



Safeguarding and Child Protection Policy

2019-2020



CEO SIGNATURE



CHAIR OF TRUST BOARD SIGNATURE

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**separate record keeping sheets are available in the shared area for each school





1. Safeguarding Definition

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (The term children includes everyone under the age of 18.)

Safeguarding is what we do for all children and young people to keep them safe whilst in our care. Child protection describes the policy and procedures specifically for those young people who are at risk of serious harm or have been seriously harmed.

At St. Bartholomew's CE Multi-Academy Trust we are committed to safeguarding children and young people and we expect everyone who works in and visits our schools to share this commitment.

Adults in our schools take all welfare concerns seriously and encourage children and young people to talk to us about anything that may worry them.

2. Legislation and Guidance

The Trust Board and Directors of St. Bartholomew's CE MAT recognises and is committed to fulfilling its statutory responsibility to safeguard and promote the welfare of children in accordance with the following legislation and guidance:

- [The Education Act 2002](#) (section 175/157)
 - Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) s to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
 - Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of Academies to have arrangements to safeguard and promote the welfare of children who are pupils at the schools.
- The Education (Independent School Standards) Regulations 2014
- Wolverhampton Multi-agency safeguarding arrangements
- Thresholds of Support to Children and Families in Wolverhampton
- [Working Together to Safeguard Children](#) (July 2018, updated February 2019)
- [Keeping Children Safe in Education](#) (Sept 2019)





- [Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers \(July 2018\)](#)
- [What to do if you are worried a child is being abused \(March 2015\)](#)
- [Sections 26 & 29 of the Counter-Terrorism and Security Act 2015](#)
- [Section 5B of the Female Genital Mutilation Act 2003](#)
- Children Act 1989 & 2004
- [Disqualification under the Children Act 2006 \(July 2018\)](#)
- [Statutory framework for the early years foundation stage](#) (with specific reference to section 3: the safeguarding and welfare requirements)

3. Related Policies

Our policy relates to safeguarding and child protection concerns and sits within a suite of other safeguarding policies. Our policy applies to all staff (teaching and non-teaching), Directors, governors and volunteers, temporary and supply staff working in our schools. It will be reviewed at least annually by the Directors and is in line with our local Wolverhampton/South Staffordshire (as appropriate) procedures and the expectations of the Department for Education (DfE) and Ofsted which inspects schools' safeguarding arrangements.

Other policies that may be referred to within this policy include:

- Attendance and punctuality
- Admissions
- Anti-bullying
- Behaviour Policy
- British Values
- Children Missing education
- Code of Conduct
- Digital Safeguarding
- Diversity
- Educational Visits
- E-Safety
- Intimate care
- Equal Opportunity
- Management of Allegations
- Medical Policy
- Mobile Phone
- Physical intervention





- PSHE
- Safer Recruitment
- SRE
- Visiting Speakers
- Whistleblowing

4. Our policy aims and purpose

- To provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities;
- To ensure consistent good practice across the schools; and
- To demonstrate our commitment to protecting and supporting our vulnerable children, children who need support through early help, children in need and children who have a child protection plan.

The purpose of St Bartholomew's CE MAT's Safeguarding and Child Protection Policy is to ensure we:

- **Are committed** – developing a robust culture of vigilance
- **Build resilience** – raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe
- **Establish a safe environment** – in which children can learn and develop within an ethos of openness and are taught to treat each other with respect, to feel safe, to have a voice and are listened to
- **Support vulnerable pupils** – supporting pupils who have been abused, have witnessed violence towards others or may be vulnerable to abuse
- **Prevent unsuitable people** – from working with children by ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with our children. And to maintain an active vigilance thereafter

The aim is to follow the procedures set out by the relevant Safeguarding Children's Board for each school ([Stoke-on-Trent and Staffordshire](#) / [Wolverhampton Safeguarding Children Together](#)), Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2019 by:





- **Knowing** that safeguarding and promoting the welfare of children is everyone's responsibility, and **the voice of the child is evident**
- **Protecting** children and young people at our school from maltreatment
- Establishing a **safe environment** in which our children can learn and develop within an ethos of openness
- **Preventing** impairment of our children and young people's health or development
- **Ensuring** young people at our school grow up in circumstances consistent with the provisions of safe and effective care.
- Offering children a **balanced curriculum** including PHSE, healthy relationship education, online safety, sexting
- Offering children and young people balanced curriculum through online activities, enabling them to enhance their **safeguarding** skills and knowledge whilst **understanding the risks.**
- Understanding that **no single professional** can have the full picture of a child's needs and circumstances. **Everyone** who comes into contact with children and their family has a **role to play in identifying concerns, sharing information and taking prompt action.**
- Undertaking the role so as to enable children and young people at our school to have **best outcomes.**
- Ensuring as a school we have a clear understanding of our staff's knowledge and understanding, and embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a **robust element** of our school.

5. Principles and values

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We understand that safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with our children and families has a role to play in identifying concerns, sharing information and taking prompt action.





We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of “it could happen here” where safeguarding is concerned.

We will adopt a ‘child-centred’ approach to safeguarding and child protection and we will act in the ‘best interests’ of our children.

We ensure that everyone is aware of their safeguarding responsibilities.

We provide staff, volunteers and Governors with the framework, training and support they need in order to keep children safe and secure in our schools and to inform parents and guardians how we will safeguard their children whilst they are in our care.

All staff are encouraged to report any concerns that they have and **not see these as insignificant**. On occasions, a referral is justified by a **single incident** such as an injury or disclosure of abuse. More often however, **concerns accumulate over a period of time** and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, **it is crucial that staff record and pass on concerns** in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity.

6. Roles and Responsibilities

Local Governing Boards and Directors (Part 2: [Keeping Children Safe in Education](#)):

Trust Board

Our named Director with responsibility for safeguarding is Richard Pithers.

St. Bartholomew's CE Primary School

Our Safeguarding Link Governor is Richard Pithers

Our Chair of Governors is Sarah Redfern

St. Benedict Biscop CE Primary School

Our Safeguarding Link Governor is Ann Stone

Our Chair of Governors is Bill Hague





Woodfield Primary School

Our Safeguarding Link Governor is Anna Place

Our Chair of Governors is Dawn Cooper

All Saints' CE Primary School

Our Safeguarding Link Governor is Julie Callender

Our Chair of Governors is Paul Jordan

Our Local Governing Boards and Directors will ensure they comply with their duties under legislation, they will have regard to '[Keeping Children safe in Education](#)' September 2019 to ensure that the policies, procedures and training in our schools are effective and comply with the law at all times.

Our schools will have a senior board level (or equivalent) lead to take leadership responsibility for our school's safeguarding arrangements.

Our Directors and the CEO are accountable for ensuring the effectiveness of this policy and compliance within the Trust's schools.

Our Governing Board and Directors will ensure:

Safeguarding policies:

- Appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies will include an effective safeguarding/child protection policy, a code of conduct for adults which will amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media and behaviour policy;
- These policies, along with our behaviour policy, part one of [Keeping children safe in education](#) – September 2019 and information regarding the role of the designated safeguarding lead and any deputies, will be provided to all staff on induction. Our Governing Board and Directors will take a proportional risk based approach to the level of information that is provided to temporary staff and volunteers;
- Our Safeguarding/Child Protection Policy will describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners: the local authority; a clinical commissioning group for an area within the LA; and the chief officer of police for the police area in the LA area). It will be updated annually (as a





minimum), and be available publicly either via our schools' websites or from the schools' offices;

- That the above policies and procedures, adopted by our Governing Board and Directors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff; and
- Appropriate safeguarding responses are in place to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Where reasonably possible, our school will hold more than one emergency contact number for each pupil.

Designated Safeguarding Lead (DSL) & Deputy DSL (DDSL):

- That they appoint an appropriate senior member of staff, from our schools' leadership team, to the role of DSL. The DSL will take lead responsibility for safeguarding and child protection matters. Their role will be made explicit in the role-holder's job description (see Annex B which describes the broad areas of responsibility and activities related to the role);
- They determine whether they choose to have one or more DDSL as appropriate. Any DDSLs appointed will be trained to the same standard as the DSL;
- That whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the DSL. This responsibility will not be delegated;
- That the DSL and any DDSL will liaise with the three safeguarding partners and work with other agencies;
- That during term time the DSL/DDSL will always be available (during schools hours) for staff in the schools to discuss any safeguarding concerns. Our Governing Board and Directors will arrange, in liaison with the HT/DSL, adequate and appropriate cover arrangements for any out of hours/out of term activities; and
- The DSL/DDSL will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years. The DSL/DDSL and all teaching staff and teaching assistants will attend Prevent training. In addition to their formal training, as set out above, their knowledge and skills will be updated, (for example termly safeguarding update meetings, via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually.





Designated Safeguarding Lead (DSL) (ANNEX B [KCSIE](#)):

Our Directors will ensure that a senior member of staff from the leadership team is appointed to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection including online safety. Their responsibilities will be explicit in the role holder's job description.

Our Directors will determine whether to appoint additional deputy designated safeguarding leads, they will be trained to the same level as the designated safeguarding lead and their responsibilities will be explicit in their job description.

Our designated safeguarding lead may delegate safeguarding activities to the deputy safeguarding lead however the designated safeguarding lead will retain the lead responsibility for child protection and safeguarding. This responsibility will not be delegated.

