CHILD PROTECTION & SAFEGUARDING IN SCHOOLS POLICY

September 2021

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

Review Date: September 2022

Contents

Safeguarding and child protection policy procedures

Important Contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	David McMurtrie	Email: david.mcmurtrie@brynmelyncare.com Phone:07577171271
Deputy DSL's	Deborah Dalton	Email: deborah.dalton@brynmelyncare.com Phone:07468859350 Email:
Other contactable DSL(s) and/or deputy DSL(s):	Ann-Marie Delany Group Head of Safeguarding for OFG	Email: Anne-Marie.Delaney@ofgl.co.uk Phone:07553050430
	OFG Safeguarding Team	safeguarding@ofgl.co.uk Phone:0333 015 6292
	Regional Manager	Gemma.mann@wenlockschool.co.uk Phone: 01384 884883

ROLE	NAME	CONTACT DETAILS
Local authority designated officer (LADO)	Shropshire Safeguarding Partnership – First Point of Contact (Compass and Initial Contact Team) Shropshire Safeguarding Partnership – Emergency Duty Team Michelle Taylor Mon – Wed Ellie Jones: Thur , Fri	Phone: 0345 678 9021 Phone: 0345 678 9040 Phone: 0345 678 9021
Prevent Officer	Detective Sergeant Stuart Clark PC Manjit Sidhu	Phone: 01386 591835 Phone: 01386 591815 prevent@warwickshireandwestmercia.pnn.police.uk
Public Protection Unit (West Mercia Police)		Phone: 0300 333 3000
Police Emergency		Phone: 999
Shropshire Early Help https://shropshire.gov.uk/early-help		Phone: 0345 678 9021
NHS Shropshire Clinical Commissioning Group		Phone: 01743 277500 Email: SHRCCG.ShropshireCCG@nhs.net
Governance	Lauren Wright is Regional Director for Smallbrook School is part of Outcomes First Group which owns and runs schools – Options and Acorn care and education group.	Lauren.Wright@ofgl.co.uk

1. Aims

Smallbrook School aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare

- All staff are aware of their statutory responsibilities with respect to safeguarding

- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory framework

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (September 2021 and Working Together to Safeguard Children (2018)), we comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.
This policy is also based on the following legislation:

- Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015,

which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school

- The Children Act 1989 and 2004 - Safeguarding and promoting the welfare of children is defined as; protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Section 3 (5) of the Children Act 1989 states that the law empowers anyone who has care of a child to do all that is reasonable in the circumstances to safeguard his/her welfare
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- Counterterrorism and Security Act 2015 – preventing people being drawn into terrorism and promotion of British values to ensure children are kept safe from radicalisation
- Female Genital Mutilation Act 2003 – Serious Crime Act 2015 - mandatory reporting of FGM from 31st October 2015
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Education and Training (Welfare of Children) Act 2021
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Keeping Children Safe in Education 2021
- [Statutory guidance on the Prevent duty](), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Keeping Children Safe in Education 2021
- The Ofsted Compulsory Childcare Register
- [Shropshire Safeguarding Partnership Threshold Guidance]()

Local Safeguarding Arrangements Shropshire's Safeguarding Partnership (SSP)

The 'Safeguarding Partners' are defined by the Children Act 2004 (amended by the Children & Social Work Act 2017) as the Local Authority, the CCG and Chief Officer of Police, each having 'joint and equal responsibility for the local safeguarding arrangements'.

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

The SSP membership consists of the most senior representatives from each of the above:
- Director of Children's Services, Shropshire Council
- Director of Adult Services, Shropshire Council
- Chief Nurse, Shropshire & Telford & Wrekin Clinical Commissioning Groups

- Chief Superintendent, Telford and Wrekin and Shropshire, West Mercia Police
- Independent Chair
- SSP Business Unit Manager.

3. Definitions

Safeguarding and promoting the welfare of children means:

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

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

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

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

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

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

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

4. Equality statement

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

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

5. Roles and responsibilities

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

5.1 All staff

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

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

- Staff Code of conduct
- Safer Recruitment
- Acceptable use Policy Staff/Pupils
- Preventing Extremism and radicalisation Policy
- Attendance Policy
- Anti-bullying Policy
- Sexting in schools and colleges guidance
- Behaviour Policy
- Children who go missing from education Policy
- Peer on Peer abuse Policy
- Understanding of Contextual Safeguarding

All staff will be aware of the role and identity of the designated safeguarding lead (DSL) and deputies, and the safeguarding response to children who go missing from education along with:
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

Section 13 of this policy outlines in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. At Smallbrook School the DSL is David McMurtrie Deputy Head Teacher. The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of hours the DSL can be contacted via e mail: David.mcmurtrie@brynmelyncare.com or mobile: 07577171271

