



# Child Protection and Safeguarding Policy

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## 1.0 Principles

1.1 The DfE recently published new national data on the characteristics of children in need (Characteristics of children in need: 2016 to 2017, DfE). The concerning levels of need amongst children in England reinforces the importance for all WMAT schools to comply with the systems and procedures outlined in this policy.

- The number of children in need at 31st March 2017 is 389,430.
- The age split of children in need at 31st March 2017 also remains broadly similar to previous years, with the largest age group being those aged 10-15 years accounting for 31.2% of children in need. Children aged under 5 account for 23.1%; those aged 5 – 9 24.8%.
- Abuse or neglect (52.3%) was the most common primary need at assessment for children in need at 31st March 2017
- The most common three factors identified at the end of a needs' assessment were domestic violence (50%), parental mental ill-health (40%) and emotional abuse (20%).
- The number of children who were the subject of a child protection plan at 31st March 2017 continues to increase

1.2 WMAT takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. "The welfare of the child is paramount." Children Act 1989.

1.3 All action is taken in line with the following legislation/guidance:

- South West Child Protection Procedures (SWCPP)
- The Children Act 1989 and 2004
- The Children and Families Act 2014
- The Children and Social Care Act 2017
- Section 175 Children Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Human Rights Act 1998
- The Equality Act 2010
- Public Sector Equality Duty
- The Counter Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003
- Keeping Children Safe in Education 2018
- Working Together to Safeguard Children 2015
- Safeguarding Children and Safer Recruitment in Education 2007
- Local Safeguarding Children Board Guidance
- Guidance for Safer Working Practices 2015

- Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation 2017 The Prevent duty – Advice for schools and childcare providers 2015
  - What to do if you're worried a child is being abused 2015
  - Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015
  - Sexual Violence and Sexual Harassment 2017
  - Sexting in schools and colleges: Responding to incidents and safeguarding young people 2016
  - Searching, screening and confiscation 2018
  - Prevent and tackling bullying 2017
- 1.4 WMAT will follow procedures set out by the Local Safeguarding Children Board and take account of further guidance issued by the DfE, and the Local Authority (LA).
- 1.5 This policy applies to all members of the Trust/school community i.e. directors (sometimes referred to as trustees), governors, employees, casual workers, volunteers, agency workers, consultants/3rd parties engaged by the Trust/schools, and they are responsible for adhering to and acting in accordance with the requirements of the policy. WMAT schools are encouraged to edit the policy prior to adoption by the Academy Governance Committee to ensure local procedures and protocols can be reflected.
- 1.6 We recognise that staff, because of their contact with and knowledge of children in their care, are well placed to identify abuse and offer support to children in need.
- 1.7 As part of the ethos of WMAT, the staff and governors of each school are committed to:
- ensuring each school practises safer recruitment in checking the suitability of staff and volunteers to work with children;
  - ensuring each school has a Designated Safeguarding Lead (DSL) for Safeguarding/child protection and a Deputy DSL who has received appropriate training and support for this role. Details of the members of staff allocated to these roles at IKB can be found in **Appendix A**;
  - ensuring that all staff and volunteers understand, and adhere to, the WMAT's Code of Conduct;
  - establishing and maintaining a safe school environment in each school, where all pupils feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
  - supporting children who have been abused, and carrying out specific actions in accordance with the agreed child protection plan;
  - including opportunities in the curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;
  - ensuring all teaching and support staff are aware of signs and symptoms of physical, sexual, emotional abuse and neglect and know the correct procedure for referring concerns, or reporting allegations against staff, in line with Keeping Children Safe in Education 2018 and the Local Authority Managing Allegations procedures, and receive appropriate training to enable them to carry out these requirements. An aide memoire for staff to be used by all WMAT schools can be found in **Appendix B**;

- ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the DSL or Deputy DSL;
  - exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;
  - encouraging and supporting parents/carers, working in partnership with them.
- 1.8 The WMAT recognises that it is an agent of referral and not of investigation.
- 1.9 The WMAT Child Protection and Safeguarding should be read in conjunction with other relevant policies.
- WMAT Health and Safety Policy
  - WMAT Safer Recruitment: Recruitment and Selection Policy
  - WMAT Escalation/Resolution Policy
  - WMAT Policy for managing allegation of abuse against staff
  - WMAT Code of Conduct for Safer Working Practices
  - WMAT Concern at Work Policy (whistleblowing)
  - WMAT Equal Opportunities Policy
  - WMAT Physical Restraint Policy
  - WMAT Online Safety Policy
  - WMAT Educational Visits Policy
  - **IKB** Self Harm Policy
  - **IKB** Attendance Policy
  - **IKB** Behaviour for Learning Policy
  - **IKB** Anti-bullying Policy
  - **IKB** Support for Student with Medical Conditions Policy
  - **IKB** PSHE Policy
  - **IKB** Off Site Education Policy
  - **IKB** ) Social Media Policy
  - **IKB** Safeguarding on Work Placement Policy