Designated Safeguarding Leads – named officers:

St. Bartholomew's CE Primary School

Our DSL is Rachael Kilmister (Headteacher)

Our Deputy DSL is Louise de Graaff

St. Benedict Biscop CE Primary School

Our DSL is Nicola Scott-Worthington

Our Deputy DSL is Sarah Fellows

Woodfield Primary School

Our DSL is Philip Salisbury

Our Deputy DSL is Jennie Graham

All Saints' CE Primary School

Our DSL is Katy Kent

Our Deputy DSLs are Maisie Shuttleworth and Stephanie Plumb





Responsibilities of the Designated Safeguarding Lead (DSL)

At St. Bartholomew's CE Multi Academy Trust the DSL, in line with [Keeping Children Safe in Education](#) 2018, is expected to:

Manage referrals:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Make referrals to First Response
- Refer cases to the Channel Programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel Programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- Maintain robust systems to monitor and record training of all staff, volunteers and supply staff, and that refresher time scales are evident.

Work with others:

- Liaise with the Headteacher to inform him or her of issues especially on-going enquiries under [section 47](#) of the Children Act 1989 and police investigations;
- Act as a point of contact with the three safeguarding partners;
- As required, liaise with the "case manager" (as per Part 4 [KCSIE](#) 2018) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for staff.

Undertake training:

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The designated safeguarding lead should undertake Prevent Awareness training. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking





time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they;

- Understand the assessment process for providing early help and statutory intervention including local criteria for action and local authority children's social care referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners.
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the schools or with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the schools may put in place to protect them.

Raise Awareness:

- Ensure the school's child protection policies are known, understood and used appropriately;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Local Governing Board and Directors regarding this;





- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the schools in this; and
- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local safeguarding arrangements.

Child Protection File:

- Ensure a child's protection file is transferred to the new schools as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability:

- The DSL or Deputy will be available (during school hours) for staff in the schools to discuss any safeguarding concerns. Whilst generally speaking our designated safeguarding lead (or deputy) will be available in person, there may be occasions, in exceptional circumstance when this is not possible however they may be available via e-mail, mobile phone and or Skype or other such mediums.
- The DSL will produce a Safeguarding report for the governing board and Directors at least annually as part of the Headteacher's Report to Governors.
- Our school will arrange adequate and appropriate arrangements for any out of hours/out of term activities e.g. updating the LA with new contact numbers, e-mail, mobile phones & skype.

Responsibilities - All staff:

The [Teachers' Standards](#) (2012) state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. We extend this level of duty to include all of the staff and volunteers who work at St. Bartholomew's CE Multi Academy Trust.

All staff are given part one of [Keeping children safe in education](#) together with Annex A, all staff receive annual safeguarding training and regular safeguarding updates throughout the course of the year. Staff confirm that they have received, read and understood our school's safeguarding policies and procedures and that they have attended safeguarding training.

- All staff have a responsibility to provide a safe environment in which children can learn;





- All staff have a responsibility to identify children who may benefit from early help or who are suffering, or are likely to suffer, significant harm.
- Any staff member who has a concern about a child must follow the referral process
- All staff have a responsibility to take appropriate action, our staff will be expected to support social care and other agencies following referrals;
- In addition to working with the designated safeguarding lead, staff members should be aware that they may be asked to support social workers to take decisions about individual children;
- During induction all staff members will be made aware of the systems within our schools which support safeguarding and these will be explained to them as part of their induction. This includes: the safeguarding/child protection policy; the staff behaviour policy/code of conduct; the school behaviour policy; KCSIE 2018, role of the DSL and the names of the designated safeguarding lead and deputies. (Please refer to our Induction policy and procedures);
- All staff members will receive appropriate safeguarding/child protection updates regularly, but at least annually;
- All staff will be made aware of the local early help process and understand their role in it.
- All staff will be made aware of the process for making referrals to children's social care and for statutory assessments, especially children in need ([section 17](#)) and a child suffering, or likely to suffer, significant harm ([Section 47](#)) that may follow a referral along with the role that they may be expected to play in such assessments
- All staff will be made aware of what to do if a child discloses that he/she is being abused or neglected
- All staff members will be made aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection;
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and always talk to the DSL or deputy immediately;
- All staff should be aware of the seven golden rules for sharing information, if in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. 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.
- Staff should ensure that if a child has made a disclosure, they are aware that the information will only be shared with the DSL and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse.
- Our staff will be alert to the potential need for any child who: is disabled and has specific needs; has special educational needs; is a young carer; is showing signs of





being drawn into anti-social behaviour including gangs and organised crime; frequently goes missing from care or home, is misusing drugs or alcohol themselves; is at risk of modern slavery, trafficking or exploitation; is in a family circumstance presenting challenges for the child; has returned home to their family from care; is showing early signs of abuse and/or neglect; is at risk of being radicalised or exploited and is a privately fostered child.

- All staff should speak to the designated safeguarding lead with regards to any concerns about female genital mutilation. Our teachers know that there is a legal duty placed upon them and that teachers must report to the police if they discover that an act of female genital mutilation appears to have been carried out on a girl under the age of 18
- If staff have concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then the concern should be referred to the Headteacher. If the concern is about the Headteacher the member of staff should report this to the chair of governors. Our staff will comply with the guidelines in part four of [Keeping Children safe in Education](#).
- All staff and volunteers should raise concerns about poor or unsafe practice and potential failures in our school's safeguarding regime. Staff should follow the school's whistleblowing policy and procedures or contact the NSPCC [whistleblowing advice line](#).

Responsibilities - Volunteers, work experience and students:

The DSL and/or the Headteacher will explain the responsibility of reporting any concerns about children's safety and welfare to the DSL. Further, they will be briefed on the school's confidentiality policy and the code of conduct that we expect from all in our schools.

Therefore, volunteers and students have the responsibility to:

- Work within and follow the school's visitor information, code of conduct, KCSIE, safeguarding/child protection policy and confidentiality/information sharing expectations; and
- Immediately share any concerns about a child's welfare with the DSL.





Parental Responsibilities

At St. Bartholomew's CE Multi-Academy Trust we have an open door policy where we encourage parents to share any concerns regarding their own children or any other child/children who they feel may be at risk of harm. All concerns will be explored in a sensitive and timely manner. Parents /carers should ensure their child attends schools and that they arrive on time and are collected on time.

We expect parents/carers to notify us of any changes in family circumstances and inform us of any changes of address and contact numbers and where reasonably possible to provide more than one emergency contact number.

Children's Responsibilities

In our schools we respect our children. The atmosphere within our schools is one that encourages all children to do their best and to talk freely about any concerns or worries. We provide opportunities that enable our children to take and make decisions for themselves. Children will always be taken seriously and listened to if they seek help from a member of staff. Our schools encourages all pupils to share any worries or concerns with any adult in the schools at any time.

Multi-agency Working

- That our schools contributes to multi-agency working in line with [Working together to Safeguard Children](#) statutory guidance.
- We, SLT and the DSLs/DDSLS understand our role in the new safeguarding partner arrangements
- We co-operate and engage fully with the new published safeguarding arrangements
- Our schools will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. Our schools will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment;





- That our safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the three safeguarding partners. This will include understanding and reflecting local protocols for assessment and the WSCB's threshold document along with supplying information as requested by the three safeguarding partners.

Information-sharing

Our Directors understand that sharing information is vital in identifying and tackling all forms of abuse.

- Our Directors understand and recognise the importance of information sharing between practitioners and local agencies. Our Directors will ensure arrangements are in place that set out clearly the process and principles of information sharing within the Trust and with the three safeguarding partners, other organisations, agencies and practitioners as required.
- Our Directors understand the [Data Protection Act](#) 1998 and the [GDPR](#) places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- Our Directors understand the DPA 2018 and the GDPR are not barriers to sharing information where the failure to do so would result in a child being placed at risk of harm they understand that fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Our Directors will ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- Our Directors will ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing 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.
- Where children leave our schools, the designated safeguarding lead will ensure their child protection file is transferred to the new school or as soon as possible, ensuring secure transit, and confirmation of receipt will be obtained from the receiving school or . The file will be transferred separately from the main pupil file. Our schools will ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN are aware as required.





- In addition to the child protection file, our designated safeguarding lead will also consider if it would be appropriate to share any information with the new school or in advance of a child leaving. For example, information that would allow the new school or to continue supporting victims of abuse and have that support in place for when the child arrives.

Staff Training:

- That all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated. Our induction and training will be in line with advice from the three safeguarding partners. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively; and
- Our Governing Board and Directors recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Our staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the Safeguarding and Child Protection Policy.

Online Safety:

Our Directors understand that our schools increasingly work online and that it is essential that children are safeguarded from potentially harmful and inappropriate online material.

- Appropriate filters and appropriate monitoring systems are in place and take care that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Opportunities to Teach Safeguarding:

- Children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), SRE, and British Values.

Inspection

- Directors and Governors are familiar with the [Ofsted Education Inspection Framework](#) and safeguarding: [Inspecting Safeguarding in Early Years, Education and Skills Settings](#).





Dealing with concerns about staff who may pose a risk of harm to children:

- There are procedures in place to manage concerns/allegations against teachers (including volunteers), that might indicate they would pose a risk of harm to children. These allegations or concerns will be referred to the designated officer at the local authority (LADO) or by contacting by the appropriate person. Our school will follow the procedures outlined in part 4 of [Keeping Children Safe in Education](#).
 - Wolverhampton LADO: Paul Cooper - 01902 550661
 - South Staffordshire LADO service: 0800 13 13
- Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Our Directors are aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence.

