shape, the school, neighbourhood and online contexts in which they develop. So, if young people socialise in safe and protective schools and community settings, they will be supported to form safe and protective peer relationships. However, if they form friendships in contexts characterised by violence and/or harmful attitudes these relationships too may be anti-social, unsafe or promote problematic social norms as a means of navigating, or surviving in, those spaces.

7.3 Areas of risk

Contextual Safeguarding is applicable to a wide range of risks which can potentially cause significant harm to children and young people where the prime cause of harm is outside of the family. This includes:

- peer on peer and relationship abuse
- criminal/ sexual exploitation/ online abuse
- missing episodes
- risks associated with gangs
- risks associated with radicalisation
- safeguarding risks in public spaces
- trafficking and modern slavery

7.4 Child protection system

The child protection system, and the legislative and policy framework which underpins it, was designed to protect children and young people from risks posed by their families and/or situations where families had reduced capacity to safeguard those in their care. Extra-familial risks can reduce/undermine the capacity of families/carers to safeguard young people – and to this extent extra-familial risks are accommodated by existing approaches.

The contextual safeguarding system supports the development of approaches which disrupt/change harmful extra-familial contexts rather than move families/young people away from them. While parents/carers are not in a position to change the nature of extra-familial contexts, those who manage or deliver services in these spaces are; and they therefore become critical partners in the safeguarding agenda.

The contextual approach seeks to identify the ways in which professionals, adults and young

people can change the social conditions of environments in which abuse has occurred and then hold them responsible for making these changes.

Therefore, we engage with children's multi-agency practitioners, individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

8. Recognising abuse and taking action

Staff, volunteers, and proprietor must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

All staff should remember: Recogise, respond, report.

Be alert and curious!

Pay attention to possible **signs or indicators** of abuse from the child or others either from your own observation or what the child/others tell you:

Appearance

Behaviour

Communication.

Do not just rely on a child telling you (there are lots of reasons why they won't)

Ensure the immediate safety of the child potentially at risk. If there is **immediate danger**; take action as necessary to protect the child, others and yourself (including contacting emergency services on 999 and refer child protection concerns)

Apply other relevant policies/procedures (e.g. behaviour; first aid; attendance, staff code of conduct and/or Appendix B: Child-on-Child Abuse Procedures as applicable).

Seek views/gather relevant information (if safe to do so).

Remember: Listen (don't investigate), reassure (don't promise) and explain you will be reporting the concerns.

Report in person to the Designated Safeguarding Lead as soon as possible.

Record your concerns, decisions, actions and outcomes on the safeguarding recording system.

If concerned about a member of staff or someone else in the school; report in line with Ensuring safe staff.

8.1 If a child is suffering or likely to suffer harm, or in immediate danger

In an emergency take the action necessary to help the child; make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral, however, tell the DSL as soon as possible if you make a referral directly.

In the case of a concern about the welfare of a child:

- Report your concern to the DSL immediately in person, (e-mails are not to be sent raising concerns about a child's welfare) who will support you to complete a concern form (see *Appendix 3*). If staff are working on offsite activity/trips, then they should immediately contact the DSL in the event of a concern. All staff have access to Physis mobile phones and can call the DSL out of hours if needed.
- If the DSL or deputy is not able to be contacted ensure action is taken to report the concern to the Director of Children's Services.
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends, or family
- Seek support for yourself if you are distressed.
- If staff need to report directly to COMPASS (Shropshire initial point of contact team) refer to page 16 for process and key numbers.

Local partner arrangements for making a referral directly:

These arrangements should be used in conjunction with the Thresholds document 'Accessing the Right Service at the Right Time' (Appendix 5) in order to support you to make a good quality referral to Children's Social Care.

For further advice the following links are useful:

- http://westmidlands.procedures.org.uk/
- https://www.gov.uk/report-child-abuse-to-local-council

8.2 If a child makes a disclosure to you

It's important for staff to remember that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused. If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate,

make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so.

8.3 If you discover that FGM has taken place, or a student is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are explained at:

- https://www.gov.uk/government/publications/female-genital-mutilation-leaflet

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a student under 18 **must immediately report this to the police, personally**. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a student under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. **Staff should not examine students.**

Any member of staff who suspects a student is *at risk* of FGM or suspects that FGM has been carried out or discovers that a student aged 18 or over appears to have been a victim of FGM must speak to the DSL and follow our local safeguarding procedures.

We may not seek parental consent if this may put the girl at increased risk.

8.4 Domestic abuse and honour-based violence

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. It can take place between individuals aged 16 years and over who have a "personal connection" (as defined by the Domestic Abuse Act 2021).

So called "honour"-based abuse (including female genital mutilation (above) and forced marriage) may also be considered as domestic abuse.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage

relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

We will seek support for victims and their children by following:
- [Shropshire Safeguarding Community Partnership Domestic Abuse Pathway](#).
- [The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)](#)
- [Multi-agency statutory guidance on female genital mutilation - GOV.UK (www.gov.uk)](#)

Depending on the level of risk, we may or may not consult parents before contacting Compass.

8.5 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

The diagram on page 17 illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to Director of Children Services (Melissa Johnson) and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person

who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.
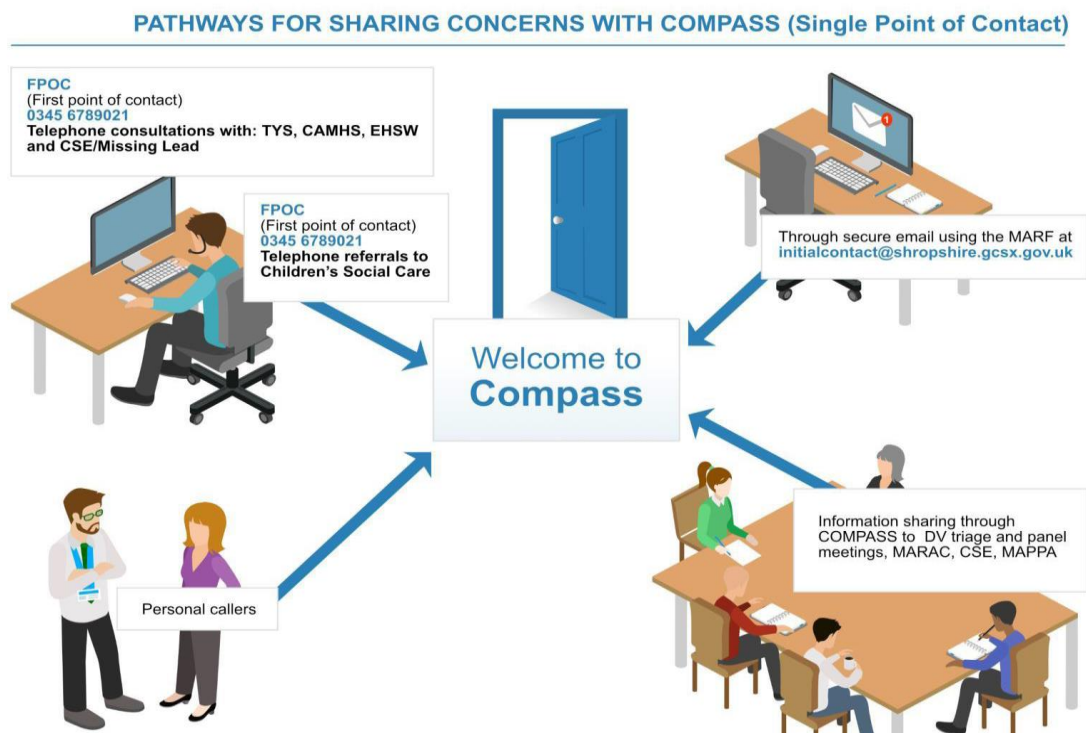
These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential. Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child or young person. These children will be living in greater adversity than most other children or have a greater degree of vulnerability than most if their needs are not clear, not known or not being met a lead professional will coordinate a whole family assessment and plan around the child.

Sometimes in discussion with parents and carers and through our observations and records we may think a child and their family could benefit from additional support from outside agencies to ensure he/she reaches his/her full potential. This process is known as Early Help. We have knowledge of the different agencies which may be able to offer support and we will work with parents and carers to decide which support would be most appropriate for their family. We will work with parents to complete any Early Help referral forms required to access this support. If we are unsure of where to access support, we will contact Compass for advice.

Further information about Early Help can be found at:
http://www.shropshire.gov.uk/early-help/

At this level parents will always be consulted before we contact another agency and their written consent gained before any action is taken.

PATHWAYS FOR SHARING CONCERNS WITH COMPASS (Single Point of Contact)

FPOC
(First point of contact)
0345 6789021
Telephone consultations with: TYS, CAMHS, EHSW and CSE/Missing Lead

FPOC
(First point of contact)
0345 6789021
Telephone referrals to Children's Social Care

Through secure email using the MARF at initialcontact@shropshire.gcsx.gov.uk

Welcome to Compass

Personal callers

Information sharing through COMPASS to DV triage and panel meetings, MARAC, CSE, MAPPA

Key Contacts

- First Point of Contact (FPOC) (Compass and Initial Contact Team) - 0345 678 9021
- Emergency Duty Team - 0345 678 9040
- Police – 101 or if you think a child is in immediate danger, call the emergency services on 999.
- Shropshire Early Help - earlyhelp@shropshire.gov.uk

See *Appendix 5* Accessing the right service at the right time.

8.6 Preventing Radicalisation (Extremism/ Radicalisation/ Terrorism/ Prevent Duty/ Channel)

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the schools safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Prevent Duty

As of July 2015, the Counterterrorism and Security Act (HM Government, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent

people from being drawn into terrorism". This duty is known as the Prevent duty. It requires schools to:

- Promote fundamental British Values as part of our curriculum. Teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental, and physical development of students and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- Be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas in a politically balanced way.
- Be alert to and identify children who may be susceptible to extremist ideology and where it is assessed as appropriate by the DSL make a Prevent referral (in line with the local Preventing Terrorism Processes).
- Monitor and report any hate-based behaviour as part of our Behaviour and Child-on-Child Abuse Policies.
- Outline in our E-Safety and Relationship Sex Health Education Policies how children are being safeguarded from being drawn into terrorism.
- Assess the risk of our children being drawn into terrorism, ensuring this is informed by the potential risk in the local area.
- Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' on p16-17 above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. **Note that this is not for use in emergency situations.**

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related 7.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the Headteacher. If the concerns/allegations are about the Headteacher, speak to the Proprietor or Director of Children Services.