When the DSL is absent, the deputies listed below will act as cover the duty DSL will be made clear at morning briefing:
- Deborah Dalton

If the DSL and deputies are not available, our safeguarding team can support: safeguarding@ofgl.co.uk

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Making a holistic approach to meet a child's needs Liaising with mental health leads and support where there are safeguarding concerns
- Promoting educational outcomes by knowing the welfare, safeguarding and child protection issues Promoting supportive engagement with parents/carers
- Ensuring that the school or college knows who its cohort of children who currently need a social worker are
- Supporting teaching staff to feel confident to provide additional academic support or reasonable adjustments to help children who need, or have needed, a social worker to reach their potential
- Liaison with Local Safeguarding Board and Local Authority Designated Officer
- Liaison with Clinical Services both internal and External (CAMHS)

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

This is transferred separately from the main pupil file, ensuring secure transit, and confirmation

of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

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

5.3 The Proprietor / Regional Director

The above will approve this policy at each review, ensure it complies with the law and hold the head teacher to account for its implementation.

The proprietor will appoint a senior board level lead (Lauren Wright Regional Director) to monitor the effectiveness of this policy in conjunction with the proprietor, and provide regular safeguarding specific supervisions to the DSL and or deputies.

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

The proprietor/Regional Director will read Keeping Children Safe in Education. Section 13 has information on how they are supported to fulfil their role.

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

Governing bodies and proprietors, working with the senior leadership team and especially the designated safeguarding lead, should ensure that those staff who do not work directly with children read either Part one or Annex A. All Designated Safeguarding Leads, management and governing bodies should read KCSiE 2021 in its entirety.

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

5.4 The head teacher

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

6. Confidentiality

All records will be stored in a separate confidential file in a locked, secure place with restricted access. When a child/pupil transfers to another School/College within this or another authority, the confidential information held is forwarded under confidential cover and separate from the child's/pupil's main file to the DSL for child protection in the receiving School/College as soon as this forwarding information is obtained.

This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt is obtained

Smallbrook School use a secure system to record safeguarding concerns, In addition to the child protection file the DSL will consider sharing information with the new setting/school/college in advance of a child leaving.

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

When information is being accumulated prior to possible referral we will start a chronology of events (appendix1)

The designated lead will regularly review all child protection chronologies, and bring same to BMC safeguarding senior meetings, to decide if the accumulation of events is having a detrimental impact on a child and must be referred to the safeguarding partners. If the designated lead decides not to refer, the reason will be noted on the concern log with detailed explanation of the reasons for no referral and evidence appended if appropriate.

Records are audited monthly and statistical data and trends recorded in the head teacher's board report. DSL will also review monthly with Regional Director in supervision and attend companywide safeguarding meetings. Weekly meetings between the DSL/ Deputies will review those students identified as vulnerable pupils. DSL or deputy is responsible for referral to the 3 partners and to ensure any communication meets the GDPR and confidentiality requirements where relevant.
It should be noted that:

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

- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff in section 11.1

7. Contextual Safeguarding

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

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

7.1 Importance of Context

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

7.2 Peer Relationships

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

7.3 Contextual Safeguarding – Areas of Risk

Contextual Safeguarding is applicable to a wide range of risks which can potentially cause significant harm to children and young people where the prime cause of harm is outside of the family. This includes:
- peer on peer and relationship abuse
- criminal/ sexual exploitation/ online abuse
- missing episodes
- risks associated with gangs
- risks associated with radicalisation
- safeguarding risks in public spaces

- trafficking and modern slavery

7.4 Contextual Safeguarding and the Child Protection System

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

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

The contextual approach seeks to identify the ways in which professionals, adults and young people can change the social conditions of environments in which abuse has occurred and then hold them responsible for making these changes.

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

8. Recognising abuse and taking action

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

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

in an emergency take the action necessary to help the child, for example, call 999 Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

In the case of a concern about the welfare of a child:
- Report your concern to the DSL immediately in person, (e mails are not to be sent raising concerns about a child's welfare) who will support you to complete a concern log (appendix 3) If staff are working on off site activity/trips then they should immediately contact the DSL in the event of a concern. All staff have access to BMC mobile phones and can call the DSL out of hours if needed.
- If the DSL or deputy is not able to be contacted ensure action is taken to report the concern to the Regional Director.
- do not start your own investigation

- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Seek support for yourself if you are distressed.
- If staff need to report directly to COMPASS (Shropshire initial point of contact team) refer to page 15 for process and key numbers.