Peer on Peer abuse

- ALL staff should recognise that children can abuse their peers. Our Directors will ensure that ALL staff are clear about our school's policy and procedures with regard to peer on peer abuse
- Our safeguarding/child protection policy includes:
 1. Procedures to minimise the risk of peer on peer abuse;
 2. sets out how allegations of peer on peer abuse will be recorded, investigated and dealt with;
 3. how victims, perpetrators and any other child affected by of peer on peer abuse will be supported;
 4. a statement that abuse is abuse and will never be tolerated or passed off as "banter" "just having a laugh" or "part of growing up"
 5. recognition of the gendered nature of peer on peer abuse, that all peer on peer abuse is unacceptable and will be taken seriously;
 6. the different forms of peer on peer abuse, such as: bullying (including cyberbullying), sexual violence and harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; up-skirting; sexting; and initiation/hazing type violence and rituals

Staff **must challenge** any form of derogatory and sexualised language or behaviour. Staff should **be vigilant** to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should **never be passed off** as 'banter' or 'part of growing up'. The DFE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.





Professionals **should not dismiss** abusive behaviour as normal between young people and **should not develop high thresholds** before taking action.' Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm will be supported by the school's pastoral system and referred to specialist agencies if appropriate.

The child's wishes

- The child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. Systems and processes will operate with the best interests of the child at their heart.

Looked after children and previously looked after children

- That staff have the skills, knowledge and understanding necessary to keep looked after children safe and that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school's head in the authority that looks after the child.
- All staff have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after and previously looked after children we will ensure that all agencies work together and prompt action will be taken when necessary to safeguard these children

The designated teacher (looked after children)

- Each school appoints a designated teacher to work with local authorities to promote the educational achievement of registered children who are looked after and to ensure that this person has appropriate training. With the commencement of the sections 4-6 of the [Children and Social Work Act 2017](#), the designated teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales
- The designated teacher has appropriate training and relevant qualifications and experience





Virtual school heads

- The designated teacher works with the virtual school's HT to discuss how looked after children funding can be best used to support the progress of looked after children in the schools and meet the needs identified in the child's personal education plan.
- The designated teacher will work with the virtual school HT to promote the educational achievement of previously looked after children.

Children with Special Educational Needs and Disabilities (SEND)

Our Directors know that children with special educational needs and disabilities may face additional safeguarding challenges.

- Our safeguarding/child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities. This can include:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- Children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges our schools will consider extra pastoral support for these children when necessary.

The use of 'reasonable force' in schools

Our Directors know and understand there are circumstances when it is appropriate for our staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Our school does not adopt a 'no contact' policy, we have a policy which allows and supports our staff to make appropriate physical contact that enables staff to fully support and protect





our pupils. The decision on whether or not to use reasonable force to control or restrain a pupil is down to the professional judgement of the staff concerned and will always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, our school/ will consider the risks carefully and recognise the additional vulnerability of these groups. We will also consider our duties under the [Equality Act 2010](#) in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, our school/ can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Educational visitors to school

The Trust's schools will undertake risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised and suitability recorded.
- Whether the role is eligible for an enhanced DBS check
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in [KCSIE](#) 2018
- We have clear visitor's procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school.

Staff Support

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

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





7. Confidentiality and Information sharing

Our schools adopt the principles outlined in the DfE [Information Sharing Guidance](#) (July 2018)

We recognise that all matters relating to child protection are confidential. The HT or DSLs will disclose any information about a child to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other statutory agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe. All information and data is stored securely and any information or data is shared on a need to know basis.

8. Communication with Parents

Our schools will always discuss concerns with parents/carers and consent for any referrals should be sought unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm;
- Place a vulnerable adult at risk of harm; and
- Compromise any enquiries that need to be undertaken by children's social care or the police.

The schools will endeavour to ensure that parents have an understanding of the responsibilities placed on the schools and staff for safeguarding children.

In the best interests of safeguarding children there may be occasions when the schools have to consult with other agencies without a parent or carer's prior knowledge. Our first concern and responsibility is the child's welfare and we have a duty to protect children first and always. Such consultation may result in a formal referral which could prompt visits from social care and/or the police. We fully understand that this can be a very distressing set of circumstances. Our schools will follow the procedures required by the multi-agency partnership arrangements.





The visit may take place at the school at the request of the police or social care. In the event of the meeting being held at school parents/carers will be asked by the school to remain on the school premises until such time that the police or social care can attend. If parents/carers choose to leave school premises with their child the school will contact the police or social care to inform them of the parent's/carer's decision.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Families First Services or other agencies.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or if it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child before making a referral, unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral in those circumstances where it is appropriate to do so.

Our schools will employ the services of an interpreter if required.

9. Advice for all staff and volunteers - What to do if a child discloses

All staff at St. Bartholomew's CE Multi-Academy Trust will also refer to '[What to do if you are worried a child is being abused](#)' DfE March 2015

DO's

- Keep an open mind;
- Reassure;
- Listen carefully;
- Work at the child's pace;
- Where appropriate, ask only open questions in a non-leading way – clarifying the facts, don't interrogate;
- Explain your actions;





- Record accurately and quickly using child's words/action;
- Pass all the information on to the DSL, or the deputy DSL immediately/soon as possible or the same day;
- At all times, keep children and young people safe;
- Treat everyone with respect;
- Create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like;
- Report all inappropriate and/or abusive activities, including ridicule or bullying;
- Familiarise yourself with the school's code of conduct, and other related policies;
- Demonstrate positive behaviours you wish others to follow;
- Treat all health and safety concerns as emergencies and report them immediately;
- Follow the school's procedures for reporting safeguarding and welfare concerns;
- Follow the school's procedures for reporting all allegations against staff, carers and volunteers; and
- Look after yourself – ask for support.

DON'Ts

- Make false promises;
- Interrupt/Interrogate/Investigate;
- Assume e.g. this child tells lies/good imagination;
- Make suggestions about what is being said;
- Speculate or accuse anyone;
- Show anger, shock etc;
- Tell the child to go and speak to someone else;
- Discuss with parent/carers without speaking to the DSL, or their deputy;
- Forget to record accurately and/or pass on to DSL, or the deputy
- Discuss with any other staff before speaking to DSL, or deputy;
- Leave any related written information laying around;
- Jump to conclusions about people's behaviour without knowing the facts;
- Investigate an allegation of child protection concern yourself;
- Make suggestive (what could be seen as suggestive) remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter with or in front of children and/or young people;
- Create 'intense' personal relationships with a child/young person/s;
- Give any personal details about yourself or others, to a child/young person, unless this has been agreed with a senior member of staff for a specific reason;





- Allow children/young people to have access to your personal activities, including social networking sites;
- Have inappropriate physical contact with children/young people, this includes whilst playing games;
- Engage in any sexual activity (even consensual) with a child/young person under the age of 18 years who is attending any educational establishment;
- Intimidate, threaten, coerce or undermine others; and
- Believe that safeguarding matters are someone else's business and responsibility – it is... and it's also yours.

10. St Bart's CE MAT - Recording and reporting concerns and disclosures

St. Bartholomew's CE – CPOMS electronic forms (electronically recorded)

St Benedict Biscop CE – Yellow Concern/Disclosure/Incident form (written)

Woodfield Primary Schools – CPOMS electronic forms (electronically recorded)

All Saints' CE Primary School – White Concern/Disclosure/Incident form (written)

Any concerns must be written on a concern/disclosure/incident form (see appendix for coloured forms)/CPOMS electronic form (as appropriate).

If appropriate, the body map must also be completed. All forms must be fully completed and include:

- Details of the child's name, DOB, class;
- All details of the concerns/behaviour/incident/disclosure;
- Use child's own words;
- Ensure all information recorded is factual and accurate;
- Date and time of concern arising;
- Who the incident/disclosure was made to;
- Note any other witnesses;
- Use full names and titles/roles;
- Do not use abbreviations;
- To whom the concern was reported to and time DSL notified;
- Chronology of actions – date, place, who and what; and
- Signature and date of person recording the incident.

The DSL will complete the 'action taken' section of the form.





At St. Benedict Biscop and St. Bartholomew's Primary Schools the forms are available electronically under Staff Shared T drive in 'Safeguarding' folder. There are also paper copies available in the staffroom, in the HT Office and in each classroom.

Any verbal reporting must be immediately followed up with the appropriate form – reporting of any concerns must be as soon as possible to the DSL or Deputy DSL in the absence of the DSL. These members of staff are always available via mobile phone (**SEE CONTACT SHEET IN APPENDIX A FOR NUMBERS**).

For DSL names please see [Designated Safeguarding Leads](#) earlier in this document.

11. Making a referral to children's social care – points to be considered

Child Protection Procedures

Upon receipt of a school concern form the DSL will make a decision and seek advice to determine whether the concern/disclosure meets a threshold for support

The DSL will consider:

Is this a child with unmet needs where health, development or achievement may be affected?

The DSL will ensure staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Every member of staff including volunteers working with children at our schools are advised to maintain an attitude of 'professional curiosity and respectful uncertainty' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

Early intervention is a key part of a wider continuum of services and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and has an individual responsibility for early intervention





Local safeguarding procedures state that practitioners should form a Team around the Family (TaF) and complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear; or
- The support of more than one agency is needed to meet the child or young person's needs; or
- Children do not meet threshold yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour.