Channel
Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. Statutory guidance on the Channel website (linked above).

Please refer to *Prevent and Radicalisation Policy* for further information

8.7 Concerns about a staff member or volunteer

We promote an open and transparent culture in which all concerns about the behaviour or conduct of any adults working in, at or on behalf the school are dealt with appropriately.

There are two levels of allegations / concerns:

1. Allegations that may meet the harm threshold.
2. Allegation/concerns that **do not** meet the harms threshold – which may be referred to as 'low level concerns'.

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the designated safeguarding lead. If the concerns/allegations are about the designated lead speak to the Headteacher. Should you have concerns about the Headteacher speak to the Director of Children Services, Melissa Johnson.

Refer to section 17 of this policy*: Complaints*.

8.8 Allegations of abuse made against other students (Child on Child Abuse)

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including sexting)

If a student makes an allegation of abuse against another student:
- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), and internal Physis professionals if appropriate

Compliance with the Public-Sector Equality Duty (PSED) is a legal requirement for schools and colleges that are public bodies. Under the PSED, schools and colleges that are public bodies have a general duty to have regard to the need to eliminate unlawful discrimination, harassment, and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications such as, for example, the elimination of sexual violence and sexual harassment.

Physis Heathgates Academy will ensure that the following areas are covered within the curriculum to aim to minimise the risk of child-on-child abuse:
- healthy and respectful relationships
- what respectful behaviour looks like
- consent
- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment is always wrong; and

- addressing cultures of sexual harassment.

This will be delivered through planned, high-quality, Relationship and Sex Education (RSE) and Personal, Social, Health and Economic (PSHE) lessons. We also offer our students QLP sessions which an individualised programme of support on specific identified needs for individuals.

The school would respond to an incident of child on child abuse by recording the incident on the School's Concern Reporting Form (see *Appendix 3*) and by following guidance as set out in Sexual violence and sexual harassment between children in schools and colleges. Published by Department for Education.

If the abuse is of a sexual nature, it is vital that staff at Physis Heathgates Academy understand that the child who is perpetrating the abuse may also be risk of harm. Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for students who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life.

Staff must be able to use their professional judgement in identifying when what may be perceived as "normal developmental childhood behaviour" becomes abusive, dangerous and harmful to others.

Designated leads may need to consult with the SSCB Threshold document (see *Appendix 6*) to help with their decision making as well as Brook Traffic Light Tool.

Safeguarding and supporting the victim
The following principles are based on effective safeguarding practice and will help our decision-making process regarding safeguarding and supporting the victim.

We will:
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- Consider the needs and wishes of the victim. The victim will be listened to and acknowledged. It is important they feel in as much control of the process as is possible. Where a student feels able to deal with the incident on their own or with support of family and friends, the students will continue to be monitored and offered support should they require it in the future
- Ensure that the victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report
- Consider interventions that target a whole class or year group e.g., work on

cyberbullying/relationship abuse etc.
- Support the child in improving peer group relationships where bullying is a factor in the abuse and consider restorative justice work with all those concerned
- Ensure that sensitive issues are explored through the use of the curriculum (PSHE and Sex and Relationships Education)

Safeguarding and supporting the alleged perpetrator,
The following principles are based on effective safeguarding practice and will support our decision-making process regarding safeguarding and supporting the alleged perpetrator.

In relation to this we will consider:
- How we will continue to provide the alleged perpetrator with an education, safeguarding support as appropriate and implementing any disciplinary sanctions. If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and at education whilst off site. Even following the conclusion of any investigation, the behaviour that the student has displayed may continue to pose a risk to others in which case, an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all the agencies involved including the student and their parents/carers.
- The age and developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of them being the subject of allegations and/or negative reactions by their peers to the allegations made against them.
- The proportionality of the response. Support will be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable). Harmful sexual behaviour in young children may be a symptom of either their own abuse or exposure to abusive practices or materials. Advice will be sought, as appropriate, from the Safeguarding Hub, the Police and any other agencies or specialist services in order to commission the right support for the child/children concerned.

We will also strive to minimise the risk of child-on-child abuse by:
- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially by ensuring they are aware of and have access to, keyworker, trusted adult, or external advocate
- Ensuring staff are trained to understand that a student harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

- Please see *Child on Child Abuse Policy* that should be read in conjunction with this Policy

8.9 Sexting

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children.

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:
- View, download or share the imagery yourself, or ask a student to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You **should** explain that you need to report the incident and reassure the student(s) that they will receive support and help from the DSL with support from key staff as appropriate.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:
- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, care manager or other professional
- Whether to contact parents or Care Manager/Director of Children Services of the students involved (in most cases parents or Care Manager/ Director of Children Services should be involved)

The DSL will make an immediate referral to police and/or children's social care if:
- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the imagery is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above applies then the DSL, in consultation with the Headteacher and Director of Children Services and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL
If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers
The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

Referring to the police
If it is necessary to refer an incident to the police, this will be done via head teacher or DSL with liaison with Director of Children Services and LADO.

Recording incidents
All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in *Section 17* of this policy also apply to recording incidents of sexting.

Curriculum coverage
Students are taught about the issues surrounding sexting as part of our PSHE education and computing programmes of study. Teaching covers the following in relation to sexting:
- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding, or providing such images, including when it is and is not abusive.
- Issues of legality

- The risk of damage to people's feelings and reputation

Students also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with students so they are aware of the processes the school will follow in the event of an incident. For further information please refer to *Appendix 7* NEU Sexting in schools and colleges responding to incidents and safeguarding young people.

8.10   Child on Child Abuse

All staff should be aware that children can abuse other children (referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

Child on child abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence,
    - such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
    - sexual harassment,
    - such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
    - sexual or sexist name calling
    - inappropriate or unwanted sexualised touching
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- up skirting,
    - which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- revenge porn

Please see the *Child-on-Child Abuse Policy* for further information.

9 Further specific safeguarding issues

9.1 CCE Child Criminal Exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

9.2 CSE Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:
- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or display sexual behaviour beyond expected sexual development or becoming pregnant
- Children who have been exploited will need additional support to help maintain them in education.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

CSE can affect any child, who has been coerced into engaging in sexual activities. This incudes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited. E.g., They believe they are in a genuine romantic relationship.

9.3 Serious Violence
We are committed to success in learning for all our students as one of the most powerful indicators in the prevention of youth crime. Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that students may be vulnerable to exploitation and getting involved in gangs as well as indicators that a student is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

9.4 County Lines
County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store, and sell drugs and money.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are

also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:
- Go missing and are subsequently found in areas away from their home.
- Have been the victim or perpetrator of serious violence (e.g., knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- Are found in accommodation that they have no connection with, often called a 'trap house' or 'cuckooing' or hotel room where there is drug activity.
- Owe a 'debt bond' to their exploiters.
- Have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

9.5 Children missing education
A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:
- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

9.6 Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK.

9.7 Child on Child Sexual Violence and Sexual Harassment

The school will respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school premises, and or online

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. The school are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships (see also sections on child sexual exploitation and child criminal exploitation). Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they

are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Systems are in place for children to confidently report abuse, sexual violence, and sexual harassment, knowing their concerns will be treated seriously, and that they can safely express their views and give feedback.

All staff should read and be familiar with Part 5 of KCSIE 2023: Child on child sexual violence and sexual harassment and Sharing nudes and semi-nudes: how to respond to an incident (publishing.service.gov.uk) as they contain further detailed information on important context to be aware of, including:

- What is consent, power imbalances, and developmental stages:
- Harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves,
- Related legal responsibilities for schools and colleges,
- Advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment, and
- More detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding, and supporting both the victim(s) and alleged perpetrator(s).

Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQ+ children are at greater risk.

See *Appendix 4* for further information on Sexual Violence and Sexual Harassment

9.8 Child Abduction and Community Safety Incidents

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

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. Physis Heathgates Academy is an independent specialist school in a rural part of Shropshire. All members of staff are aware that the school site should remain secure at all times to ensure any unwanted person or persons accessing the site. Only visitors who have a pre-arranged appointment with the appropriate identification are allowed on site.

10 Mental Health

All staff should 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.

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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. Staff should report concerns through the usual safeguarding reporting process. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the referral steps in Section 8.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools' guidance. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing, and resilience among children.

10.7 Promoting positive mental health and resilience in school

Positive mental health is the concern of the whole community, and we recognise that schools play a key part in this. Our school wants to develop the emotional well-being and resilience of all students and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resilience. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counterbalance and promote further growth of resilience.

It is vital that we work in partnership with parents and carers to support the well-being of our students. Parents and carers should share any concerns about the well-being of their child with the school, so appropriate support and interventions can be identified and implemented.

11 Notifying parents/carers

Where appropriate, we will discuss any concerns about a child with the child's parents/carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents/carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents/carers would increase the risk to the child, we will discuss this with the Director of Children Services and or local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents/carers of all the children involved.

12 Students with special education needs and disabilities

It is recognised that children with special educational needs or disabilities (SEND) can face additional safeguarding challenges both online and offline. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, mood, and injury, relate to the child's impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers; and/or cognitive understanding.

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or deputy) and the SENDCo (Cheryl Fleetwood).

13 Students who are LGBT

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

14 Students with a social worker

Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour, and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare, and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

15 Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:
- Appropriate staff have relevant information about children looked after legal status,

contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school headteachers

We have appointed an appropriately trained teacher as the Designated Teacher for LAC to take the lead on promoting the educational achievement of looked-after and previously looked-after children.

As part of their role, they will:
- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school headteachers to promote the educational achievement of looked-after and previously looked-after children

The Designated Teacher for LAC is Cheryl Fleetwood (SENDCo).

16 E safety

15.1 Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when students are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with students.

Staff will not take pictures or recordings of students on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Students are not permitted access to their personal phones/tablets or devices with camera access at Physis Heathgates Academy site during school operational hours, these are to be handed in and secured upon arrival and only returned as student leaves site.

15.2 Online safety

There is a whole school approach to online safety to help equip students with knowledge and understanding to stay safe online. The school helps and supports its students to recognise and avoid online safety risks and to help build their digital resilience. This is integrated into everyday learning and covered in detail as part of the RSHE curriculum.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers a school to protect and educate students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
- **Content:** being exposed to illegal, inappropriate, or harmful content, for example:

pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

Online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental/carer engagement.