Local partner arrangements for making a referral directly:

These arrangements should be used in conjunction with the Thresholds document 'Accessing the Right Service at the Right Time'(appendix 4) in order to support you to make a good quality referral to Children's Social Care, and with reference to pg 12 for advice and contact details.
For further advice the following links are useful:

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

8.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:
- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

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

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

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

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are explained at https://www.gov.uk/government/publications/female-genital-mutilation-leaflet (appendix 5)

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

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

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

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that s pupil aged 18 or over appears to have been a victim of FGM must speak to the DSL and follow our local safeguarding procedures.
We may not seek parental consent if this may put the girl at increased risk.

Domestic abuse and honour-based violence

- Children living in households where there is domestic abuse such as coercion or violence, including honour-based violence, could be at significant risk of harm. We will seek support for victims and their children through Compass.

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

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

The diagram on page 15 illustrates the procedure to follow if you have any concerns about a child's welfare.

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

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

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

Early help

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

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

Referral

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

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.
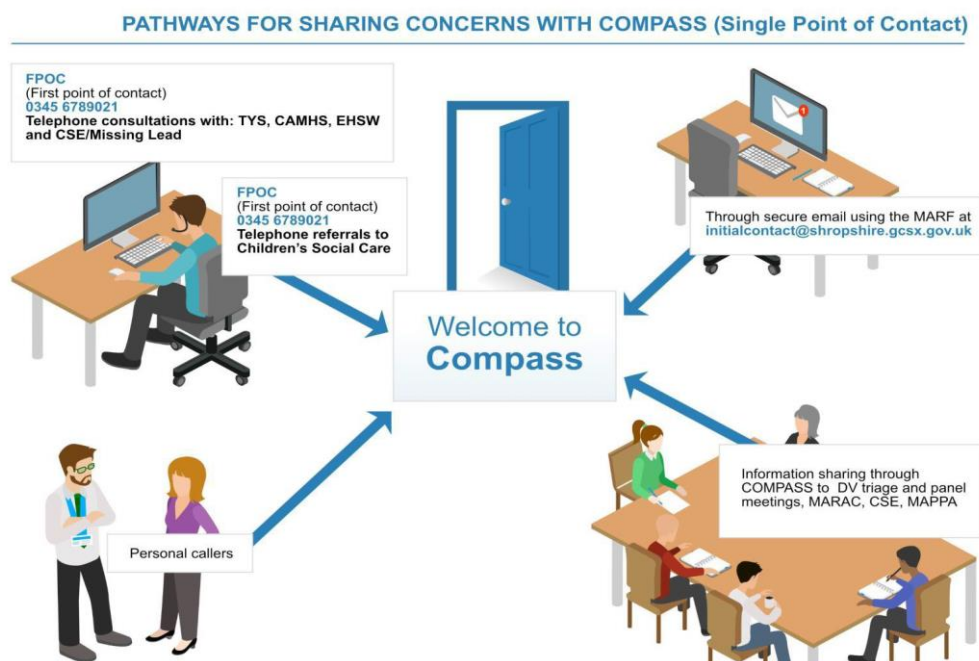
The local **authority** will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the **referral** must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

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

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

Further **information** about Early Help can be found at: http://www.shropshire.gov.uk/early-help/ *At this level parents will always be consulted before we contact another agency and their written consent gained before any action is taken.*

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

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

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

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

Welcome to Compass

Personal callers

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

Key Contacts
- First Point of Contact (FPOC) (Compass and Initial Contact Team) - 0345 678 9021
- Emergency Duty Team - 0345 678 9040

- Police – 101 or if you think a child is in immediate danger, call the emergency services on 999.
- Shropshire Early Help - Earlyhelp@shropshire.gov.uk

See Appendix 6 Accessing the right service at the right time

8.5 Preventing Radicalisation (Extremism / Radicalisation / Terrorism / Prevent Duty / Channel

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

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

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

- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

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

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

Prevent Duty

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the PREVENT duty. It requires schools to:

- Teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.

- Be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

- Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

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

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

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

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

The **Department** for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.
In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related 7.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the head teacher. If the concerns/allegations are about the head teacher, speak to the proprietor or Regional Director.

Channel

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

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

of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives. Statutory guidance on Channel is available at: Channel guidance.

The head teacher/proprietor will then follow the appropriate procedure.
Please refer to Prevent and Radicalisation Policy for further information

8.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the Designated safeguarding lead. If the concerns/allegations are about the Designated lead speak to the head teacher. Should you have concerns about the Head teacher speak to the Regional Director Melissa Johnson. Staff can also go directly to LADO via compass should they need to. Refer to section 7.1 for further information.

8.7 Allegations of abuse made against other pupils (Peer on Peer Abuse)

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

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

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
• Is serious, and potentially a criminal offence
• Could put pupils in the school at risk
• Is violent
• Involves pupils being forced to use drugs or alcohol
• Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

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

Compliance with the Public-Sector Equality Duty (PSED) is a legal requirement for schools and colleges that are public bodies.