If this is a child with additional needs the DSL or deputy will discuss the issues with the child's parents/carers. The DSL will obtain parental consent for an Early Help Assessment to be completed.

Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed

Is this a child in need? [Section 17](#) of the Children Act 1989 says:

- The child is unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development;
- The child's health or development is likely to be impaired, or further impaired without the provision of such services; and
- The child has a disability.

Is this a Child Protection matter? [Section 47](#) of the Children Act 1989 says:

- Children at risk or who are suffering significant harm;
- Children suffering the effects of significant harm; and
- Serious health problems.

All concerns, child with unmet needs, Child in Need and Child Protection matters, should be discussed with the Designated Safeguarding Lead and will need to be assessed and referred using the correct channels by the schools as soon as possible. It is important to recognise anybody can make a referral where they believe a child to be in imminent danger or at risk of harm





Where a case reaches the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under Section 47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which impair the child's physical, psychological and social development. In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Making a referral

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and /or the police immediately.

Anybody can make a referral. Although, where a child is registered at schools, consultation should take place with the school's DSL or Deputy, who will often be the most appropriate person to initiate any referral. A written/electronic record of the concerns should be made using the school's internal recording form/system. This should be used to aid in the decision making process if a referral is needed to the MASH/Central Referral Hub.

Escalation procedure

Members of staff working directly with families should share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that





constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work.

Where members of staff from any agency feel concerns regarding a child are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached.

The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the School's DSL.

St. Bartholomew's CE and Woodfield Primary School:

For referral to the MASH/Central Referral Hub, phone 01902 555392 and speak to a social worker. Any action will need to be followed up with a written confirmation on the E-MARF (Electronic Multi Agency Referral form).

Out of hours: 01902 55299

St. Benedict Biscop CE Primary School and All Saints' CE Primary School:

For referral to the MASH/First Response, phone 0800 1313 126 and speak to a social worker. Any action will need to be followed up with a written confirmation on the MARF (Multi Agency Referral form).

Out of hours: 0345 604 2886

12. Voice of the Child - Children's Wishes

Children's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Staff members do not promise confidentiality and always act in the best interests of the child.

13. Record Keeping

At St. Bartholomew's Trust all records of concerns and safeguarding/child protection files are stored separately from the child's schools file. They are locked in a secure location.





If a child moves schools, our schools will transfer the files, wherever possible, this will be done in person if not the file will be transferred securely and our schools will obtain a receipt from the receiving schools. If our school is the last known school the child attend, records will be retained until the child's 25th birthday.

If a child arrives at our school with a child protection file we will ensure key staff such as designated safeguarding leads, designated teacher and SENCOs are aware as required.

In addition to the child protection file, our designated safeguarding lead will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

14. Looked After Children (LAC), previously LAC, designated teacher and liaison with the Virtual Schools Headteacher

LAC (and previously LAC) officers:

- St. Bartholomew's CE Primary School: Louise de Graaff
- St. Benedict Biscop CE Primary School: Nicola Scott-Worthington
- Woodfield Primary School: Jenny Hawkins
- All Saints' CE Primary School: Katy Kent

Our LAC (and previously LAC) lead will undertake any relevant training to update their skills, understanding and knowledge enable them to keep our LAC (and previously LAC) safe. Our LAC (and previously LAC) lead will promote the educational, physical, social and emotional welfare of children who are looked after and previously LAC.

Previously looked after children are children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Our designated teacher will ensure:

- They are aware of the legal status (interim care order, full care order, voluntary arrangements of any looked after child at the appropriate school within St. Bartholomew's CE Multi-Academy Trust;





- They obtain information regarding, contact arrangements with birth parents or those with parental responsibility;
- They obtain information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him or her;
- They obtain the name of the child's social worker;
- They obtain the name and contact details of the virtual head in the local authority that looks after the child; and
- They liaise with the virtual schools headteacher to discuss how the funding for that child can be best used to support the child's need outlined in the personal education plan.

15. Care leavers

Our Directors know that the local authority has ongoing responsibilities to young people who cease to be looked after and become care leavers.

- Designated safeguarding leads will obtain details of the local authority Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

16. Children with special educational needs and disabilities (SEND)

At St. Bartholomew's CE Multi-Academy Trust we are aware that children with special educational needs and disabilities may face additional safeguarding challenges. 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 disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

We will ensure we have appropriate mechanisms in place to assist these children, including:

- Suitably qualified professionals (SENCo)
- Suitable training
- Referrals to specialist agencies





- Use of communication packages
- Use of signs and symbols
- One to one support for communication
- Appropriate IT aides

17. Safeguarding Training

Induction

All staff members will undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training provided will be in line with advice from the WSCB/SSCB as appropriate. Upon appointment and starting the new post, new staff, students and volunteers will be issued with an induction pack, safeguarding policy, Keeping Children Safe in Education -Part 1 , annex A and annex B, Whistleblowing policy, Management of Allegations Policy, code of conduct, Acceptable Use of IT Policy, Behaviour Policy, children missing in education procedures and other relevant safeguarding information . They will sign to say that they have received it, read and understood it. A meeting will be arranged on appointment to clarify and check understanding and to respond to any questions.

Designated Safeguarding Lead (DSL) & deputies

Our designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

Our designated safeguarding lead will undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands our school's child protection policy and procedures, especially new and part time staff;





- Are alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the [Data Protection Act 2018](#) and the General Data Protection Regulation ([GDPR](#)).
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners.
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support our schools with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the schools or may put in place to protect them.

Staff Training

All staff members will receive regular safeguarding and child protection updates including online safety (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Our Directors recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

Governor/Director Training

All governors/directors are invited and encouraged to attend safeguarding training.





Safer Recruitment Training

Our Trust will ensure that at least one member of any recruitment panel has received safer recruitment training. **Please also see section 19.**

18. Safer working practice

Our schools have a code of conduct, all staff and volunteers are issued with this at induction.

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- Work in a room where there is a glass panel in the door or leave the door open;
- Make sure that other adults visit the room occasionally;
- Avoid working in isolation with children unless thought has been given to safeguards;
- Must not give out personal mobile phone numbers or private e-mail addresses;
- Must not give pupils lifts home in your cars;
- Must not arrange to meet them outside of school hours; and
- Must not chat to pupils on the social websites.

Under the [Sexual Offences Act 2003](#) it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint of pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed.

19. Safer recruitment

[please refer to our Safer Recruitment Policy for further information]

In order to create a safe environment for our children our schools will adopt the safer recruitment procedures that help deter, reject or identify people who might abuse children, outlined in part 3 of [Keeping Children Safe in Education](#) 2019.





Our schools will ensure that at least one member of any recruitment panel has received safer recruitment training. As at 24.9.18, the following individuals have undertaken safer recruitment training:

- Trustwide:
 - Mr R Pithers – Chair of Trust Board
 - CEO
 - All school HTs
 - Director of Finance and Operations
 - PA to the CEO
- St Bartholomew's CE Primary:
 - Mr C Perkins – Governor
 - Mr R Pithers – Chair of LGB
 - Mr V Dhir – Governor
- St Benedict Biscop CE Primary:
 - Rev P Brown – Governor
 - Mr A Burton – Governor
 - Mrs S Fellows – Assistant HT
 - Mr B Hague – Governor
 - Mrs J Lloyd – Governor
 - Mrs A Stone – Vice-Chair of LGB
- Woodfield Primary School:
 - Mrs D Cooper – Chair of LGB
- All Saints' CE Primary School
 - Paul Jordan – Chair of LGB
 - Julie Callender

All Directors and Governors are invited and encouraged to attend safeguarding training.

Our schools adhere to statutory responsibilities to [check](#) staff who work with children, making decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.

We expect all staff to have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work.





There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the Teaching Regulation Agency (TRA) a bar from engaging in regulated activity, or action by another relevant regulatory body.

The Childcare (Disqualification) Regulations 2018 set out grounds for disqualification under the Childcare Act 2006 where the person meets certain criteria set out in the Regulations. For example, an individual will be disqualified where they have committed a relevant offence against a child; been subject to a specified order relating to the care of a child; committed certain serious sexual or physical offences against an adult; been included on the DBS children's barred list; been made subject to a disqualification order by the court; previously been refused registration as a childcare provider or provider or manager of a children's home or had such registration cancelled. A disqualified person is prohibited from providing relevant early or later years childcare as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare.

At St Bart's CE MAT we understand that schools are also prohibited from employing a disqualified person in respect of relevant early or later years childcare.

At St Bart's CE MAT all staff must inform the Headteacher/CEO during the recruitment process of anything that affects their suitability for employment, including any relevant cautions, convictions or relevant orders that they are aware of, or they may have accrued during their employment, and/or they are charged with a criminal offence that would render them disqualified from working with children.

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad will be conditional on satisfactory completion of the necessary pre-employment checks and satisfactory references. Upon appointment of new staff our schools will:

- Verify a candidate's identity;
- Obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;





- Verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- Verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK [website](#);
- if the person has lived or worked outside the UK, make any further checks the schools or consider appropriate;
- Verify professional qualifications, as appropriate; we will use The Teacher Services' system to verify any award of qualified teacher status (QTS) and the completion of teacher induction and probation;
- Check that a person taking up a management position is not subject to a [section 128](#) direction made by the Secretary of State.
- Check that the candidate is not disqualified under the Childcare Act 2006 (2018 regulations) where relevant

Our schools understand that it is a criminal offence to allow any individual who is barred to carry out any form of regulated activity. Our schools will comply with the legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Our schools make decisions about the suitability of any prospective employees based on checks and evidence including; criminal record checks (DBS), barred list checks and prohibition checks together with references and interview information.