The Physis Group requires safe and secure systems to be put in place within the school that limits the exposure to such risks.

We review our online safety arrangements annually to ensure that we meet the Keeping Children Safe in Education 2023 online safety standards (including the digital standards for filtering and monitoring and cyber security). Any risks arising from our reviews are clearly recorded as part of our school evaluation and improvement action planning processes. These are reported to and overseen by our Governing Body.

If a member of staff has reason to believe that a child or young person is experiencing harm or is at risk of harm, the reporting process set out in this policy must be followed immediately.

If staff become aware of an online incident that is a cause for concern, they should:

- Provide reassurance to the child or adult.
- Take immediate action to report any criminal offences to the police and social care.
- Inform the child or adult's placing authority and family as appropriate.
- Review the supervision and support arrangements for the child accessing the internet.
- Check the privacy and security settings on the child's devices and account.
- Agree what action will be taken to prevent recurrence and reduce risk, the risk assessment should be reviewed and updated. Further online safety learning requirements should be considered for the child.

Digital technology and its related risks are developing rapidly. An annual review of the school's approach to online safety will take place, supported by an annual risk assessment that considers and reflects the risks children face.

The UKCIS external visitors' guidance highlights a range of resources which can support educational settings to further develop a whole school approach towards online safety: https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings

See *E Safety Policy* for further information and guidance.

15.3 Remote learning

Where possible digital learning options for children and young people will be made available if they are having to learn remotely. All staff should be mindful that the school's safeguarding policies and procedures and Code of Conduct Policy continue to apply, at all times when working online or offline at any location.

Data protection and GDPR considerations must be taken into account. This includes rules on signing students up to online services, and staff accessing personal data when working at home. It is recommended that staff are regularly reminded of the data protection and GDPR policies and procedures, whether they are working from school or remotely.

The guidelines for digital leaning below must be followed:
- Ensure parents and carers are aware of online safety advice and resources such as Thinkuknow and Safer Internet Centre
- If staff are concerned about a comment made online by a student or the work they share, the staff member should take a screen shot and report it to the DSL.
- Staff and students should be fully dressed and take into account the background/ surroundings. Staff should use a communal area, and anything in the background that could cause concern or identify family members/ personal information, should be removed or a sheet should be used.
- The teacher may need to give guidance to students to remove items from view. If a student is inappropriately dressed or in an unsuitable setting (e.g., a bedroom) they must be removed from the video call.
- Staff must not enter into one-to-one tuition voice or video call with an individual student without SLT agreement. If there is a need for single student interaction, please ensure that a colleague is added to the call, or that a parent/carer is present with the student.
- If a staff member urgently needs to call a parent or student from their personal phone, the number must be withheld by dialling 141 first and a record of the call must made (e.g., an email to the Headteacher, Deputy DSL to explain the purpose of the call and any actions taken as a result of it)
- Home filters may block different content at a different level to the school's filtering software; if this appears to be the case for one student in a group the teacher should revert to or suggest an alternative resource.
- Take care that any material provided to students to watch is age and developmentally appropriate. For instance, do not ask Year 9 pupils to watch a film with a 15 rating.
- Staff should model good online behaviour in all ways, including the language used to interact with students and colleagues, which should be respectful at all times

- School leaders should make clear to staff the operating times for online learning (for example, only during the normal school day); no staff member should engage with or respond to any student outside these times.
- Clear guidelines for students connecting to a virtual classroom session will be given by the school and the teacher will check their understanding.
- The same principles apply to virtual meetings between staff and parents/carers as face-to-face meetings

Home visits

Where staff need to make home visits, they should be mindful of their own wellbeing and safety if conducting visits to the homes of children and their families. Staff should follow the school's lone working procedure and guidance.

This should prescribe that you must at least inform another member of staff of your whereabouts and the time you plan to return to the school. Wherever possible, arrange for a colleague to accompany you. This is particularly important for visiting households with identified risks to the safety of professionals.

You should discuss and assess those risks with the appropriate local authority.

See *Remote Learning Policy* for further information guidance

15.4 Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:
- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- Making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

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

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

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

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

17 Complaints

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. See *Complaints procedure* document.

17.1 Managing allegations of abuse against staff

As part of our whole school approach to safeguarding, Physis Heathgates Academy will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the schools or college (including support teachers, volunteers, and contractors) are dealt with promptly and appropriately.

There are two levels of allegation/concern:
1. Allegations that **may** meet the harms threshold
2. Allegation/concerns that **do not** meet the harms threshold – which may be referred to as 'low level concerns'

Allegations which might indicate that a person would pose a risk of harm to children if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college, will be taken seriously. We have a duty to inform Ofsted of any serious allegations made against a person which suggests he or she 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 would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes any behaviour that may have happened outside of school or college that might make an individual unsuitable to work with children (transferable risk)

We also have a duty of care towards our staff. We provide support for anyone facing an allegation and provide employees with a named contact if they are suspended. It is essential that any allegations of abuse made against members of staff or volunteers are dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Staff

If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) **posing a risk of harm to children**, then:
- this should be referred to the Headteacher

- where there are concerns/allegations about the Headteacher, this should be referred to the Proprietor and or Director of Children's Services and
- in the event of concerns/allegations about the Headteacher, where the Headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the Local Authority Designated Officer (LADO). Please refer to Shropshire Safeguarding Community Partnership Local Authority Designated Officer/Managing Allegations.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers, or contractors) that does not meet the harm threshold, then this should be shared in accordance with the schools *Low-level Concerns Policy*.

Staff may consider discussing any concerns with the schools designated safeguarding lead and make any referral via them.

Where the school identifies that a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately in line with Shropshire Safeguarding Community Partnership Local Authority Designated Officer/Managing Allegations . There are two aspects to consider when an allegation is made:
- Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care in line with the Shropshire Safeguarding Community Partnership Procedures
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content, and context of the allegation, and agree a course of action.

The LADO may ask for additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the LADO will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken regarding the individual facing the allegation or concern; in which case, this decision, and a justification for it will be recorded by both the Registered Person/Headteacher and the LADO, and agreement reached on what information should be put in writing to the individuals concerned and by whom. The Registered Person/Headteacher will then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

If further action is required, we will follow the advice of the LADO and co-operate with any investigations. We will follow instructions about what can be disclosed to the accused and whether he/she should be suspended whilst further investigations take place. This is not an indication of admission that the alleged incident has taken place but is to protect the staff as

well as children and families throughout the process. Clear advice will be given to workers on the process of investigation by other agencies. We will follow advice about how to inform families about the allegation.

If the member of staff/volunteer is found to be a risk to children and vulnerable adults, the Disclosure & Barring Service will be notified. If the allegation is made against the Designated Safeguarding Lead the Headteacher or Director of Children's Services will make the referral. If we are aware of the details of a child who has or may have been harmed by a member of staff or volunteer, we will contact Compass to make a referral to seek support for the child.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. Safeguarding Vulnerable Groups Act 2006

We will notify OFSTED as soon as reasonably practical and within 14 days of the allegation first being made, informing them of action taken by completing the online form - Report-a-serious-childcare-incident

17.2 Whistleblowing

Whistle blowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussion. Any behaviour by colleagues that raises concern regardless of source will be recorded and reported to the designated practitioner or appropriate agency.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example students in the school or members of the public.

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.   All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's *Code of Conduct*/*Whistleblowing* policy.

Refer also to the Physis Group *Whistleblowing policy*.

18 Record-keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:
- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

If you are in any doubt about whether to record something, discuss it with the DSL.

Where children leave the school (including in year transfers) the designated safeguarding lead ensures their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. Governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time, and location. All records will be dated and signed and will include the action taken. This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept in an individual child protection file for that child (which is separate to the student file). All child protection records are stored securely and confidentially with all information shared in a timely fashion with the secondary school (on which roll the student belongs to) Safeguarding records relating to individual children will be retained for the required period after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file with transfer note. In addition, if the

concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

When information is being accumulated prior to possible referral we will start a chronology of events. Some chronologies will need to be produced for a specific reason for example, when a new relationship is started, during multi-agency meetings, from the start of a significant event, or from the start of the date parameters set by a statutory case review. The chronology should then continue throughout the intervention, or for as long as is required.

The designated lead will regularly review all child protection chronologies to decide if the accumulation of events is having a detrimental impact on a child and must be referred to Compass. If the designated lead decides not to refer, the reason will be noted on the child's chronology.

For any child dual-registered with another school/setting/organisation, the DSL liaises regularly with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

19 Training

All safeguarding training for staff should be 'integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

Physis Heathgates Academy will provide all staff with training relevant to their employment to ensure that the quality of student learning is enhanced, and standards raised in accordance with current best practice. Such training and development are to be coordinated within the school development plan and to be managed within the resources available to the school, in conjunction with the Physis Group Learning and development.

All staff, teaching, support, administrative and proprietor shall have an entitlement to equality of access to high-quality induction and continuing professional development. All members of the school community will have opportunities through supervision, appraisal, evaluation, and school development plans to discuss professional development needs in line with the strategic aims of the Physis Group and Physis Heathgates Academy.

a. All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. All staff will also complete annual Cyber Security training (Cyber security training for school staff - NCSC.GOV.UK).

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins, and staff meetings) as required, but at least annually.

Visitors (including contractors) will receive a Physis Heathgates Academy safeguarding guide and will wear a visitor badge and lanyard to ensure clear identification. Visitors will be required to produce valid I.D. before being admitted to school. They will also need to be accompanied on site at all times. All staff and visitors will sign in and out. Staff are reminded regularly to challenge any person on site without a lanyard and Physis Heathgates Academy issued I.D. Badge and to ensure all visitors report to reception and staff are required to follow the above procedures.

b. The DSL and deputy/deputies

The DSL and deputy/deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). The DSL will attend a monthly Physis Group Operations meeting where Safeguarding is discussed and will receive monthly supervision from Director of Children Services.

c. Proprietor/ Director of Children's Services

The Proprietor will receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. Governors and proprietors should receive safeguarding and online safety training on their induction.

As the Proprietor/Director of Children's Services may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

Governing bodies and proprietors should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and the child protection policy.

Governing bodies and proprietors should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety, that safeguarding training for staff, including online safety training, is integrated, aligned, and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.

Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Schools should consider all of this as part of providing a broad and balanced curriculum. This includes covering relevant issues for schools through Relationships and Sex Education (for all secondary pupils) and Health Education.