Under the PSED, schools and colleges that are public bodies have a general duty to have regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance

equality of opportunity between different groups and to foster good relations between different groups. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications such as, for example, the elimination of sexual violence and sexual harassment.

Smallbrook School will ensure that the following areas are covered within the curriculum to try and minimise the risk of peer on peer abuse:
- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- Addressing cultures of sexual harassment.

Schools often deliver this currently, through planned, high-quality, Sex and Relationship Education (SRE) and Personal, Social, Health and Economic (PSHE).

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

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

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

Staff must be able to use their professional judgement in identifying when what may be perceived as "normal developmental childhood behaviour" becomes abusive, dangerous and harmful to others.
Designated leads may need to consult with the SSCB Threshold document (appendix 4)to help with their decision making as well as Brook Traffic Light Tool.

Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice and will help our decision-making process regarding safeguarding and supporting the victim.
We will:
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse;
- Consider the needs and wishes of the victim. The victim will be listened to and acknowledged. It is important they feel in as much control of the process as is possible. Where a pupil feels

able to deal with the incident on their own or with support of family and friends, the pupils will continue to be monitored and offered support should they require it in the future;

- Ensure that the victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report;
- Consider interventions that target a whole class or year group e.g. work on cyberbullying/relationship abuse etc;
- Support the child in improving peer group relationships where bullying is a factor in the abuse and consider restorative justice work with all those concerned;
- Ensure that sensitive issues are explored through the use of the curriculum (PSHE and Sex and Relationships Education).

Safeguarding and supporting the alleged perpetrator,

The following principles are based on effective safeguarding practice and will support our decision-making process regarding safeguarding and supporting the alleged perpetrator. In relation to this we will consider:

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

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

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

Your responsibilities when responding to an incident

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

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

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

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, care manager or other professional.
- Whether to contact parents or Care Manager/Regional Director of the pupils involved (in most cases parents or Care Manager/ Regional Director should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

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

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

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.
They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

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

Informing parents/carers

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

Referring to the police

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

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

Curriculum coverage

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding, or providing such images, including when it is and is not abusive.
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident. For further information please refer to appendix 6 NCA Sexting in schools and colleges responding to incidents and safeguarding young people.

8.9 Peer on Peer Abuse

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

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence,
  - such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
  - sexual harassment,
  - such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
  - sexual or sexist name calling
  - inappropriate or unwanted sexualised touching
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
  - (also known as sexting or youth produced sexual imagery);
- upskirting,
  - which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- sexting (also known as youth produced sexual imagery);
- revenge porn

Please see the Peer on Peer abuse Policy for further information.

9 Further Specific Safeguarding Issues

9.1 CCE Child Criminal Exploitation

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

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

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

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation

- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate. Further information about CCE are including definitions and indicators is included in KCSIE Annex B.

9.2 CSE Child Sexual Exploitation

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

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

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

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

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or display sexual behaviour beyond expected sexual development or becoming pregnant
- Children who have been exploited will need additional support to help maintain them in education.

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

CSE can affect any child, who as been coursed into engaging in sexual activities. This incudes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited. E.g. They believe they are in a genuine romantic relationship. Further information about CSE including definitions and indicators can be found in Annex B of KCSIE 2021.

9.3 Serious violence

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

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

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

9.4 County Lines

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

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

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

9.5 Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse,

radicalisation, FGM or forced marriage. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

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

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

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

9.6 Modern Slavery and the National Referral Mechanism

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

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

9.7 Child on Child Sexual Violence and Sexual Harassment

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

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

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an

important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

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

But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

Part five alongside the Departmental advice: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges it contains further detailed information on:

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

Smallbrook School DSL, senior leadership team and DDSL all utilize the governments Sexual Violence and Sexual Harassment between children in schools and colleges for additional advice. See Appendix 4 for further information on Sexual Violence and Sexual Harassment.

9.8 Child Abduction and Community Safety Incidents

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

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. Smallbrook School is an independent Specialist School in a rural part of Shropshire. All members of staff are aware that the school site should remain secure at all times to ensure any

unwanted person or persons accessing the site. Only visitors who have a pre-arranged appointment with the appropriate identification are allowed on site.

10 Mental Health

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

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

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

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. Staff should report concerns through the usual safeguarding reporting process.If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.
If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans.

10.1 Promoting positive mental health and resilience in School

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional well-being and resilience of all students and staff,

as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resilience. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

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

11. Notifying parents / carers

Where appropriate, we will discuss any concerns about a child with the child's parents/carers.

The DSL will normally do this in the event of a suspicion or disclosure.

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

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

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

12. Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionally impacted by behaviour such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead and the SENCO Cheryl Mathews

13. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

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

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

14. Looked-after and previously looked-after children

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

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed an appropriately trained teacher, Cheryl Matthews / SENCO, to take the lead on promoting the educational achievement of looked-after and previously looked-after children.