Consideration is given to the regulated activity prospective employees will be engaged in. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- Will be responsible, on a regular basis in a schools, for teaching, caring for or supervising children;
- Will carry out paid or unsupervised unpaid, work regularly in a schools where that work provides an opportunity for contact with children; and





- Engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have opportunity for regular contact with children who are not engaging in regulated activity, the schools requires an enhanced DBS certificate, which does not include a barred list check.

For anyone appointed to carry out teaching work, an additional check will be undertaken to ensure they are not prohibited from teaching.

For anyone appointed to a management position an additional check will be undertaken, called Section 128 direction, to ensure they are not prohibited or restricted from taking part in the management of the schools.

A European Economic Area (EEA) check will also be completed if required to check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed.

Our schools keep a Single Central Record that complies with all the requirements. It is monitored by the Headteacher, Executive Headteacher and Chairs of Governors at regular intervals.

The Single Central Record covers the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the schools: this means those providing education to children;
- Directors and Members
- Volunteers;
- Governors; and
- Agency and third-party staff

The following information will be recorded on the Single Central Record:

- An identity check;
- A barred list check;
- An enhanced DBS check/certificate;
- Prohibition, directions, sanctions and restrictions checks;
- A section 128 check (for management positions);
- Further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions;





- A check of professional qualifications; and
- A check to establish the person's right to work in the United Kingdom.

Our schools will obtain written confirmation that the employment business supplying staff has carried out the relevant checks and obtained the appropriate certificates.

We will obtain written confirmation from alternative providers we use to confirm they have undertaken the relevant pre-employment and DBS checks for their staff.

All applicants MUST show their current original DBS certificate to the schools as soon as they take up post.

20. Management of Allegations

(Please refer to our management of allegations policy for further information)

Our schools have adopted the Wolverhampton LA 'Grey Book' Managing Allegations Policy.

Our policy complies with the guidance set out in Part 4 of [Keeping Children Safe in Education](#).

All allegations of abuse of children carried out by any staff member or volunteer will be taken seriously. If an allegation is made regarding a member of staff or volunteer, the following will be considered:

Has the member of staff/volunteer:

- Behaved in a way that has harmed a child, or may have harmed a child?
- Possibly committed a criminal offence against or related to a child?
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children?

If an allegation is made against a member of staff or volunteer the HT must be informed immediately or as soon as possible within 1 working day and he or she must contact the Designated Officer immediately to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

- Wolverhampton LADO: Paul Cooper - 01902 550661
- South Staffordshire LADO service: 0800 13 13





If an allegation is made against the HT/CEO, the member of staff who has the concern must contact the Chair of Governors/ Chair of the Trust Board who must then contact the Designated Officer (see above) immediately or as soon as possible within 1 working day to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

Our procedures and approach to dealing with allegations will be applied with sensitivity and common sense. Our schools will exercise its duty of care to employees, we will act appropriately to manage and minimise the stress inherent in the allegation process. Our schools will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

At St. Bartholomew's CE Multi-Academy Trust we understand that there is a legal requirement for employers to make a referral to the DBS where we 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. If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up and a referral to the DBS *must* be made, if the criteria are met (outlined in KCSiE 2018).

The Designated Officer in Wolverhampton is Paul Cooper (550661). To contact Staffordshire's Designated Officer call 01785 278958.

21. Whistleblowing

(Please refer to our whistleblowing policy for further information)

All staff, volunteers and parents at St. Bartholomew's CE Multi-Academy Trust should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime and such concerns will be taken seriously by our CEO, Headteacher, Local Governing Board, Directors and senior leadership team. Our schools have a Multi-Academy Trust Whistleblowing Policy and appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with our CEO, Headteachers, Local Governing Board, Directors or senior leadership team.

Where a staff member feels unable to raise an issue with our CEO, Headteacher, Local Governing Board, Directors or senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them, for example:





The NSPCC whistleblowing advice line “What you can do to report abuse” is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

22. Curriculum and e-Safety

Curriculum

Child safety issues and child protection will be addressed through the curriculum where appropriate, especially through PSHE, Computing and E-Safety, Citizenship, Sex and Relations Education (SRE) and British values.

We use a variety of resources and approaches to teach the children how to keep themselves safe, build their resilience and manage risks.

The curriculum, and in particular the personal, social and health education development strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in pupils and in developing preventative strategies to ensure their own protection and that of others. Opportunities are provided for pupils to develop the skills and strategies they need to stay safe from abuse, including age appropriate discussions about healthy relationships, their bodies and being able to say no to requests that they do not want to carry out. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

Our schools teach the children how to keep themselves safe through;

- Bikeability Level 1 and 2
- Swimming lessons
- Educational Visits
- PCSO – Talks on Bullying, Cyber-bullying, Stranger Danger, Firework and Park Safety
- People Who Help Us Topics
- PSHE/ Worship
- SRE/ Schools Nurses
- British Values/ Virtues and Values
- NSPCC workshops
- PANTS campaign
- Base 25/Catch 22 etc
- Thrive programme





- E-safety assemblies/reminders during lessons
- Displays

Through the school's curriculum the children have the opportunity to go on schools trips and residential visits to enhance their learning. All off site visits are recorded. Permission slips and medical forms are collected and kept with the office and the lead member of staff. Risk assessments are completed and filed within the 'Visits Folders.' (See Educational Visits Policy for further information)

E-Safety curriculum and computing, use of mobile technology (See separate policies for further information)

The E-Safety lead for each school is:

- St. Bartholomew's CE Primary School: Rachael Kilmister (Head Lead) and Stephanie Banks (Deputy Lead)
- St. Benedict Biscop CE Primary School: Sarah Fellows
- Woodfield Primary School: Jenny Hawkins
- All Saints' CE Primary School: Katy Kent

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, laptops, mobile phones, webcams etc. place an additional risk on our children. Internet chat rooms, discussion forums or social networks and the ability to live stream can all be used as a means of contacting children and young people with a view of grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it is already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this schools.

Pupils can engage in or be a target of Cyber-bullying using a range of methods including text, sexting and instant messaging to reach their target. Mobile phones are also used to capture violent assaults or other children for circulation (e.g. happy slapping/sexting).





The best protection is to make pupils aware of the dangers through curriculum teaching particularly computing and IT lessons, PSHE and SRE.

At St. Bartholomew's CE Multi Academy Trust

- Software (filters, firewalls and monitoring) are in place to minimise access and to highlight any person or child accessing inappropriate sites or information;
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (if this results in child protection concerns the school DSL will be informed immediately);
- Pupils are taught not give out personal details, phone numbers, schools, home address, computer passwords etc; and
- Pupils should adhere to the school's policy on mobile phones.
- Social media/live streaming/apps
- Staff receive e-safety and online training

The police will be involved and advice will be sought from CEOP if required if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Use of mobile phones, cameras and other devices

(See separate policies for further information)

Unauthorised or secret use of a mobile phone or other electronic device, to record voice, pictures or video is forbidden. Unauthorised publishing of such materials on a website which causes distress to the person(s) concerned will be considered a breach of school discipline, whether intentional or unintentional. The person responsible for the material will be expected to remove this immediately upon request and appropriate procedures will be followed. Where any crime may have been committed the police will be informed.

We recognise that many aspects of the curriculum can be enhanced by the use of multi-media and that there are now a wide and growing range of devices on which this can be accomplished. Digital images, video and sound recording are only taken with the permission of participants; images and video are of appropriate activities and are only taken of children wearing appropriate dress. Full names of participants are not used either within the resource itself, within the file-name or in accompanying text online.





All Parents & Visitors are asked not to use mobile phones when visiting our schools and to take any calls or texts outside of the building. All staff must be vigilant and remind any parents / visitors who forget.

We ask all parents/carers to sign an agreement about taking and publishing photographs and video of their children and this list is checked whenever an activity is being photographed or filmed.

For their own protection staff or other visitors to schools never use a personal device (mobile phone, digital camera or digital video recorder) to take photographs of pupils.

Schools mobile phones or similar devices with communications facilities used for curriculum activities are set up appropriately for the activity. Pupils are taught to use them responsibly.

23. Contextual Safeguarding

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

24. Types and signs of abuse

All staff and volunteers are familiar with the types and signs of abuse, they are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. All staff are expected to be vigilant at all times, taking account of the following.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.





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

Some signs of physical abuse:

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Injuries in unusual areas or with well - defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered in hot weather
- Reluctance to remove clothing for PE or swimming

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Some signs of emotional abuse:

- Physical, mental or emotional development delay
- Abnormal attachment to parents/carers
- Low self-esteem
- Lack of confidence
- Over-reaction to making mistakes





- Fear of new situations
- Fear of parents being contacted
- Self-harm

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

Some signs of sexual abuse:

- Aggression
- Withdrawn
- Self-harming, including eating disorders
- Distrust of familiar adult
- Wetting or soiling day and night
- Fear of undressing for sport or swimming
- Sleep disturbances or nightmares
- Apparent secrecy about social activities or special friends
- Inappropriate sexualized conduct
- Drawings of sexual behaviours
- Sexually explicit behaviour

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

Some signs of neglect:





- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- neglect of or unresponsiveness to a child's basic emotional needs
- Under weight for age
- Hungry
- Tired
- Poor state of clothing for the child's size, weather or time of year
- Persistently dirty with a body odour
- Frequent lateness or non-attendance
- Compulsive stealing or scavenging
- Poor health and untreated medical problems
- Lack of immunisations
- Frequently missed medical appointments

The list of signs is not an exhaustive list.