The Department of Education has produced a one-stop page for teachers on GOV.UK, This includes teacher training modules on the RSHE topics and implementation guidance.

The following resources may also help schools understand and teach about safeguarding:
- DfE advice for schools: teaching online safety in schools
- UK Council for Internet Safety (UKCIS) 32 guidance: Education for a connected world
- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people
- The UKCIS external visitors' guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
- National Crime Agency's CEOP education programme: Thinkuknow; Public Health England: Rise Above

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

For further information see *RSHE Policy*.

20 Recruitment of staff

We will follow KCSIE 2023 guidance, whereby a curriculum vitae (CV) should only be accepted alongside a full application form. CVs on their own will not contain all the information required to support safer recruitment. KCSIE 2023 also states that education settings should consider conducting online searches as part of their due diligence during the recruitment process. The stated aim of this is that it "may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at the interview".

Job adverts and application packs refer to our safeguarding policy and procedures.

Applicants for posts are clearly informed that positions are exempt from the Rehabilitation of Offenders Act 1974. We ensure that we meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006.

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures. A suitable qualified member of the Physis HR department will also be invited to sit on panels. Physis Heathgates Academy will follow the Physis Group Safer *Recruitment Policy*.

Where applicants are rejected because of information that has been disclosed, we will inform the applicant about their right to know and to challenge incorrect information.

We comply with the Safeguarding and Welfare Requirements in the [Keeping Children Safe in Education 2023](#) in respect of references and Enhanced Disclosure and Barring Service checks for staff and volunteers to ensure that no disqualified or unsuitable person works with or has access to the children.

Keeping Children Safe in Education 2023 states that schools will be required to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Note that even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then schools are not legally allowed to do a barred list check).

We have procedures for recording the details of visitors (see *Visitors Policy*) including prospective candidates, to the setting and ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to the children.

Where students are placed in an alternative provision, the school should obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

21 Staff supervision

To ensure that all staff are alert to any issues for concern, staff receive regular training and updates in safeguarding and child protection through a range of training and supervision activities. This includes both formal and informal supervision, annual appraisals, staff meetings and access to SSCP approved training. Individual supervision offers staff an opportunity to receive coaching to improve their practice with children and address any issues resulting in poor performance. Individual supervision also provides a safe space in which to raise any concerns they may have about the conduct of other adults connected with the setting. Staff receive formal supervision termly however, informal supervisions can be arranged at any time, where necessary or appropriate throughout the school year.

22 Use of school premises for non-school activities

When we have arranged extra-curricular activities out of school hours which is under direct supervision or management by school staff, this safeguarding policy is to be followed and any concerns should be managed in accordance with the school's safeguarding report procedures.

The school does not allow use of the school premises to external organisations or individuals, not during school time or under direct supervision of school staff.

23 Alternative provision

Students accessing Alternative Provision often have complex needs, so it is important that governing bodies and proprietors are aware of the additional risk of harm that their students may be vulnerable to. The Department of Education has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard: Alternative Provision and Education for children with health needs who cannot attend school.

Physis Heathgates Academy ensures that any alternative provision used for students is quality assured. A quality assurance checklist (see Appendix 8) is used to evidence that safeguarding procedures are being followed and the necessary vetting checks for staff at the Alternative Provision have been undertaken.
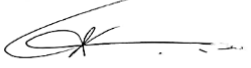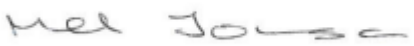
24 Monitoring arrangements

This policy will be reviewed **annually** by the DSL. At every review, it will be approved by the Proprietor/ Director of Children Services & the board.

Links to other policies

- Staff (Code of Conduct, Whistle-blowing and Low-level Concerns Policy)
- Behaviour Policy
- Complaints
- Health and safety
- Attendance
- E-Safety
- Remote Learning Policy
- Equality
- RSHE Policy
- Curriculum Policy
- Privacy notices
- Child on Child Abuse
- Children Missing in Education Policy
- Preventing Extremism and Radicalisation Policy

Monitoring

Position: Headteacher	
Signature:	Date: 02/09/23
Position: Proprietor / Director of Children Services	

Signature:	Date:	
Mel Jousa	26.9.23	
Position: Proprietor/CEO		
Signature:	Date: 19.09.2023.	**Date Policy Review:** September 2022

		Signature	**Date**
Policy Reviewed By: C Seretny		*CRS*	14/06/22
Next Review Date: September 2022			

Interim Review Comments:

Policy updated in relation KCSIE 2021:

- 5.1 all staff, amended for Annex A as it was titled as further safeguarding information and this has been included in Part 1. Annex B components added to the policy:
- Peer on Peer abuse updated to include more detailed text
- Serious violence updated to include more detailed text
- CCE and CSE sections updated to include further information to clarify types of abuse
- Record keeping updated to include more detailed text
- COVID 19 Addendum withdrawn
- Revised text to abuse and neglect categories Definitions
- Additional on-line safety Section 15
- Link to mental health and behaviour in schools' guidance section 10 update
- Whole School approach to safeguarding update within section 5 - 5.3 governance and proprietor.
- Staff training update to include more detail on safeguarding training as a whole school approach section 18
- Opportunities to teach safeguarding update on mandatory training teaching in RSHE within section 18 governance and proprietor
- Remote learning included in Child Protection Policy
- Modern Slavery and National Referral Mechanism included with additional information new section 9.6
- Child on Child Sexual Violence and Sexual Harassment update - new section 9.7 and Appendix 4 updates
- Child abduction and community safety incidents new section 9.8
- County Lines additional information update section 9.4 update
- Cybercrime new section 15.3 added
- Preventing radicalisation update with additional information on what terrorism looks like and more information on channel Section 8.5 update
- Annex C updated into the policy and role of DSL section 5.2

• Appendix 5 Alternative Provision update		
Policy Reviewed By: C Matthews	*CMa*	01/09/22
Next Review Date: September 2023		
Interim Review Comments: Policy updated to reflect KCSIE 2022 update: • For policy and procedure to be transparent, clear, and easy to understand • 'Peer-on-peer' changed to 'child-on-child' abuse • Disclosures – staff to be mindful that all children are not ready to talk about their experiences • Domestic abuse update to include reference to the impact of domestic abuse • Proprietor/governor support for DSL – Proprietors and governors to read the full DSL job description in Annex C • Training – to include safeguarding training for governors on induction • Update to staff recruitment – CVs and using online searches • Allegations/concerns about staff updated – two levels of allegation/concern • Staff supervision added		
Policy Reviewed By: C Fleetwood	*CFl*	01/09/23
Next Review Date: September 2024		
Interim Review Comments: Update to reflect DDSL name change. Policy updated to reflect KCSIE 2023 update: • Further detail added to Prevent duties • Update to include annual review of filtering and monitoring systems and cybercrime training for staff. • Update to responding to concerns about a staff member • Addition of LGBT • Addition of information regarding use of school premises for non-school activities		

Appendix

Appendix 1 – Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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 of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- 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.

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

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

Appendix 2 – Seven golden rules for information sharing

Seven golden rules for information sharing

1. Remember the Data Protection Act is not a barrier to sharing information

2. Be open and honest with the person from the outset

3. Seek advice where in doubt

4. Share with consent where appropriate and where possible, respect the wishes of those who do not consent to share (unless there is sufficient need to override the lack of consent)

5. Always consider the safety and well-being of the person and others

6. Ensure information is accurate and up to date, necessary, shared with the appropriate people, in a timely fashion and shared securely

7. Record the reasons for the decision – whether it is to share or not

LOG No

Recording Form for Safeguarding Concerns

Full name of children involved	Date of Birth	Home Address

Person reporting the concern:

Name:

Your Signature:

Time and Date of incident:

Location of incident:

Referred to DSL Name:

Date &Time form received by DSL:

Initial action taken by DSL:

Nature of concern/disclosure

Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.

NOTIFICATIONS TO AND DOCUMENTS ENCLOSED					
WHOM	**DATE**	**TIME**	**NAME**	**CONTACT DETAILS**	**SIGN**
Director of Children's Services					
Parent/Carer					
Home Manager					
Ofsted/CCSiW					
Social Worker					
Safeguarding Team					
Police					
LADO					

Has this been added to the Physis Academy safeguarding Log: YES   NO

FURTHER NOTIFICATIONS

Date:	**ACTION TAKEN**	**EVIDENCE**	**REFERENCE NUMBER FOR DOCUMENTATION**	**DSL / DDSL NAME**	**SIGN**

					54

CONCLUSION / RESOLUTION

(include any recommendations of further action)

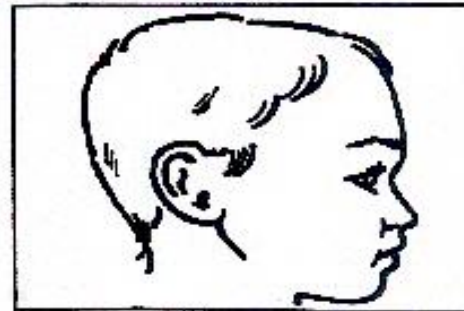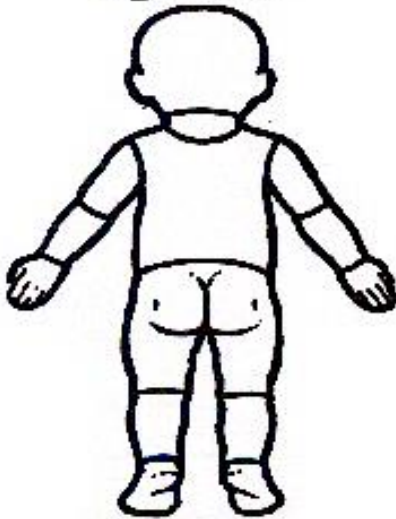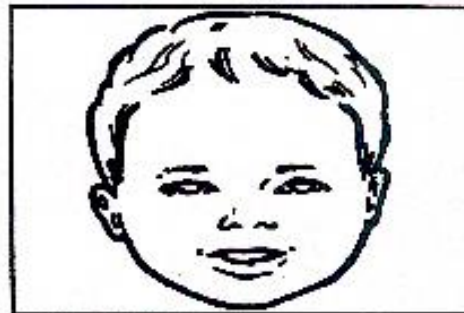**Written Confirmation of Safeguarding Decision Received:**