## 2.0 Types of Abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Further information in relation to these areas can be found in **Appendix C**. This guidance in relation to the types of abuse is in line with the guidance provided in 'What to do if you're worried a child is being abused' 2015.

### 2.1 Specific Safeguarding Issues

Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect. Keeping Children Safe in Education 2018 states that staff should be alert to a number of specific safeguarding concerns. It is important that members of staff are aware and know how to respond to the specific safeguarding issues that are detailed in **Appendix C**.

## 2.2 Guidance for all staff in WMAT - Reporting a Concern

Key points to remember for reporting a concern are:

- in an emergency take the action necessary to help the student, for example refer the student to the school first aider for medical treatment and/or report your concern to the DSL or Principal/Headteacher immediately
- complete a Student Welfare Concern Form (**Appendix D**) and hand it to the DSL or Deputy DSL at the earliest opportunity. This action must be completed by the end of the day
- 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 from the DSL/Deputy DSL if you are distressed. There are support services available for staff in this situation
- **Appendix E** provides a flowchart for reporting a concern

### **If you suspect a child is at risk of harm**

There will be occasions when you suspect that a child may be at risk, but you have no ‘real’ evidence. The child’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the child if they are OK or if you can help in any way.

If, following your conversation, you remain concerned; you should use the Student Welfare Concern Form (**Appendix D**) to record these early concerns and discuss them with the DSL.

### **If a child discloses to you:**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgment. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

### **During your conversation with the student:**

- allow them to speak freely
- remain calm and do not over react – the child may stop talking if they feel they are upsetting you
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘this isn’t your fault’, ‘you are doing the right thing in talking to me’
- do not be afraid of silences – remember how hard this must be for the student

- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think about all this
- at an appropriate time tell the child that in order to help them you must pass the information on
- do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong
- tell the child what will happen next. The child may agree to go with you to see the DSL or Deputy DSL. Otherwise let them know that someone will come to see them before the end of the day

### 3.0 Managing allegations against another child (Peer on Peer Abuse)

3.1 Keeping Children Safe in Education 2018 is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002. It states: all staff should recognise that children are capable of abusing their peers.

3.2 The following points should be used in respect of all cases in which it is alleged that a child:

- behaved in a way that has harmed another child, or may have harmed a child;
- possibly committed a criminal offence against or related to another child; or
- behaved towards another child in a way that indicates he or she would pose a risk of harm if they were at school with children under the age of 18

3.3 How allegations of peer on peer abuse should be reported, investigated and dealt with.

The Designated Safeguarding Lead in each WMAT school will oversee any incidents of peer on peer abuse. The guidelines for reporting a concern of peer on peer abuse and how this concern will be dealt with can be found in **Appendix E**.

3.4 How allegations of peer on peer abuse (sexual violence or sexual harassment) should be reported, investigated and dealt with.

‘Sexual Violence and Sexual Harassment’ is government guidance, published in December 2017. The guidance supports schools to understand what sexual violence and sexual harassment is, what the schools’ and colleges’ legal responsibilities are, creating a whole school or college approach to safeguarding and child protection; and how to respond to reports of sexual violence and sexual harassment.

The Designated Safeguarding Lead in each WMAT school will oversee any incidents of peer on peer abuse (sexual violence or sexual harassment). The guidelines for reporting a concern of peer on peer abuse (sexual violence and sexual harassment) and how this concern will be dealt with can be found in **Appendix F**.

3.5 How allegations of peer on peer abuse (sexting) should be reported, investigated and dealt with.

The UK Council for Child Internet safety (UKCCIS) have produced guidance for schools on how to respond to the following incidents:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18 shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

The Designated Safeguarding Lead in each WMAT school will oversee any incidents which meet the criteria outlined above. The guidelines for reporting a concern of peer on peer abuse (sexting) and how this concern will be dealt can be found in **Appendix G**.