If staff recognise any of these signs they should not presume that the child is being abused, but **MUST** report their concerns to the DSL or DDSL.

Specific safeguarding issues:

25. Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Effective information sharing between parents, settings, schools/s and the local authority is critical to ensure that all children are safe and receiving suitable education.

Staff at St. Bartholomew's CE Multi-Academy Trust are aware that a child going missing from education particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of children going missing in future.





Our staff adhere to and follow schools' procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasion. Our staff are aware of the signs to look out for and the risks of potential safeguarding concerns such as travelling to conflict zones, FGM, CSE and forced marriage.

Our schools have appropriate safeguarding policies, procedures and responses for children who go missing from education.

Our schools have an admission register and an attendance register. All pupils are placed on these registers at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend our schools. If the child fails to attend on the agreed or notified date, our schools will notify the local authority at the earliest possible opportunity to prevent the child from going missing.

Our attendance and admission registers are kept up to date. We actively encourage our parents and carers to inform us of any changes whenever they occur.

Our schools monitor attendance regularly and we address any issues that may cause concern and where attendance fails to meet the expected level.

Our schools will notify the local authority of any child who fails to attend schools regularly or has been absent without the school's permission for a continuous period of 10 schools days or, more at such intervals as are agreed by the schools and the local authority.

Where a parent notifies our schools that a pupil will live at another address, our schools will record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies our schools that the pupil is registered at another schools or will be attending a different school in future, our schools will record in the admission register:

- the name of the new schools; and
- the date on which the pupil first attended or is due to start attending that schools.





Our schools will notify the local authority **within five days** when a pupil's name is added to the admission register. We will provide the local authority with all the information held within the admission register about the pupil.

Our schools will also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.**

Our schools will only delete a pupil's name from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if our schools and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries.

When our schools notify the local authority that a pupil's name is to be deleted from the admission register, our schools will provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination schools and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Our schools will work with the local authority to agree on methods of making returns. When making returns, our schools will highlight to the local authority where we have been unable to obtain the necessary information from the parent, for example in cases where the child's destination schools or address is unknown. Our schools will also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory schools age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.





Our schools use a secure internet system – schools2schools – we use this to transfer pupil information to another schools when the child moves. At St. Bartholomew's CE Multi-Academy Trust, when a pupil ceases to be registered at our schools and becomes a registered pupil at another school in England or Wales, we will send a Common Transfer File (CTF) to the new school.

If a pupil arrives at one of our schools and the previous school is unknown, we will contact the local authority for assistance.

26. Private Fostering Arrangements

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) who is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer; for 28 days or more. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts, (whether of full blood, half blood, or marriage/ affinity.)

School staff will notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. Our schools is aware that we need to report any private fostering arrangements that we become aware of to the Local Authority.

On admission to the schools, we will take steps to verify the relationship of the adults to the child who is being registered and where reasonably possible we will obtain more than one emergency contact number.

27. Sexting (Youth Produced Sexual Imagery)

At St. Bartholomew's CE Multi-Academy Trust we know and understand that sharing photos and videos online is part of daily life for many children, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, Whatsapp or Facebook Messenger.





The increase in the speed and ease of sharing imagery has brought concerns about children producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation.

Although the production of such imagery will likely take place outside of our schools, these issues often manifest in schools and organisations working with children and young people. Our schools will respond swiftly and confidently to ensure that children are safeguarded, supported and educated.

Producing and sharing sexual images of under-18s is also illegal.

Our schools will deal with all incidents of youth produced sexual imagery as a safeguarding concern. We will be guided by the principle of proportionality and our primary concern will be the welfare and protection of the children involved. Our schools may respond to incidents without involving the police in accordance with the guidelines set out in the UKCCIS- Sexting in Schools: Responding to Incidents and Safeguarding Young People.

Our schools will adopt the recommended procedures regarding the law and handling incidents outlined in UKCCIS- Sexting in Schools:

Responding to Incidents and Safeguarding Young People and DfE guidance – Searching, Screening and Confiscation (Jan 2018).

Whilst dealing with an incident our schools will:

- Respond immediately to disclosures or incidents in line with our school's safeguarding procedures, staff will notify the Designated Safeguarding Lead immediately of any concern, incident or disclosure
- Handle devices and imagery according to DfE advice (Searching, Screening and confiscation - Jan 2018)
- Risk assess situations
- Involve other agencies, including escalation to the police and children's social care
- Record incidents
- Involve parents
- Seek to support children
- Support children to report youth produced sexual imagery online.
- Provide preventative education





28. Child Sexual Exploitation (CSE)

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.





At St. Bartholomew's CE Multi Academy Trust we understand that any child in any community may be vulnerable to child exploitation, we will be alert to the fact that child sexual exploitation is complex and rarely presents in isolation of other needs and risks of harm (although this may not always be the case, particularly in relation to online abuse). Child sexual exploitation may be linked to other crimes and we will be mindful that a child who may present as being involved in criminal activity is actually being exploited.

At St. Bartholomew's CE Multi Academy Trust we are aware that the following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

We understand that not all children and young people with these vulnerabilities will experience child sexual exploitation. **Child sexual exploitation can also occur without any of these vulnerabilities being present.**

Children rarely self-report child sexual exploitation so we understand it is vitally important that all staff at St. Bartholomew's CE Multi Academy Trust are aware of the potential indicators of risk, including:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;





- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education

We will remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present and be alert to the potential signs of abuse and neglect and to understand the procedures set out by local multi-agency safeguarding arrangements.

At St. Bartholomew's CE Multi Academy Trust we will provide information and raise awareness of CSE including the signs, vulnerabilities and reporting procedures in line with WSCB/SSCB guidelines

Our staff will report any concerns regarding children at risk of CSE to the DSL or DDSL who will then make a referral and liaise with other relevant statutory agencies, for example, social care, police and health professionals as required

Wolverhampton CSE Co-ordinator is Sandeep Gill

Staffordshire CSE Co-ordinator is Megan Brock. Email: megan.brock@stoke.gov.uk

29. 'Honour based violence'

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing (for further details around breast ironing, see section 32). Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff will be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

If our staff have any concerns regarding a child that might be at risk of HBV or who has suffered from HBV they will speak to the designated safeguarding lead or deputy. As appropriate the designated safeguarding lead or deputy will activate the local safeguarding procedures by contacting the police and or social care.





30. Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at-Mandatory Reporting of Female Genital Mutilation Procedural Information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#)

At St. Bartholomew’s CE Multi-Academy Trust teachers must also report their concerns and share the information with the DSL following the school’s procedures for recording and reporting. The teacher will be supported by the DSL to fulfil their duty to report FGM cases to the police and social care.

Our staff will call contact the police on 101

FGM – Some warning signs:

- Difficulty walking, sitting or standing;
- Unusual behaviour after an absence from schools;
- Age of the young girl (0-15 years);
- A young girl may visit the bathroom more frequently or spend more time than usual in the bathroom;





- A young girl may have frequent, urinary, menstrual or stomach problems;
- Prolonged or repeated absence from schools;
- A young girl may try to avoid PE lessons;
- Travel to a country known to practise FGM (Schools holiday times);
- An Elder family member visiting from a country known to practise FGM;
- Over hearing conversations related to FGM;
- A young girl may disclose, ask questions or ask for advice;
- Reluctance to undergo normal medical examination; and
- Girls that are withdrawn from PSHE or SRE.

31. Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. 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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools. Schools and staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk

Further Guidance and Information on HBV, FGM and Forced Marriage - indicators and actions

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and s) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage. If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Schools can play an important role in safeguarding children from forced marriage. Our staff are familiar with the issue of forced marriage, Honour Based Violence and FGM.





If staff have any concerns regarding FGM, Forced Marriage and Honour Based Violence they will report to the DSL. The DSL will support the individual teacher to fulfil their duty to report to the police and/or social care. Families must not be contacted in these instances.

32. Breast ironing/flattening

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (ranging from a few weeks to years) in order for the breasts to disappear or delay the development of the breasts entirely. In some families, large stones, a hammer or spatula that have been heated over hot coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts to prevent them from growing. Breast flattening usually starts with the first signs of puberty, it is usually carried out by female relatives.

It should also be acknowledged that some adolescent girls and boys may choose to bind their breast using constrictive material due to gender transformation or questioning their identity, and this may also cause health problems.

Health Implications

Due to the type of instruments that may be used, the type of force and the lack of aftercare, significant health and developmental issue may occur, such as:

- Severe Pain
- Fever
- Dissymmetry or disappearance of breast/s
- Itching
- Tissue damage
- Infection
- Discharge of milk
- Breast cancer
- Abscesses or cysts
- There may also be an impact on the child's social and psychological well-being





Justifications

In many cases, the abuser thinks they are doing something good for the girl by delaying the effects of puberty and the practice is designed to:

- prevent pregnancy and rape
- make teenage girls look less “womanly” and no-longer sexually attractive to men.
- enable the girl to continue her education
- prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage
- prevent early marriage
- deter unwanted attention

Prevalence

There has not been extensive research done on breast flattening and the few studies that have been carried out indicate that the practice occurs predominantly in Cameroon. Other countries include: Togo, Chad, Kenya, Guinea Bissau, South Africa, Cote d’Ivoire, Benin and Zimbabwe.