As part of their role, they will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children

15 E Safety

15.1 Mobile phones and cameras

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

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

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

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

15.2 Online Safety

There is a whole school approach to online safety to help equip pupils with knowledge and understanding to stay safe online. The school helps and supports its pupils to recognise and avoid online safety risks and to help build their digital resilience. This is integrated into everyday learning and covered in detail as part of the RSHE curriculum. There are a range of resources to provide support for online safety in schools at:
https://www.childnet.com/teachers-and-professionals

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

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the

intention to groom or exploit them for sexual, criminal, financial or other purposes'.

- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying;

- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

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

The Outcomes First Group requires safe and secure systems to be put in place within schools that limits the exposure to such risks. Please see the Group Web Filtering Policy that is updated for schools each year and the Group's Staying Safe Online Policy.

KCSIE (2021) states that the school should have a clear policy on the use of mobile and smart technology. Schools are required to develop a local policy.

If a member of staff has reason to believe that a child or young person is experiencing harm or is at risk of harm, the reporting process set out in this policy in Section 10 must be followed immediately.

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

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

Digital technology and its related risks are developing rapidly. An annual review of the school's approach to online safety will take place, supported by an annual risk assessment that considers and reflects the risks children face.
The UKCIS external visitors' guidance highlights a range of resources which can support educational settings to further develop a whole school approach towards online safety: https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings See E Safety Policy for further information and guidance.

15.2 Remote Learning

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

Acorn Digital Learning have produced a Live Online Risk Assessment, and Student Remote Learning policy and template, that have been shared with all Outcomes First Group schools and can be utilised as required.

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

The guidelines for digital leaning below must be followed:

- Ensure parents and carers are aware of online safety advice and resources such as Thinkuknow and Safer Internet Centre

- If staff are concerned about a comment made online by a pupil or the work they share, the staff member should take a screen shot and report it to the DSL.

- Staff and pupils should be fully dressed and take into account the background/ surroundings. Staff should use a communal area, and anything in the background that could cause concern or identify family members/ personal information, should be removed or a sheet should be used.

- The teacher may need to give guidance to pupils to remove items from view. If a pupil is inappropriately dressed or in an unsuitable setting (e.g. a bedroom) they must be removed from the video call.

- Staff must not enter into one-to-one tuition voice or video call with an individual pupil or student without SLT agreement. If there is a need for single pupil interaction, please ensure that a colleague is added to the call, or that a parent is present with the pupil

- If a staff member urgently needs to call a parent or pupil from their personal phone, the number must be withheld by dialling 141 first and a record of the call must made (e.g. an email to the Headteacher, Deputy Headteacher or DSL to explain the purpose of the call and any actions taken as a result of it)

- Home filters may block different content at a different level to the school's filtering software; if this appears to be the case for one pupil in the group the teacher should revert to or suggest an alternative resource.

- Take care that any material provided to students to watch is age and developmentally appropriate. For instance, do not ask Year 9 pupils to watch a film with a 15 rating.

- Staff should model good online behaviour in all ways, including the language used to interact with pupils and colleagues, which should be respectful at all times

- School leaders should make clear to staff the operating times for online learning (for example, only during the normal school day); no staff member should engage with or respond to any pupil outside these times.

- Clear guidelines for students connecting to a virtual classroom session will be given by the school and the teacher will check their understanding.

- The same principles apply to virtual meetings between staff and parents as face-to-face meetings

Home visits

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

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

You should discuss and assess those risks with the appropriate local authority.
See Remote Learning Policy for further information guidance

15.3 Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;

- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,

- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

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

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

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

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

16 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 7)

16.1 Whistle-blowing

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

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

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

 Refer to BMC whistleblowing policy appendix 8

17. Record-keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern;

- details of how the concern was followed up and resolved;

- a note of any action taken, decisions reached and the outcome.

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

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

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

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

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

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

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

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file with transfer note appendix 9 In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

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

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

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

› Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks

18. Training

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

Smallbrook school will provide all staff with training relevant to their employment to ensure that the quality of pupil learning is enhanced and standards raised in accordance with current best practice. Such training and development to be coordinated within the school development plan and to be managed within the resources available to the school, in conjunction with the Learning and development department (see appendix 10 for L&D policy)

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

18.1 All staff

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

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Visitors (including contractors) will receive a Smallbrook safeguarding guide (appendix 11) and will wear a visitor badge and lanyard to ensure clear identification. Visitors will be required to produce valid I.D. before being admitted to school. They will also need to be accompanied on site at all times. All staff and visitors will sign in and out via the electronic system. Staff are reminded regularly to challenge any person on site without a lanyard and Smallbrook issued I.D. Badge and to ensure all visitors report to reception and staff are required to follow the above procedures.