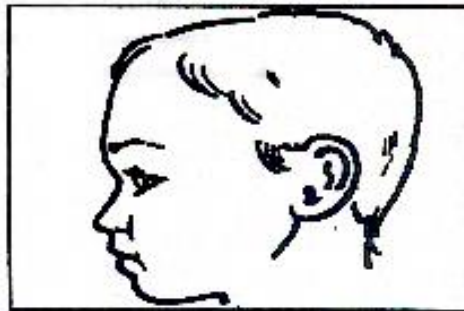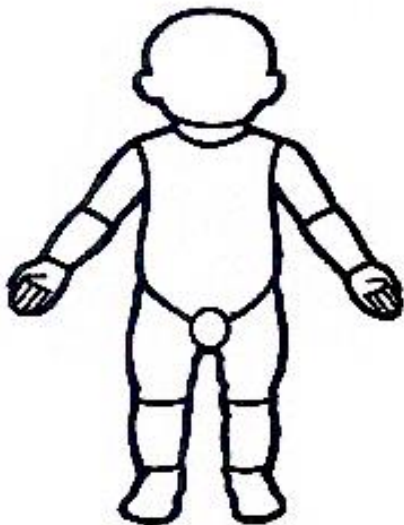**From:**

Date:

Time:

Reference no:

Safeguarding closed, matter resolved and all paperwork on file: YES   NO

Signed by Deputy Designated Safeguarding Lead completing the concern:
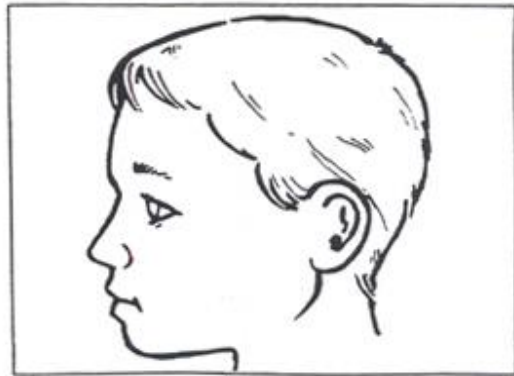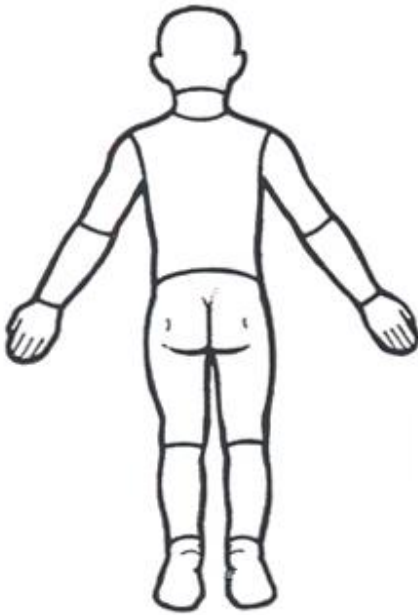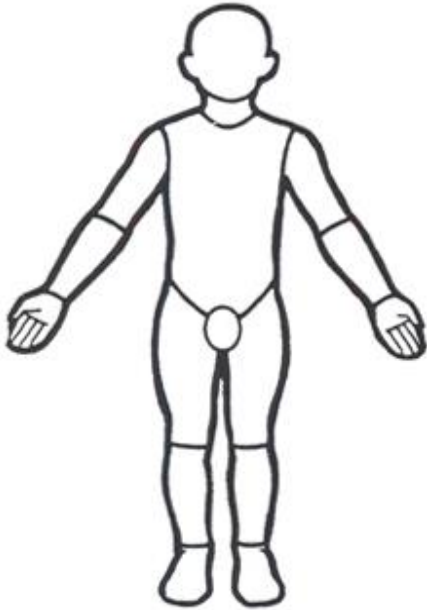
Signed off by Designated Safeguarding Lead:

Audit Date	Name	Signature

Young Child

Indicate clearly where the injury was seen and attach this to the Recording Form

Older Child

Indicate clearly where the injury was seen and attach this to the Recording Form

Appendix 4 – Specific safeguarding issues

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. The impact of domestic abuse can have potential short-term and long-term detrimental impact on children's health, wellbeing and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL [and deputy/deputies] will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:
- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a student may be at risk of FGM include:

- The girl's family having a history of practicing FGM (this is the biggest risk factor to consider)
- FGM being known to be practiced in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e., we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:
- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the student to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is an action that:
- Endangers or causes serious violence to a person/people.
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause. Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our students to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in students' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a student is being radicalised can include:
- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a student, they will follow our procedures set out in section 8 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures.

Checking the identity and suitability of visitors
All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification. Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Staff members will always stay with the children until they are collected.
- Arrangements will always be made in conjunction with the child's primary carers, to ensure they are always collected after school. If there is a situation where carers are unable to get to the school, then other arrangements will be made for one of our school members of staff to take the young person home to their carer's / parents / foster parents.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Contact the relevant professionals relating to the child i.e., Care Manager, Foster Parents, social worker.
- The child's risk assessment and missing from care protocols will be followed and the Police to be informed depending on the risks associated with the child.

Child on Child Sexual Violence and Sexual Harrasment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It 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 and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQ+ children are at greater risk.

Staff should be aware of the importance of:
- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and,
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. What is sexual violence and sexual harassment? Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college.

When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003135 as described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates 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 or anus 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. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Further information about consent can be found here: Rape Crisis England & Wales - Sexual

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape.

Sexual harassment
When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:
- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - Consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence
  - sharing of unwanted explicit content
  - upskirting (is a criminal offence)
  - sexualised online bullying
  - unwanted sexual comments and messages, including, on social media
- sexual exploitation
- coercion and threats.

Extra-familial harms
Extra-familial harms take a variety of different forms and children can be vulnerable to

multiple harms including (but not limited to), sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Appendix 5 – Decision making – 'Accessing the Right Service at the Right Time'

We take a holistic approach to safeguarding all children in our care and recognise that different families need a different level of support at different times. To enable us to recognise at which level a family might require support; we use the Shropshire Safeguarding Community Partnership Multi-Agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire. Shropshire Threshold Document

This guidance identifies four levels to ensure all children receive the support and intervention they need to achieve a positive life experience. Of central importance in understanding where a child's needs might lie on this continuum, is the cooperation and engagement of parents and carers and we aim to develop good, professional relationships to ensure that we have a shared understanding of each child's needs.

It should be noted that if parents demonstrate a lack of co-operation or appreciation about the concerns we identify, this may raise the level of the need and required level of action.

Level 1 – Universal
Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available.

Consent must be sought to access services and share information with others. Any information sharing between agencies without consent must be clear as to its legal basis.
Ensure privacy information is shared with the family and a consent form completed.
Support is provided by services identified as universal in local communities and are available to all. These include schools, colleges, early years and childcare provision, primary healthcare provision (i.e., GP, hospitals), and the voluntary and community sector.
Universal support will most likely be provided by a single agency and/or existing support from family, friends, the community.

It is these Universal Services who are best placed to ensure children and families have access to the Early Help Offer. The needs of the child/young person are appropriately met within this framework.

Universal Services are constant and remain involved if/when the child/family move up to other levels of need.

Level 2 – Children in need of Early Help
These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential.

Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child.

In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child.

Early Help aims to provide a multi-agency response when a single agency is not able to progress and help the child and their family.

The existing single agency or multi-agency team should work with the family and each other to complete a Whole Family Assessment and Action Plan.

At this stage a lead professional/practitioner should be identified who can build a relationship with the whole family and ensure that the whole family's needs are met, and any actions progressed.

Consent must be sought to access services. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form completed.

Level 3 –Targeted Early Help
This level applies to those children identified as requiring targeted support and who meet at least 2 of the 6 Strengthening Families criteria in the Whole Family Assessment. It is likely that for these children their needs and care are compromised.

These children will be those who are vulnerable to harm or experiencing adversity. In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child.

These children are potentially at risk of developing acute/ complex needs if they do not receive targeted early help.

If a child continues to have unmet needs which cannot be met by Universal or Early Help support, then the existing single agency or multi-agency team should work with the family and each other to review the Whole Family Assessment and Action Plan and follow the Request for Intervention Pathway to request more intensive family support from a Targeted Early Help Family Support Worker.

Consent must be sought from the family to access services. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form completed

Level 4 – Complex Significant Needs
These are children whose needs and care at the present time are likely to be significantly compromised and or they are suffering or likely to suffer significant harm and so who require intervention from Shropshire Council Children's Social Care.

An immediate referral to Compass should be made for assessment under Section 17 or Section 47 of the Children Act 1989.

Specific local tools and pathways and the Shropshire Threshold Matrix should be used to support their referral and help practitioners to assess significant harm to the child.

Child in Need

Section 17 of the Children Act (1989) states that a child shall be considered in need if:

• They are unlikely to achieve, maintain or have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision of services by a local authority.

• Their health and development is likely to be significantly impaired, or further impaired, without the provisions of such services

and/or

• They are disabled.

Child Protection

Section 47 of the Children Act 1989 states that the authority shall make necessary enquiries to enable them to decide whether they should take action to safeguard or promote the child's welfare where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm.

Where it is suspected that a child may be suffering or be at risk of suffering significant harm; referring practitioners must inform parents or carers that they are making a referral to Compass, and seek consent unless to do so may:

• Place the child at increased risk of significant harm; or

• Place any other person at risk of injury; or

• Obstruct or interfere with any potential Police investigation; or

• Lead to unjustified delay in making enquiries about allegations of significant harm.

Guidance for assessment practice can be found on page 13 of the Shropshire Threshold document.

(Taken from: Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire 2021) *Threshold Document*

A copy of this policy is made available to all parents prior to their child joining our school/setting as well as details of the complaints procedure. In general, any concerns will be discussed with parents and we will offer support. All conversations, whatever the outcome, should be recorded appropriately to show that they took place, identify what was agreed and evaluate how effectively they enabled needs to be met. In this way quality conversations can demonstrate their impact on successful practice, including improvements in decision making and joint working. Conversations should continue to inform the on-going planning and reviewing.

Practitioners working with families at a Universal, Early Help or Targeted level will need to obtain the consent of the family before any information is held or shared with other agencies.

If the practitioner does not gain the family's consent and in future has ongoing concerns, they should consider contacting Compass for advice and guidance. Except for child protection matters, referrals to Compass cannot be accepted without parents having been consulted first.