Signs that a girl could be at risk

- A girl is embarrassed about her body
- A girl is born to a woman who has undergone breast flattening
- A girl has an older sibling or cousin who has undergone breast flattening •
References to breast flattening in conversation, for example a girl may tell other children about it
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- A girl from an affected community is withdrawn from PSHE and/or Sex and Relationship Education as her parents wish to keep her uninformed about her rights and her body.
- One of both parents or elder family members consider breast flattening integral to their cultural identity.
- The family indicate that there are strong levels of influence held by elders who are involved in bringing up female children and support breast flattening.





Signs that breast flattening has occurred

As well as keeping in mind the signs that indicate a girl may be at risk of breast flattening, professionals and others should be mindful that:

- A girl may disclose to a teacher, social worker, GP or another medical professional
- Some girls may ask for help, perhaps talk about pain or discomfort in their chest area, but may not be explicit about the problem due to embarrassment or fear
- A girl may display reluctance to undergo medical examination
- A girl may be fearful of changing for physical activities due to scars showing or bandages being visible

Law in the UK

CPS legal guidance makes clear to police and prosecutors that breast-ironing is a crime that can be caught under existing law, even if it is said that the victim has consented.

The offences to be considered by prosecutors include child cruelty and causing or allowing a child to suffer serious harm. Both crimes are punishable by up to ten years in prison. Assault charges would also be available to prosecutors

What to do if you suspect a girl is at risk of/undergoing breast flattening

If any member of staff is concerned that a girl is at risk of breast flattening, they must speak to the DSL/DDSL immediately. The DSL /DDSL will contact the MASH and make a referral.

33. Up-skirting

Typically, this involves taking a picture under a person's clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification to cause the victim humiliation, distress or alarm. This is a criminal offence.

34. Serious violence

All staff should be aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include: increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks





or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these (more information can be in Home Office guidance)

35. Preventing Radicalisation

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

Extremism is the vocal or active opposition to our fundamental values, including 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.

We understand 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) and settings (such as the internet). 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, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will 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 referral to the Channel programme.

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard" to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes:

At St. Bartholomew's CE Multi-Academy Trust we will:

- Assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology;





- Work in partnership with parents, children, families and statutory agencies;
- Assess the risk in our local area and as a minimum our DSL will undertake Prevent awareness training to provide advice and support to other members of staff on protecting children from the risk of radicalisation; and
- Ensure that suitable filtering and monitoring is in place. Our pupils are taught to stay safe on-line. Our E-safety is integral to the school's IT curriculum.

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes;
- Glorifying violence, especially to other faiths or cultures;
- Making remarks or comments about being at extremist events or rallies outside schools;
- Evidence of possessing illegal or extremist literature;
- Advocating messages similar to illegal organisations or other extremist groups;
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- Secretive behavior;
- Online searches or sharing extremist messages or social profiles;
- Intolerance of difference, including faith, culture, gender, race or sexuality;
- Graffiti, art work or writing that displays extremist themes;
- Attempts to impose extremist views or practices on others;
- Verbalising anti-Western or anti-British views; and
- Advocating violence towards others.

At St. Bartholomew's CE Multi-Academy Trust, we aim to build the children's resilience to radicalisation by providing a safe environment and through particular aspects of the curriculum including SMSC, British Values, PSHE, SRE and Citizenship.

Training on Prevent will be delivered as required to the relevant staff.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched 'Educate against hate' a website designed to equip schools and leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and schools and leaders, such as Prevent e-learning, via the Prevent Training catalogue.





Channel

Our staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel Guidance](#)

E-learning channel awareness programme for staff is available at: [Channel general awareness](#)

General Awareness:

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required

Our staff will co-operate with local Channel panels as required.

Channel referrals:

Our Wolverhampton schools will contact the Wolverhampton Community Safety Team at: safer@wolverhampton.gov.uk or call: 01902 551214

Schools based within South Staffordshire will contact the Staffordshire Police Prevent Team at: prevent@staffordshire.pnn.police.uk or call: 01785 232054

Modern Day Slavery

The Modern Slavery Act (2015) prohibits:

- Slavery
- Servitude
- Forced or compulsory labour.

Slavery is described as the status or condition of a person over whom any, or all, of the powers attaching the right of ownership are exercised. Characteristics of ownership and indoctrination need to be present for a state of slavery to exist.





In the West Midlands, over 200 Modern Slavery offences were recorded in 2016-17. The number has doubled since the year before. Within the schools of St Bartholomew's Multi-Academy Trust, we are committed to ensuring that our children and families are not exploited. To this end, we will provide all staff with training to help them to identify signs which may suggest a child or family is at risk of being a victim of Modern Day Slavery. Where concerns are raised, we will inform the police and contact The Modern Slavery Helpline: 08000 121 700 or online at <https://www.modernslaveryhelpline.org>.

36. Peer on peer abuse

At St. Bartholomew's CE Multi-Academy Trust we believe that all children have a right to attend schools and learn in a safe environment. Children should be free from harm by adults in the schools and other children.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's relevant policy e.g. behaviour policy.

ALL allegations will be taken seriously, at St. Bartholomew's CE Multi-Academy Trust we understand that 'abuse is abuse' and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". (KCSIE 2018)

ALL allegations will be carefully considered and all decisions will be made on a case by case basis in consultations with social care. Referral under safeguarding arrangements may be necessary, key specific considerations will include:

- The age, maturity and understanding of the children; and
- Any disability or special needs of the children

Allegations against other children which are safeguarding issues

Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations may include physical abuse, emotional abuse, sexual abuse, sexual violence and harassment, up-skirting, sexual exploitation and sexting.

We understand the gendered nature of peer on peer abuse (it is more likely that girls will be victims and boys will be perpetrators) but all peer on peer abuse is unacceptable and will be taken seriously.





Other gender issues that can be prevalent when dealing with peer on peer abuse could, for example, include girls being sexually touched or assaulted or boys being subject to initiation or hazing type violence. It is also likely that incidents may involve older students and their behaviour towards younger students or those who are vulnerable.

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

If the allegation:

- Is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child;
- Is of a serious nature, possibly including a criminal offence;
- Raises risk factors for other children in the schools;
- Indicates that other children may have been affected by this child; and
- Indicates that young children outside the schools may be affected by this child.

Examples of safeguarding issues against a child could include:

Physical Abuse

- Violence, particularly pre-planned;
- Forcing others to use drugs or alcohol; and
- Initiation and hazing violence.

Emotional Abuse

- Blackmail or extortion;
- Threats and intimidation; and
- Cyber-bullying.

Sexual Abuse including sexting and gender based violence

- Indecent exposure, indecent and inappropriate touching or serious sexual assaults;
- Forcing others to watch pornography or take part in sexting; and
- Initiation and hazing violence.

Sexual Exploitation/violence and harassment

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight); and
- Photographing or videoing other children performing indecent acts.





Prevention, assessing and minimising the risks

At St. Bartholomew's CE Multi-Academy Trust we will minimise the risk of allegations against other children by:

- Providing a developmentally age appropriate PSHE, SRE, British Values curriculum which develops children's understanding of acceptable behaviour and keeping themselves safe;
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Delivering targeted work on assertiveness, protective behaviours and keeping safe to those children identified as being at risk;
- Developing robust risk assessments & providing targeted work for children identified as being a potential risk to other children; and
- Training and awareness sessions will be provided for staff.

Procedure to manage and record peer on peer allegations

- When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) will be informed;
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances;
- The DSL should contact social care/multi-agency agency safeguarding hub (MASH) to discuss the allegation and seek advice;
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate;
- If the allegation indicates that a potential criminal offence has taken place, this will be referred to the multi-agency agency safeguarding hub MASH where the police will become involved;
- Following advice from Social Care and/or the police, parents of both the child being complained about and the alleged victim, should be informed and kept updated on the progress of the referral;
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children's files;
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures;
- Where neither social services nor the police accept the complaint, a thorough schools investigation should take place into the matter using the school's usual behaviour procedures;





- In situations where the schools consider a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan; and
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Support and care

At St. Bartholomew's CE Multi-Academy Trust we recognise and understand that peer on peer allegations will be very distressing situations for all concerned - the victim, perpetrator, other children, family members and staff. We will seek to provide any support required and make any necessary referrals for counselling and support services.

37. Sexual violence and harassment between children

If an incident of sexual violence or sexual harassment occurs our school will follow the guidance set out in Part 5 of [Keeping Children Safe in Education](#) and we will use the DfE guidance Sexual violence and harassment between children in schools (May 2018)

Sexual violence and sexual harassment can occur between two children of any age and sex. 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, likely, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

At each school in St Bartholomew's CE MAT all victims will be taken seriously and offered appropriate support. We know that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff are aware and know the importance of:

- 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 behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.





Sexual violence

Our staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Legislation

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.

Consent

Consent is about having the freedom and capacity to choose.