18.2 The DSL and [deputy/deputies]

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

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). The DSL will attend BMC safeguarding monthly meeting and will receive monthly safeguarding supervision from Regional Director

18.3 Proprietor / Regional Director

The Proprietor will receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

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

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

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

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

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

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

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

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

18.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures. A suitable qualified member of the BMC HR department will be invited to sit on panels. Smallbrook school will follow BMC safer recruitment policy (appendix 12)

18.5 Alternative Provision

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

Smallbrook School ensures that any alternative provision used for pupils is quality assured. A quality assurance checklist (Appendix 5) is used to evidence that safeguarding procedures are being followed and the necessary vetting checks for staff at the Alternative Provision have been undertaken.

19. Monitoring arrangements

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

20. Links with other policies

This policy links to the following policies and procedures:

- Staff (behaviour/code of conduct / Whistle blowing)
- Positive behavior support policy
- Complaints
- Health and safety
- Attendance
- E-Safety
- Equality
- Sex and relationship education
- First aid
- Curriculum
- Privacy notices
- Peer on Peer Abuse
- Children who go missing in education
- Part 1 KCSIE
- Annex B KCSIE
- RSHE Policy
- Attendance
- Preventing Extremism and Radicalisation

Appendix 1: types of abuse

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

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

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

Emotional abuse may involve:
- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:
- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

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

Appendix 4: specific safeguarding issues

Domestic abuse

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

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

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

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

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

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL [and deputy/deputies] will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

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

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

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

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

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

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

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

Indicators that FGM has already occurred include:

> A pupil confiding in a professional that FGM has taken place

> A mother/family member disclosing that FGM has been carried out

> A family/pupil already being known to social services in relation to other safeguarding issues

> A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable

- Finding it hard to sit still for long periods of time (where this was not a problem previously)

- Spending longer than normal in the bathroom or toilet due to difficulties urinating

- Having frequent urinary, menstrual or stomach problems

- Avoiding physical exercise or missing PE

- Being repeatedly absent from school, or absent for a prolonged period

- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour

- Being reluctant to undergo any medical examinations

- Asking for help, but not being explicit about the problem

- Talking about pain or discomfort between her legs

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

> The girl's family having a history of practising FGM (this is the biggest risk factor to consider)

> FGM being known to be practised in the girl's community or country of origin

> A parent or family member expressing concern that FGM may be carried out

> A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

> A girl:

- Having a mother, older sibling or cousin who has undergone FGM

- Having limited level of integration within UK society

- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"

- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period

- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM

- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)

- Being unexpectedly absent from school

- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced marriage

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

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

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

The DSL will:

> Speak to the pupil about the concerns in a secure and private place

> Activate the local safeguarding procedures and refer the case to the local authority's designated officer

> Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk

> Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

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

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

> **Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;

- Causes serious damage to property; or

- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

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

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

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

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves

- Becoming susceptible to conspiracy theories and feelings of persecution

- Changes in friendship groups and appearance

- Rejecting activities they used to enjoy

- Converting to a new religion

- Isolating themselves from family and friends

- Talking as if from a scripted speech

- An unwillingness or inability to discuss their views

- A sudden disrespectful attitude towards others

- Increased levels of anger

- Increased secretiveness, especially around internet use

- Expressions of sympathy for extremist ideologies and groups, or justification of their actions

- Accessing extremist material online, including on Facebook or Twitter

- Possessing extremist literature

- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

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

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

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.
If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.
Visitors are expected to sign the visitors' book and wear a visitor's badge.
Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or

- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will

carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will:
Staff members will always stay with the children until they are collected. Arrangements will always be made in conjunction with the child's primary carers, to ensure they are always collected after school. If there is a situation where carer's are unable to get to the school then other arrangements will be made for one of our school members of staff to take the young person home to their carer's / parents / foster parents.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:
Contact the relevant professionals relating to the child ie. Care Manager, Foster Parents, social worker.

The child's risk assessment and missing from care protocols will be followed and the Police to be informed depending on the risks associated with the child.

Child on Child Sexual Violence and Sexual Harrasment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

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

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

Staff should be aware of the importance of:

- Challenging inappropriate behaviours;
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing

up", "just having a laugh" or "boys being boys"; and,

- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. What is sexual violence and sexual harassment? Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happenboth inside and outside of school/college.

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

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

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom.
Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.
Further information about consent can be found here: Rape Crisis England & Wales - Sexual

- A child under the age of 13 can never consent to any sexual activity

- The age of consent is 16;

- Sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual

harassment, we do so in the context of child on child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

Sexual "jokes" or taunting;

Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. 139 It may include:

Consensual and non-consensual sharing of nude and semi-nude images and/or videos. 140 As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence

sharing of unwanted explicit content;

- upskirting (is a criminal offence);

- sexualised online bullying;

- unwanted sexual comments and messages, including, on social media;

- sexual exploitation;

- coercion and threats.