Consent is not required for child protection referrals where it is suspected that a child may be suffering or be at risk of suffering significant harm; however, the referring practitioner, would need to inform parents or carers that they are making a referral, unless to do so may:

- Place the child at increased risk of Significant Harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential Police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm.

The child's interest must be the overriding consideration in making such decisions. Decisions should be recorded. If consent is withheld by the parent:

- If it is felt that the child's needs can be met through Early Help, then discussion with the family should take place about the completion of an Early Help Assessment and provision of services through an Early Help Plan. Early help consultations are available from the Early Help Advisors for support in managing these situations.
- For another agency familiar with the child and family to make the approach about information sharing to the family.
- No assessment should take place. The rational for this decision will be recorded on the concerns form.
- The combination of the concerns and the refusal to consent to enquiries being made may result in the concerns being defined as child protection concerns. In this case, information sharing may proceed without parental consent. The consultation and the decision to proceed without consent must be recorded on the case papers.

If a child has been injured or is in imminent danger of being injured then we will contact the emergency services, medical or police, immediately on 999.

When making a level 4 referral to Compass we will ensure we have a record of all details required detailed on a Shropshire Multi-Agency Referral Form

Appendix 6 – SSCP Threshold Matrix (taken from the SSCP Threshold document)

Appendix 1: Shropshire's Threshold Matrix

This matrix is for everyone who works with children in Shropshire. It is a tool which uses needs and domains in the Children's Social Care assessment framework to help practitioners who are assessing a child's lived experience, their individual needs and that of their family; to establish their Level of Need (Universal, Early Help, Targeted Early Help, Complex/Significant Needs). This matrix should be used in conjunction with specific multi-agency child safeguarding tools and pathways.

Some of the domains also have a separate Extra-Familial section which should be referred to in considering contextual indicators outside of the family environment which may make a child more vulnerable to extra-familial harm.

Domain	Universal	Early Help	Targeted Early Help	Complex/Significant Needs
Child and Young Person's Developmental Needs				
Health	• Physically well/healthy, developmental checks/immunisations up to date and health appointments are kept. • Good state of mental health. • Developmental milestones appropriate and appropriate height and weight/growth. Speech and language development met.	• Slow in reaching developmental milestones. • Not attending routine appointments e.g. immunisations and developmental checks. • Missing set appointments across health including antenatal, hospital and GP appointments.	• Chronic/recurring health problems with missed appointments, routine and nonroutine. • Delay in achieving physical and other developmental milestones, raising concerns. • Frequent accidental injuries to child requiring hospital treatment. • Some concerns around mental health, including	• Parents/carers refusal to recognise or address high level disability, serious physical and/or emotional health. • Child not accessing appropriate medical care which puts them at direct risk of significant harm. • Child with a disability in need of assessment and support to access appropriate specialist services.
	• Adequate hygiene/clothing and nutritious diet. • Regular dental and optical care. • Sexual activity is appropriate for age.	• Is susceptible to minor health problems. • Minor concerns re growth and weight (above or below what would be expected). • Low level mental health or emotional issues. Evidence of risk-taking behaviour i.e. drug/alcohol use, unprotected sex. • Minor concerns re diet/hygiene/clothing.	self-harm and suicidal thoughts. • Poor or restricted diet despite intervention/dental decay/poor hygiene. • Learning significantly affected by health problems. • Overweight/underweight/ enuresis/faltering growth.	• Concerns that a child is suffering or likely to suffer harm as a result of fabricated or induced illness. • Parents/carers not acknowledging the child's disability or recognising the needs of the child. • Child is suffering significant harm through inappropriate moving and handling and ill-fitting essential equipment. • Child who is suspected to having suffered non-accidental, or serious unexplained, injuries. • Developmental milestones unlikely to be met which is attributed to parental care. • Significant dental decay and parents not accessing treatment. • Non-organic faltering growth/failure of parent or carer to respond to faltering growth.

				• Female Genital Mutilation (known or suspected), including any suspicion that a young girl is being taken abroad for this purpose. • Child/young person in a hospital setting continuously for 3 months and longer.
Extra-familial: Health	• If sexually active and age appropriate which is in line with their mental capacity to make safe decisions, the child/young person is engaging in consensual sex and is practicing safe sex.		• Child/young person is attending health services for sexually transmitted infections or unwanted pregnancy and there are concerns that they are engaging in sexual relations due to peer pressure. • Attendance at A&E due to injuries or risks experienced in extra-familial settings. • Teenage pregnancy. • Escalating concerns about sexual exploitation,	• A sexually transmitted infection (STI) particularly if reoccurring or multiple infections and there is concern about the age of the child or risk of sexual exploitation. • Child is under 13 and sexually active. • Medium to high risk of Child Exploitation. • Evidence of physical, emotional, or sexual harm/exploitation or neglect perpetrated by peers or adults in the community (not connected to the family).

			parents engaged and supportive.	
Learning/Education	• Acquired a range of skills/interests. • Experiences of success/achievement. • No concerns around cognitive development. • Access to books/toys, play. • Good attendance at school (95% or above for secondary pupils and 96% or above for primary)/college/training.	• Occasional truanting, punctuality issues, attendance below 95% for secondary pupils and below 96% for primary pupils. • Not always engaged in learning, e.g. poor concentration, low motivation and interest. • The child's current rate of progress is inadequate despite receiving appropriate support and are not thought to be reaching educational potential. • Have some identified learning needs that place him/her on Special Educational Needs (SEN) Support. • Lack of adequate parent/carer support for child's learning e.g. appropriate stimulation (books/toys) and opportunities to learn.	• Short term exclusions from school or at risk of permanent exclusion. • Low level attendance. • Not achieving key stage benchmarks.	• Child not in education, in conjunction with concerns for child's safety. • Identified learning needs and may have Education, Health and Care Plan (EHCP). • Chronic non-attendance/persistent truanting. • Permanently excluded, frequent exclusion or no education provision.

		• Child/young person under undue parental pressure to achieve/aspire or parent/carer lacks aspirations for child/young person. • Few or no qualifications leading to NEET (not in education, employment or training). • Not educated at school (or at home by Parents/Carers).		
Extra-familial: Learning/Education	• Protective school context. • Access to PSHE curriculum. • Clear safeguarding and referral policies in education establishment, • Child/Young person knows who to talk to and has access to a trusted adult and experiences appropriate responses to worries and concerns.	• Difficulties with peer relationships at their education provision. • Child/young person experiences levels of academic pressure which places them under stress.	• Child/young person is being pressured to become gang involved via peers linked to their educational provision. • Child/young person is being bullied within their educational provision.	• Child/young person is groomed into sexual or criminal exploitation as either a victim or perpetrator at school/through school-based networks. • Child/young person is exposed to physical and/or sexual violence at school or through school-based networks.
Social, emotional, behaviour and identity	• Demonstrates age appropriate responses in feelings and actions.	• Emerging anti-social behaviour and attitudes	• Children with serious level of unexplained and	• Challenging behaviour resulting in serious risk to the child and others.

	• Good quality early attachments, child is appropriately. • Comfortable in social situations. • Able to adapt to change and demonstrate empathy and express needs. • Demonstrates feelings of belonging and acceptance. • Positive sense of self and abilities. • Knowledgeable about the effects of crime and antisocial behaviour (age appropriate). • Sexual activity is appropriate for age.	and/or low-level offending. • Child is victim of bullying or bullies' others. • Expressing wish to become pregnant at young age. • Low level drug/alcohol misuse (current or historical). • Low self-esteem. Limited peer relationships/social isolation. Expressing thoughts of running away. • Disruptive/challenging behaviour at school/neighbourhood/ household. • Behavioural difficulties requiring further investigation/diagnosis. • Some difficulties with peer group relationships and with some adults. • Can find managing change difficult.	inappropriate sexualised behaviour. • Child currently/frequently missing from home and concerns raised about their physical and emotional safety and welfare. Parents engaged and supportive. • Child whose behaviour is making them vulnerable to risk of harm, including drug/alcohol misuse. • Evidence of regular/frequent drug/alcohol misuse which may combine with other risk factors. • Continuous breeches of curfew order with other risk-taking behaviours. • Child/young person out of control in the community. • Difficulty coping with anger, frustration and upset. • Disruptive/challenging behaviour and unable to demonstrate empathy.	• Child/young person beyond parental control. • Regularly absconds from home and is at risk of significant harm, concerns are mainly around 'push' factors. • Failure or inability to address complex mental health issues requiring specialist interventions e.g. self-harm / suicidal attempts. • Young people with complicated drug/alcohol misuse problems requiring specific interventions and/or child protection and who can't be managed in the community. • Failure or inability to address serious (re)offending behaviour leading to risk of serious harm to self or others.

		• Starting to show difficulties expressing empathy. Can be over-friendly or withdrawn with strangers. • Early onset of sexual activity.	• Regularly involved in antisocial/criminal activities. • Extremist views. • Demonstrates significantly low self-esteem in a range of situations. • Parents do not see their child age appropriately and their actions reflect this. • Parents are dismissive of the wishes and feelings and the rights of their child. • Parents/carers not supporting the child to make good social relationships which would avoid social isolation.	
Extra-familial: Social, emotional, behaviour and identity:	• Child/young person has awareness of safe online behaviour and knows how to seek help if they experience harm. • Online activity is safe, healthy and age appropriate.		• Child/young person is being pressured into becoming gang-involved. • Child/young person is being exposed to violence and trauma within their peer associations.	• Child/young person appears to have been trafficked. • Concerns the young person is going missing primarily due to 'pull' factors outside of the home.

			• Subject to discrimination – racial, sexual or due to disabilities (outside of the family context). • Concerns that the child/young person is vulnerable to Child Exploitation (Low Risk).	• Concerns about Child Exploitation (medium/high). • Experiences persistent discrimination, e.g. on the basis of ethnicity, sexual orientation or disability. • Concerns of radicalisation.
Family and Social Relationships	• Stable, supportive and affectionate relationships with caregivers. • Good core relationships with siblings. • Positive relationships with peers.	• Some support from family and friends. • Has some difficulties sustaining relationships.	• Has lack of positive role models. • Associating with peers who are involved in challenging behaviour. • Regularly needed to care for another family member and would be defined as a young carer.	• Periods of being accommodated by Local Authority. • Family breakdown related in some way to child's behavioural difficulties subject to physical, emotional or sexual abuse/neglect. • Privately Fostered children.
Extra-familial: Family and Social Relationships	• Development is stimulated through appropriate play and/or peer group interaction.	• Difficulties with peer relationships.	• Child/young person is aware of others carrying weapons and feels it	• Child/young person is exposed to selling illegal drugs/alcohol.