Sexual harassment

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. For this policy, reference to sexual harassment, is 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 (we will consider 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:
- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

Our school response to a report of sexual violence or sexual harassment

Our school will follow the guidance set out in part 5 Keeping Children Safe in Education and the DfE guidance Sexual violence and sexual harassment between children in schools and s - May 2018

- Any decisions made upon receipt of a concern will be made on a case-by-case basis by the designated safeguarding lead or deputy who will liaise with social care and or the police if necessary.
- All staff who have a concern regarding sexual violence or sexual harassment will speak with and report their concern to the designated safeguarding lead or deputy immediately
- All victims will be reassured that they are being taken seriously and they will be supported.
- All staff will act in the best interest of the child
- Our staff will be supportive and respectful of the child
- Our staff will listen carefully to the child, they will be non-judgemental and will not ask leading questions
- Our staff will not promise confidentiality and will explain that the information will be shared with those people who will be able to help and progress the report.
- A record of the report will be made. Best practice is to wait until the end of the report and immediately write up a thorough summary. It may be appropriate to make notes during the report however staff must remain engaged with the child, listen very carefully and not be distracted by note taking.
- The record will only include the facts as the child presents them. We understand that the notes should not reflect the personal opinion of the note taker and we are aware that the notes could become part of a statutory assessment by social care or part of a criminal investigation
- Where the concern includes an online element, we know we should not view or forward any images unless there is a valid reason to do so and we will follow the DfE guidance set out in Screening, searching and confiscation (January 2018) advice.





- Where possible we will try to manage and record an initial report with two members of staff present preferably one of them being the designated safeguarding lead or deputy.
- If the designated safeguarding lead or deputy is not involved in the initial report the staff member will speak to the designated safeguarding lead or deputy immediately.

Risk assessment

If we receive a report of sexual violence or harassment, the designated safeguarding lead or deputy will make an immediate risk and needs assessment. This will be considered on a case-by case basis

Our risk and needs assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at our school, especially any actions that are appropriate to protect them

Our risk assessment will either be a written/ an electronic record and will be reviewed and updated regularly. We will continually and actively consider the risks posed to all children/students and we will put adequate measures in place to protect and keep them safe.

Our designated safeguarding lead or deputy will engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments should be used to inform the school's approach to supporting and protecting our children/students and will be used to update our own risk assessment.

Actions to consider following a report of sexual violence and/or sexual harassment

Following a report of sexual violence and/or harassment we will consider:

- the wishes of the victim in terms of how they want to proceed (in an age appropriate way.) This is especially important in the context of sexual violence and sexual





harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;

- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or school or staff; and
- other related issues and wider context e.g. contextual safeguarding.

Managing a report

We will consider every report on a case-by-case basis. When to inform the alleged perpetrator will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, generally, our school/ will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this will not stop our school taking immediate action to safeguard our children, where required.

Our school will consider four likely scenarios when managing any reports of sexual violence and/or sexual harassment.

We will either manage the report:

1. Internally
2. Consider early help
3. Refer to social care
4. Report to the police

Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice and will help shape any decisions regarding safeguarding and supporting the victim.





- The age and the developmental stage of the victim
- The needs and wishes of the victim will be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority will be to make the victim's daily experience as normal as possible, so that our school/ is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape. Support can include: Children and Young People's Independent Sexual Violence Advisors (ChISVAs), Rape Crisis, The Survivors Trust, CAMHS, Rape Crisis centres and the Internet Watch Foundation

Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When ongoing support will be required, we will ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's. We will respect and support this choice.

We understand that a victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While we will avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, we will provide a physical space for victims to withdraw.

We will do everything we reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

Whilst the victim will be given all the necessary support to remain in our school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

If the victim does move to another educational institution (for any reason), the new educational institution will be made aware of any ongoing support needs. The designated





safeguarding lead will take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Safeguarding and supporting the alleged perpetrator

The following principles are based on effective safeguarding practice and will help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

The age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

Consider the proportionality of the response. Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. We will seek advice, as appropriate, from children's social care, specialist sexual violence services and the police.

It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file.

38. Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. A referral to the National Referral Mechanism will be considered by our school. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;





- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

39. Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Our school will use the age appropriate guides to support children, 5-11-year olds. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. Our school will use the Ministry of Justice online child arrangements information tool to support this process and will make this information available to parents and carers if they require our assistance.

40. Children with family members in prison

Some children who attend our school may have a parent who has been sent to prison. Our school will utilise the information NICCO provides designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

41. Domestic Violence and Abuse

Domestic violence and abuse is:

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

- psychological;
- physical;
- sexual;
- financial; and
- emotional





Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Our school will make use of the advice and links available in [Keeping Children Safe in Education](#) (Annex A) to identify children who are affected by domestic abuse and how they can be helped.

Schools should not under the GDPR as supplemented by the Data Protection Act 2018 provide pupils' education data where the serious harm test under that legislation is met. Therefore, in a situation where a child is in a refuge, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied.

42. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. When required our designated safeguarding lead or deputies will obtain contact details and know referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and will not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Our school staff will consider homelessness in the context of children who live with their families, and intervention will be on that basis.

Other types of abuse to be aware of include:

- Bullying including cyber-bullying
- Children Missing education
- Children missing from home or care
- Child sexual exploitation
- Domestic violence
- Drugs
- Fabricated and Induced illness
- Faith abuse
- Female genital mutilation





- Forced marriage
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking

Whilst it is important for our staff to be vigilant regarding the types and signs of abuse at all times it does not necessarily mean that a child or young person has been abused because the signs have been noted or observed. However ALL concerns MUST be shared with the Designated Safeguarding Lead.

43. Site Security

All schools within St Bartholomew's CE MAT provide secure sites which are controlled by precise management directives, but the sites are only as secure as the people who use it. All people on the sites have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- Gates are kept locked* during the school day, visitors gain access through the main entrance.
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. School has a clear system of ensuring staff are to be accompanied/supervised by regulated staff member. Any visitor on site who is not identifiable by visitors pass will be challenged by any staff member and this will be reported to Senior Leadership Team member.
- Parents, carers and grandparents attending functions have access only through the designated and supervised entrances, with tickets (as appropriate) for visitors for appropriate school events
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.





- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- At least two members of staff are always on duty at break times.
- Health and safety audit to be completed annually with risk assessment and will form part of Governors annual report. This will include a fire evacuation risk assessment.
- Risk management of site security is managed by senior leadership/governance, school has a clear system of risk assessments and review timescales of these.

44. Monitoring policy and practice

Our Safeguarding and Child Protection policy and procedures will be reviewed annually or sooner if required. All staff and stakeholders may contribute to the development of our policies and procedures.

Our policy will be published on our website and paper copies are available upon request.





Appendix A – school key safeguarding contact details

****Appendix A reflects personal contact information for key safeguarding staff/Governors etc and is therefore not part of this public document****





Appendix B – actions where there are concerns about a child

Actions where there are concerns about a child





Appendix C – Definitions and Indicators of Abuse

1. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

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

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





2. Physical Abuse

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

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

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. Sexual Abuse

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





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

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

4. Exploitation

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

The presence of any significant indicator for sexual exploitation should trigger a referral to Staffordshire Children’s Social Care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)





5. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

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

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

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





6. Responses from Parents/Carers

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

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

7. Disabled Children

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

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



Appendix D – Dealing with a Disclosure of Abuse

When a pupil tells me about abuse they have suffered, what should I remember?

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you
- Never agree or promise to keep it a secret. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this.
State who this will be and why
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- Tell the child that it is not her/his fault
- Encourage the child to talk but do not ask "leading questions" or press for information
- Use the acronym **T.E.D** : Tell me. Explain. Describe
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Communicate that s/he has a right to be safe and protected
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. (dates, times, names mentioned and to whom the information was passed need to be clearly recorded)
- Use the schools written/electronic recording forms
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible

The information should then be passed, in a timely way, to the DSL/DDS immediately if the child discloses any abuse they have suffered, or may be at risk of suffering. If DSL/DDS is not available, it is the staff member's **responsibility** to make a referral as follows and then inform the DSL at the earliest opportunity:

- **Wolverhampton:** Paul Cooper, 01902 550661 Paul.Cooper@wolverhampton.gov.uk
- **South Staffordshire:** First Response, 0800 13 13 126
www.staffordshire.gov.uk/reportconcern





Appendix E – Allegations about a member of staff, Governor/Director or volunteer

Inappropriate behaviour by staff/Governor/Director/volunteers could take the following forms:

- **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, Governor/Director, visitor or volunteer the HT must be informed immediately. The HT must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The HT should not carry out the investigation him/herself or interview pupils.
3. The HT should exercise and be accountable for their professional judgement on the action to be taken as follows:
- If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the HT will notify the local Designated Officer (Wolverhampton: **01902 550661** / Staffordshire: **0800 1313126**). The designated officer will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within local Social Care to address the needs of children likely to have been affected.



- If the actions of the member of staff/Governor/Director/volunteer, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil, these should be addressed through the school's own internal procedures.
 - If the HT decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file.
4. Where an allegation has been made against the HT/CEO, then the Chair of the Local Governing Board (or Trust Board in the case of the CEO) takes on the role of liaising with the designated officer in determining the appropriate way forward.
 5. Where the allegation is against the sole proprietor, the referral should be made to the LADO directly.





Appendix F – Indicators of vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.

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

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





6. Indicators of vulnerability include:

- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Family members convicted of a terrorism act or subject to a Channel intervention;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