Extra-familal harms

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to), sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Appendix 5: Alternative Provision Quality Assurance Checklist

Alternative Provision Quality Assurance Checklist			
Name of alternative provision:			
Name of person completing checklist (from host school):			
If the alternative provision hasn't been quality assured by the Local Authority or another recognised provider the host School must quality assure the placement. This quality assurance document must be completed prior to working with a new alternative provision and **annually** thereafter.			
		On file/ evidence of check	Date & Initial
1	Has the provision been quality assured by the Local Authority? Y/N If so, written evidence must be obtained evidencing quality assurance.		
2	Is the alternative provision registered as an independent school with the DfE? Y/N The criteria to be registered as an independent school is that; - full-time[1] education is provided for five or more pupils of compulsory school age Or -full-time education is provided for one or more pupils with an EHC plan or who is "looked after" by a local authority 1 - There is no legal definition of what constitutes 'full-time' education. However, DfE would consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child's education.		
3	What is the provider's DfE number? (If applicable)		
4	Copy of signed Service Level Agreement (SLA) /contract (attached)		
5	Is there a clear governance structure within the Alternative provision? Y/N		
6	Does the referral process include the requirement for a detailed pupil profile from the host school prior to agreement of placement? Y/N		
7	Pupil's attendance should be monitored daily. Is this included in the SLA? Y/N Copy of providers Attendance policy attached.		
8	Is there a procedure for when pupils fail to attend? Y/N		
9	Is there adequate access to resources for all pupils who access the provision? Y/N		
10	Is there inclusive practice with regards to positive behaviour management, attendance and punctuality? Y/N - Pro-actively promote and support the regular attendance of pupils		

	- Effective reward/incentive strategies to promote participation		
11	Is there regular assessment and review of pupil progress? Y/N Provision agree to share weekly progress reports		
12	Are risk assessments completed for activities that pupils may undertake? Y/N (copy attached)		
13	Is there a full and clear pupil induction procedure regarding health and safety and fire evacuation? Y/N		
14	Are there robust procedures in place to safeguard children in line with KCSIE? Y/N Copy of providers Safeguarding/Child protection policy attached.		
15	Has evidence of staff receiving accredited child protection training been seen? Y/N Has evidence of DSL receiving training for their role been seen? Y/N Have contact details for DSL been provided? Y/N (attached).		
16	Copy of public liability insurance document attached.		
17	Is there a policy for when members of staff are working alone with pupils? Y/N (copy attached)		
18	Does the provider have an ICT policy that includes mobile phones? Y/N (copy attached)		
19	Copy of health and safety policy attached.		
20	Has written confirmation from the provider that staff vetting checks have been undertaken been received? Y/N Checks include; • an identity check; • a barred list check; • an enhanced DBS check/certificate; • a prohibition from teaching check; • further checks on people who have lived or worked outside the UK • a check of professional qualifications, where required; and • a check to establish the person's right to work in the United Kingdom. Has confirmation of these checks been added to the host school Single Central Record on the agency tab?		
21	Is there a Designated First Aid Officer and suitable equipment available? Y/N - Qualified First Aiders identified - Recording system for accidents including informing host school and home - Historical or current RIDDOR investigations - Evidence of full first aid kit		
22	Has confirmation been received from the provider that a representative will attend or contribute to multi-agency meetings (e.g. Child protection conferences and core group) when necessary? Y/N		

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

Action reference number.	Area for improvement	Intended action

Signed by host school _____Date _____

_____

Signed by Alternative Provision_____Date_____

_____

Appendix 6: Decision making – 'Accessing the right service at the right time'

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

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

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

Level 1 – Universal

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

Consent must be sought to access services and share information with others. Any information sharing between agencies without consent must be clear as to its legal basis.
Ensure privacy information is shared with the family and a consent form completed.
Support is provided by services identified as universal in local communities and are available to all. These include: schools, colleges, early years and childcare provision, primary healthcare provision (i.e. GP, hospitals), and the voluntary and community sector.
Universal support will most likely be provided by a single agency and/or existing support from family, friends, the community.
It is these Universal Services who are best placed to ensure children and families have access to the Early Help Offer. The needs of the child/young person are appropriately met within this framework.
Universal Services are constant and remain involved if/when the child/family move up to other levels of need.

Level 2 – Children in need of Early Help

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential.
Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child.
In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child.
Early Help aims to provide a multi-agency response when a single agency is not able to progress and help the child and their family.
The existing single agency or multi-agency team should work with the family and each other to complete a Whole Family Assessment and Action Plan.