	• Child/young person has socially acceptable and reciprocal relationships with peers, professionals and community. • Child/young person has age appropriate friendships.	• The child/young person is a victim of crime (not connected to the family).	necessary to do so themselves.	• Suspected rape of child/young person perpetrated by another child/young person not connected to the family. • Child/young person groomed into violent extremism. • Child/young person being sexually exploited. • Child/young person exploited for criminal purposes. • Concerns of trafficking. • Severe and/or complex relationship difficulties outside of the home environment leading to significant impairment of functioning and wellbeing. • Child/young person involved in group sexual offences.
Self-Care and Independence	• Growing level of competencies in practical and emotional skills, such as feeding, dressing and independent living skills. • Able to discriminate between 'safe' and 'unsafe' contacts. • Knowledgeable about sex and relationships and consistent use	• Slow to develop age appropriate self-care skills. • Early onset of sexual activity (13-14); sexually active young person (15+) with risk taking behaviours e.g. inconsistent use of contraception.	• Child suffers accidental injury as a result of inadequate supervision. • Child found wandering without adequate supervision. • Severe lack of age appropriate behaviour. • Poor self-care for age – hygiene.	• Child is left "home alone" without adequate adult supervision or support and at risk of significant harm. • Child expected to be self-reliant for their own basic needs or those of their siblings beyond their capabilities.
		• Low level alcohol/drug misuse (current or historical).		
Parents/Carer's Capacity				
Basic Care, Safety and Protection	• Parents/carers provide for child's physical needs: food, drink, appropriate clothing, medical and dental care. • Parents/carers protect from danger or significant harm, in the home and elsewhere	• Requiring support to provide consistent care e.g. safe and appropriate childcare arrangements; safe and hygienic home conditions; adequate diet. • The following factors relating to parents or carers may have an impact on their capacity to parent, and the health or development of the child unless appropriate support provided: health; mental health; learning difficulties; disability; and drug/alcohol misuse. (See wider family and environmental factors). • Poor engagement with universal services likely to impact on child's health or development. • Parents/carers have had additional support to care	• Parent/Carer is able to meet child's needs with support but is not providing adequate care. • Concern that an unborn child (of at least 12 weeks gestation) may be risk of harm. • The following factors relating to parents or carers may have an impact on their capacity to parent, and the health or development of the child unless appropriate support provided: health; mental health; learning difficulties; disability; and drug and alcohol misuse (See wider family and environmental factors). • Child has indirect contact with individuals who pose a risk of physical or sexual harm to children.	• Parents/carers are unable to care for the child. • Parents/carers have or may have abused/neglected the child/young person. • Pre-birth assessment indicates unborn child is at risk of significant harm. • Chronic or acute neglect where food, warmth and other basics often not available. • Parents' own needs mean they cannot keep child/young person safe. • Parents own emotional needs/experiences persistently impact on their ability to meet the child/young person's needs. • The following factors relating to parents or carers present a risk of

74

		for previous child/young person. • Parent requires advice on parenting issues. • Professionals are beginning to have some concerns around child's physical needs being met. • Some exposure to dangerous situations in home/community where risk is accepted by parent and managed.	• History of previous child protection concerns. • Elements of neglect are present where food, warmth and other basics not available that with support would improve. • Child's personal care needs are not being met which is having a significant impact on the child. • Parents/carers using inappropriate care givers to meet the child's specific needs. • Child experiencing unsafe situations where they may be vulnerable to exploitation. • Parents/carers are late or miss appointments, not engaged or do not attend appointments.	significant harm to the child: mental health issues; drug/alcohol misuse; learning difficulties, health/disability (see wider family and environmental factors). • Parent unable to restrict access to home by adults known to be a risk to children and other adults. • Child/young person left in the care of an adult known or suspected to be a risk to children, or lives in the same house as the child. • Child's personal care needs are persistently not being met which is having a significant impact on the child. • Parents/carers persistently use inappropriate care givers to meet the child's specific needs, which places the child at risk of significant harm. • The parents/carers persistently do not comply with feeding regimes/plans

				which could place the child at risk of significant harm. • Parents/carers are not complying with the prescribed medication plan which could place the child at risk of significant harm. • Low warmth, high criticism is an enduring feature of the parenting style. • Parents own emotional needs/experiences persistently impact on their ability to meet the child/young person's needs. • Previous child/young person(s) have been removed from parent's care. • There is an instability and violence in the home continually.
Emotional Warmth and Stability	• Parents/carers show warm regard, praise and encouragement.	• Difficulties with attachment. • Inconsistent responses to child by parents e.g. discipline and praise.	• Parent is emotionally unavailable. • Succession/multiple carers but no significant relationships with	• Deliberate cruelty or emotional ill treatment of a child resulting in significant harm.

	• Parents/carers ensure that secure attachments are not disrupted. • Parents/carers provide consistency of emotional warmth over time.	• Lack of response to concerns raised about child's welfare. • Able to develop positive relationships with others (not the child).	any of them or others. • Inappropriate childcare arrangements. • Receives erratic/inconsistent care/parenting. • Parental instability affects capacity to nurture.	• Parents/carers are persistently not safeguarding the sibling(s) who are being injured by other sibling(s) within the household. • Child is continually the subject of negative comments and criticism or is used as a scapegoat by a parent/carer, resulting in feelings of low worth and self-esteem and seriously impacting on the child's emotional and psychological development. • Beyond parental-control. • Has no-one to care for him/her .
Guidance, Boundaries and Stimulation	• Parents/carers provide guidance so that child can develop an appropriate internal model of values and conscience. • Parents/carers facilitate cognitive development through interaction and play.	• Inconsistent parenting in respect to routine and boundary setting for child's stage of development and maturity. • Parent has age inappropriate expectations that child or	• Child/young person receives little positive stimulation – lack of new experiences or activities. • Parents/carers provide inconsistent boundaries or present a negative role model.	• Lack of appropriate supervision resulting in significant harm to child. • Child is given responsibilities that are inappropriate for their age/level of maturity resulting in significant harm to the child.
	• Parents/carers enable child to experience success	young person should be self-reliant. • Lack of response to concerns raised about child. • Child not exposed to new experiences and spends much time alone. • Can behave in an anti-social way	• Erratic/inadequate guidance provided. • Concealed/Concerning use of internet including web-cam and social media with may place the child at risk and parents are responding positively.	• No constructive leisure time or guided play. • Concealed/Concerning use of internet including web-cam and social media with may place the child at risk and parents are not responsive. • No effective boundaries set by parents (who) regularly behave in an anti-social way. • Child at risk of harm through inadequate supervision.
Family and Environmental Factors				
Family and Social Relationships and Family Wellbeing	• Good relationships within family, including when parents are separated. Few significant changes in family composition. • Sense of larger family network and good	• Parents/Carers have relationship difficulties which may affect the child. • Low level concerns about domestic abuse.	• Domestic abuse where the risk to the victim is assessed as standard/medium risk and the child is present within the home during the incident.	• Assessment identifies risk of physical, emotional, sexual abuse or neglect. • History of previous significant harm to children, including any concerns of previous child deaths.

	friendships outside of the family unit.	• Parents/Carers request advice to manage their child's behaviour. • Child is a teenage parent. • Child is a young carer (may look after younger siblings). • Large family with multiple young children. • Experienced loss of significant adult. • Some support from family/ friends.	• An initial domestic abuse incident is reported but the victim discloses details of historic abuse with children resident/normally resident. • Risk of family relationship breakdown which may lead to a child becoming looked after outside of family network. • Acrimonious divorce/separation which is having an impact on a child. • Family has poor relationship with extended family/little communication. • Family is socially isolated Parents own needs (including the following factors) relating to parents or carers may have an impact on their capacity to parent and present a risk of harm to the child or needs not being met: Mental health issues; drug/alcohol misuse;	• Family characterised by conflict and serious, chronic relationship difficulties. • Child is privately fostered. • Unaccompanied asylum-seeking children. • Child is a young carer requiring assessment of additional needs. • Child requires assessment for respite care service due to family circumstances and has no appropriate friend/relative/carer available to support. • Parents/carers are unable or unwilling to continue to care for the child. • Parent/carer has unresolved mental health difficulties which affect the wellbeing of the child. • Adult victim of Domestic Abuse is assessed as high-level risk and the child
			learning difficulties; health/disability.	(including unborn) is at risk of significant harm. • Child or young person is at risk of or exposed to Honour Based Violence (HBV). • Child or young person is at risk of Forced Marriage (FM) . • Members of the wider family are known to be, or suspected of being, a risk to children. • Child needs to be looked after outside of their immediate family or parents/carers due to abuse/neglect. • Significant parental discord and persistent domestic violence which impacts significantly on the child. • Destructive/unhelpful involvement from extended family which impacts significantly on the child. • Parents own needs mean they cannot keep child/young person safe. Parents own emotional

				needs/experiences persistently impact on their ability to meet the child/young person's needs. • The following factors relating to parents or carers impacts on their capacity to parent and presents a risk of significant harm to the child: mental health issues; drug/alcohol misuse; learning difficulties; health/physical disability.
Housing, Employment and Finance	• Housing has basic amenities and appropriate facilities. • Parents able to manage the working or unemployment arrangements and do not perceive them as unduly stressful. • Reasonable income over time, with resources used appropriately to meet individual needs.	• Overcrowding (as per local housing guidelines) that has a potential impact on child's health or development. • Families affected by low income/living with poverty affecting access to appropriate services to meet child's additional needs. • Wage earner has periods of no work/low income plus adverse additional factors which affect the child's development.	• Increasing financial difficulties which are starting to impact on ability to have basic needs met. • Family at risk of eviction having already received support from Housing services. • Housing is in poor state of repair, temporary or overcrowded. • Parents stressed due to "overworking" or unemployment/parents may	• Homeless child in need of accommodation including 16-17-year olds. • Hygiene conditions within the home present a serious and immediate environmental/health risk to children. • Physical accommodation places child in danger . • Extreme poverty/debt impacting on ability to care for child.
		• Parents have limited formal education which is affecting ability to find employment. • Family seeking asylum or refugees	find it difficult to obtain employment due to poor basic skills.	
Social and Community Resources	• Family feels integrated into the community and have good social and friendship networks exist. • Access to regular and positive activities within universal services	• Family require advice regarding social exclusion e.g. hate crimes, harassment, and disputes in the community. • Family/child demonstrating low level anti-social behaviour towards others. • Limited access to contraceptive and sexually active health advice, information and services. • Parents/carers are socially excluded, have no access to local facilities and require support services. • Family may be new to the area.	• Significant levels of targeted hostility towards the child and their family and conflict/volatility within the neighbourhood. • Parents socially excluded and lack of support network.	• Child or family need immediate support and protection due to harassment/discrimination and have no local support.
		• Adequate universal resources but family may have access issues.		