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

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

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

Level 3 –Targeted Early Help

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

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

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

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

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

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

Level 4 – Complex Significant Needs

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

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

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

Child in Need

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

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

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

and/or;

• They are disabled.

Child Protection

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

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

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

• Place any other person at risk of injury; or

• Obstruct or interfere with any potential Police investigation; or

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

Guidance for assessment practice can be found on page 13 of the Shropshire Threshold document. (Taken from: Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire 2021) *Threshold Document*

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

Practitioners working with families at a Universal, Early Help or Targeted level will need to obtain the consent of the family before any information is held or shared with other agencies. If the practitioner does not gain the family's consent and in future has ongoing concerns, they should consider contacting Compass for advice and guidance. Except for child protection matters, referrals to Compass cannot be accepted without parents having been consulted first.

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

- Place the child at increased risk of Significant Harm; or

- Place any other person at risk of injury; or

- Obstruct or interfere with any potential Police investigation; or

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

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

- If it is felt that the child's needs can be met through Early Help, then discussion with the family should take place about the completion of an Early Help Assessment and provision of services through an Early Help Plan. Early help consultations are available from the Early Help Advisors for support in managing these situations.

- For another agency familiar with the child and family to make the approach about information sharing to the family.

- No assessment should take place. The rational for this decision will be recorded on the concerns form.

- The combination of the concerns and the refusal to consent to enquiries being made may result in the concerns being defined as child protection concerns. In this case, information sharing may proceed without parental consent. The consultation and the decision to proceed without consent must be recorded on the case papers.

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

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

Position: Headteacher		Date Policy Adopted: **15/10/19**
Signature	Date: **03/09/21**	Date Policy Updated: **15/09/20**
Position Proprietor / Regional Director		Date Policy Updated: **03/09/21**
Signature Mel Jousa	Date: 03/09/2021	Date Policy Review: **Sept 2022**

Position: Headteacher		Date Policy Adopted: **15/10/19**
Signature:	Date:	Date Policy Updated: **15/09/20**
Position Proprietor / Regional Director		Date Policy Updated: **03/09/21**
Signature	Date:	Date Policy Updated: **04/05/2022**

Policy Reviewed:	M Rawsthorne	Signature	Date

Next Review Date:	23/09/20	MR	23/09/19
Interim Review Comments: Re-write of the safeguarding policy to reflect changes in KCSIE 2019 / Safeguarding updates			

Policy Reviewed By:	C Seretny	CRS	15/10/19
Next Review Date:	Sept 2020		
Interim Review Comments: 5.1 added Peer on Peer Abuse Separate Policy 17.7 - added Peer on Peer Abuse please sse separate policy and Peer on Peer Abuse in 15 Links with other policies. Re format of Policy.			

Policy Reviewed By:	C Seretny	CRS	26/03/20
Next Review Date:	Sept 2020		
Interim Review Comments: Changed the DSL – due to Deputy head teacher leaving the school. Updated the link to COVID 19 Addendum			

Policy Reviewed By:	C Seretny	CRS	29/04/2020
Next Review Date:	Sept 2020		
Interim Review Comments: amended with DDSL			

Policy Reviewed By:	C Seretny	CRS	15/09/20
Next Review Date:	Sept 2021		
Interim Review Comments: Policy updated in relation KCSI 2020 -			

- Updated definition of safeguarding (Page 6)
- Headteacher responsibility added (ratios) due to KS2 provision (Page 10)
- mental health (Page 18)
- emphasising the important role of governors in robust safeguarding
- children who have a social worker (Page 26)
- Looked after and previously looked after children (Page 28)
- safer recruitment (including supply teachers)
- role of the Designated Safeguarding Lead (Page)
- Appendix 1 put into document
- Governance update (January 2021)

Policy Reviewed By:	C Seretny	CRS	20/07/21
Next Review Date:	Sept 2021		
Interim Review Comments: Policy updated in relation to:			

- Updated to new role for Operations Director now Regional Director / Proprietor.
- Review of Contextual Safeguarding – Legal and Policy Framework 2020.
- Updated Contextual Safeguarding within serious violence, record keeping and peer on peer abuse.
- Update of Contextual Safeguarding Overview in relation to 2020 update.

Policy Reviewed By:	C Seretny	CRS	03/09/22
Next Review Date:	Sept 2022		

Interim Review Comments: Policy updated in relation KCSI 2021:

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

Policy Reviewed By:	A.Huxley & D.Dalton		05/05/2022
Next Review Date:	Sept 2022		

- **Policy amended to reflect the changes in DSL and DDSL's**
- **Policy amended to reflect new changes regarding regional director**
- **Policy amended to reflect new changes regarding OFG**