Appendix 7 - NEU sexting in schools

national education union

SEXTING INCIDENTS IN SCHOOLS

NEU Guidance for members in England, Wales & N.I.

What we say

When you read through this document you may have questions about what happens in your particular school or workplace and there may be collective issues that affect other members. In most circumstances, you should initially discuss the matter with your workplace rep, as they will know whether similar concerns have been raised by other members. If you do not have a rep at the moment, it would be a good idea to get members together to elect one. Further advice on this is available at:

https://neu.org.uk/becoming-a-rep

Although you may sometimes feel that you are the only person affected by or concerned about a particular issue, in reality this is seldom the case. Any difficulties you may experience are likely to be linked to wider conditions at your workplace and as a member of the NEU you have the advantage of being able to act collectively with your colleagues. This should give you the confidence of knowing that you have the weight of the Union behind you.

What is sexting?

There is no clear definition of 'sexting' and it can mean different things to different people. However, in the context of schools and young people, this guidance refers to sexting to mean 'youth produced sexual imagery' as this is the definition set out by the UK Council for Child Internet Safety (UKCCIS). Within this definition:

- 'Youth' refers to anyone under the age of 18.
- 'Youth produced' includes young people sharing images that they, or another young people, have created of themselves.
- 'Imagery' covers both still photos and moving videos.

How common is it?

69% of 12-15 year olds and 90% of 16-24 year olds own a smartphone, which gives them the ability to quickly and easily create and share photos and images.

A NSPCC survey in 2016 found that 13% of boys and girls had taken topless pictures of themselves (around one in four of those were girls) and 3% had taken fully naked pictures. Of those who had taken sexual images, 55% had shared them with others, and 31% of this group had shared them with someone they did not know. Research from the PHSE association found that nearly 80% of parents were either fairly or very concerned about youth produced sexual imagery.

What is the law in relation to sexting?

It is illegal to make, possess and distribute any image of anyone under 18 which is 'indecent'. This includes yourself if you are under 18. This is contained within the Sexual Offences Act 2003 (England and Wales). 'Indecent' is not defined in the legislation, so it is for a jury, judge or magistrate to decide if a picture falls into this category.

Sexting incidents in schools

Will young people be criminalised for sexting?

The law criminalising indecent pictures of children was created in order to protect children from sexual abuse. However, there are concerns that it could lead to the criminalisation of young people that take and share sexual images of themselves. The UKCCIS guidance states that *'we should not unnecessarily criminalise children. Children with a criminal record face stigma and discrimination in accessing education, training, employment, travel and housing and these obstacles can follow a child into adulthood'*. Sometimes, child produced sexual imagery can be the result of young people's exploration of relationships, and they are likely to require education, support and/or safeguarding as opposed to criminalisation.

In some instances, schools will be able to deal with sexting incidents without involving the police. However, there will be some cases where it is always necessary to involve the police and/or social care and more information on this is set out in this document.

The NSPCC has also worked with the Home Office and the Disclosure and Barring Service to establish a way of allowing the police discretion when responding to sexting. It is called 'Outcome 21' and states that it is not in the public interest for the police to pursue the matter further. It is hoped that this will allow the police to respond to incidents in a way which should not have a long term negative impact on young people.

What should I do if I become aware of a sexting incident in school?

The DfE statutory guidance *'Keeping Children Safe in Education'* requires schools to have an effective child protection policy. This policy should address sexting and the school's response to it. Schools and colleges should ensure that all members of staff are made aware of how to recognise and refer any disclosures of incidents, this includes via training and disseminating relevant policies and procedures. Annex F of the UKCCIS guidance contains a model exercise which could be used by the school's Designated Safeguarding Lead (DSL) to explore issues around sexting with school staff.

If school staff become aware of a sexting incident, they should report it to the school's Designated Safeguarding Lead (DSL) as soon as possible. This will be a senior member of staff.

How should my school respond to sexting incidents?

Once the DSL has been informed of an incident, UKCCIS advises that the following process is followed:
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process, if there is concern a young person has been harmed or is at risk of harm, a referral should be made to children's social care and/or the police immediately

The UKCCIS guidance provides comprehensive advice on how the review meeting should be undertaken. Things that will need to be considered include:
- Whether there is an immediate risk to a young person/people
- If a referral should be made to the police and/or children's social care (see below)
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, it should not be viewed
- Whether action needs to be taken to remove images from devices or online services.
- Relevant factors about the young people involved that should be considered in the risk assessment

Sexting incidents in schools

- Whether to contact parents or carers. In most cases parents should be involved. Any decision not to inform parents would normally be made in conjunction with other services such as social care and/or the police. Annex C of the UKCCIS guidance contains advice on working with parents and carers.

All incidents, whether they are dealt with internally or not, need to be recorded by the school and college. Page 18 of the UKCCIS guidance lists the things that Ofsted looks at when it inspects safeguarding procedures.

When is it necessary to involve other agencies?
UKCCIS advises that an immediate referral to the police and/or social care (or multi agency safeguarding hub where there is one) should be made if at the initial stage if any of the following apply:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent
- What you know about the imagery suggests that the content depicts sexual acts which are unusual for the young person's development stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- You have reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

If none of the above apply, then the school or college may decide to respond to the incident without involving any other agencies at the initial stage (it can always be escalated if further information/concerns come to light) and deal with the incident via the school's internal procedures and policies.

A decision to not involve the police/social care should be made by the DSL in conjunction with the head teacher and other members of staff if appropriate and the reasons recorded.

How can schools teach young people about sexting?
Keeping Children Safe in Education states that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities' and UKCCIS advises that this should include sexting. Section three of the UKCCIs guidance contains advice for schools on how to teach young people about sexting and links to a number of other resources for different age groups.

Useful resources include:

- Childnet – 'Picture this' drama activity for 11-16 year olds
- Childnet – 'Just send it' video and classroom resources
- Childline – advice for young people

What should I do next?
If further advice is needed, contact your NEU workplace rep in the first instance. If there is no NEU rep in your workplace, or the peripatetic nature of your employment makes contact with a workplace rep difficult, contact the NEU AdviceLine, or the Wales or N.I. offices instead. Their details may be found at https://neu.org.uk/contact-us.

Sexting incidents in schools

Further Information
UKCCIS – Sexting in schools and colleges – full guidance and overview

Childnet International - Advice for professionals on online safety issues affecting young people.

UK safer internet centre

Childnet International

DfE – Keeping children safe in education

Sexting incidents in schools

Appendix 8 – Alternative Provision Quality Assurance Checklist

Alternative Provision Quality Assurance Checklist		
Name of alternative provision:		
Name of person completing checklist (from host school):		
If the alternative provision hasn't been quality assured by the Local Authority or another recognised provider, the host School must quality assure the placement. This quality assurance document must be completed prior to working with a new alternative provision and **annually** thereafter.		
	On file/ evidence of check	**Date & Initial**
1	Has the provision been quality assured by the Local Authority? Y/N If so, written evidence must be obtained evidencing quality assurance.		

2	Is the alternative provision registered as an independent school with the DfE? Y/N
	 The criteria to be registered as an independent school is that:
	     - full-time[1] education is provided for five or more pupils of compulsory school age
	     Or
	     -full-time education is provided for one or more pupils with an EHC plan or who is "looked after" by a local authority
	
	 1 - There is no legal definition of what constitutes 'full-time' education. However, DfE would consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child's education.		

3	What is the provider's DfE number? (If applicable)		
4	Copy of signed Service Level Agreement (SLA) /contract (attached)		
5	Is there a clear governance structure within the Alternative provision? Y/N		
6	Does the referral process include the requirement for a detailed student profile from the host school prior to agreement of placement? Y/N		
7	Student's attendance should be monitored daily. Is this included in the SLA? Y/N Copy of providers Attendance policy attached.		
8	Is there a procedure for when students fail to attend? Y/N		
9	Is there adequate access to resources for all students who access the provision? Y/N		

10	Is there inclusive practice with regards to positive behaviour management, attendance, and punctuality? Y/N - Pro-actively promote and support the regular attendance of students - Effective reward/incentive strategies to promote participation		
11	Is there regular assessment and review of student progress? Y/N Provision agrees to share weekly progress reports		
12	Are risk assessments completed for activities that students may undertake? Y/N (copy attached)		
13	Is there a full and clear student induction procedure regarding health and safety and fire evacuation? Y/N		
14	Are there robust procedures in place to safeguard children in line with KCSIE? Y/N Copy of providers Safeguarding/Child protection policy attached.		
15	Has evidence of staff receiving accredited child protection training been seen? Y/N Has evidence of DSL receiving training for their role been seen? Y/N Have contact details for DSL been provided? Y/N (attached).		
16	Copy of public liability insurance document attached.		
17	Is there a policy for when members of staff are working alone with students? Y/N (copy attached)		
18	Does the provider have an ICT policy that includes mobile phones? Y/N (copy attached)		
19	Copy of health and safety policy attached.		
20	Has written confirmation from the provider that staff vetting checks have been undertaken been received? Y/N Checks include: • an identity check • a barred list check • an enhanced DBS check/certificate • a prohibition from teaching check • further checks on people who have lived or worked outside the UK • a check of professional qualifications, where required; and • a check to establish the person's right to work in the United Kingdom. Has confirmation of these checks been added to the host school Single Central Record on the agency tab?		

21	Is there a Designated First Aid Officer and suitable equipment available? Y/N - Qualified First Aiders identified - Recording system for accidents including informing host school and home - Historical or current RIDDOR investigations - Evidence of full first aid kit		85
22	Has confirmation been received from the provider that a representative will attend or contribute to multi-agency meetings (e.g. Child protection conferences and core group) when necessary? Y/N		

Action Plan

If 'no' is answered to any of the questions in Part 2 an action plan must be formulated to obtain information

Action reference number.	Area for improvement	Intended action

Signed by host school _____Date _____

Signed by Alternative Provision_____Date_____