3.6 All incidents of bullying, cyberbullying, prejudiced based or discriminatory language should be dealt with in line with the school specific anti-bullying policy.

### **3.7 Children who may be particularly vulnerable**

3.7.1 Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge a student's diverse circumstances, rather than the individual student's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

3.7.2 To ensure that all of our children receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs;
- young carers;
- showing signs of being drawn in to anti-social or criminal behaviour;
- frequently missing/goes missing from care or home;
- misusing drugs or alcohol ;
- at risk of modern slavery, trafficking or exploitation;
- in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- returning home to their family from care;
- showing early signs of abuse and/or neglect;
- at risk of being radicalised or exploited;
- a privately fostered child.

### **3.8 Looked After Children (LAC), previously Looked After Children, adopted children who have left care and children who are in special guardianships or child arrangement orders or who were adopted from state care outside England and Wales.**

It is crucial that staff make appropriate decisions when the welfare of the above children is being considered. The most common reason for children becoming looked after is as a result of abuse and/or neglect. All WMAT staff have the skills, knowledge and understanding necessary to keep looked after children safe. Staff can obtain the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Staff can also access information about the student's care arrangements and the levels of authority delegated to the carer by the authority looking after



him/her. The DSL, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

### 3.9 Children with Special Educational Needs or Disabilities (SEND)

Children with SEND can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions those indicators of possible abuse such as behaviour, mood and injury relate to the student's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

### 3.10 Children staying with host families

Where schools have not been involved in making the arrangement but a member of staff or volunteer at a school becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the DSL. The school should notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

## 4.0 Procedures for Referral and Early Help

4.1 In all WMAT schools the DSL will review any new information in relation to the welfare of a child and decide on the next steps. Options could include:

- managing any support for the child internally via the school's own pastoral support services;
- an early help assessment;
- a referral for statutory services

4.2 Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the DSL or if unavailable to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

4.3 The DSL will immediately inform the Children and Families Assessment and Intervention Team (CAFAIT) by telephone

4.4 Telephone referral to the Children and Families Assessment and Intervention Team (CAFAIT) will be confirmed in writing using the form marked BANES within a maximum of 48 hours, ideally 24 hours.

- 4.5 Essential information will include the student's name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.
- 4.6 Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.
- 4.7 The referral will be shared with the parent/carer, and where appropriate with the child/young person, unless to do so may place the pupil at increased risk of significant harm, in which case advice should be sought from the CAFAIT team. **If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parents, unless the child is subject to a Child Protection Plan in which case schools must contact the allocated Social Worker.** The relevant Social Worker will advise the school when, and by whom, parents will be informed.
- 4.8 Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.
- 4.9 Referrals for Alleged Perpetrators of Sexual Abuse – Where a child is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to CAFAIT, the school will still telephone the CAFAIT without delay to raise awareness of the concerns relating to the alleged perpetrator. The CAFAIT will advise whether or not a BANES needs to be completed by the school.

#### 4.10 **Inter-agency working**

All WMAT schools will contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2015. All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. Staff should be particularly alert to the circumstances listed in section 3.72 which highlight children who may require early help.

WMAT staff are required to support children by meeting regularly with social workers and other agencies and implementing plans within school if a child is allocated the status of Child In Need (CHIN) or Child Protection (CP) Plan.

The Social Worker will be informed immediately if a child subject to a child protection support plan is excluded.

## 5.0 Alleged Abuse by Staff

5.1 The WMAT has a specific policy for dealing with allegations of abuse against staff. This policy applies to all members of the Trust/school community i.e. directors (sometimes referred to as Trustees), governors, employees, casual workers, volunteers, agency workers, consultants/3rd parties engaged by the Trust/schools, and they are responsible for adhering to and acting in accordance with the requirements of the policy. This procedure is in line with statutory guidance Keeping Children Safe in Education 2018. Should you have any concerns surrounding the behaviour of staff towards children, please refer to the Dealing with Allegations Against Staff Policy.

## 6.0 Use of Physical Restraint

6.1 The WMAT has a specific policy for the use of physical restraint. This policy applies to all members of the Trust/school community i.e. directors (sometimes referred to as Trustees), governors, employees, casual workers, volunteers, agency workers, consultants/3rd parties engaged by the Trust/schools, and they are responsible for adhering to and acting in accordance with the requirements of the policy. This procedure is in line with statutory guidance Keeping Children Safe in Education 2018. Staff should refer to the WMAT Physical Restraint Policy for further guidance on this topic.

## 7.0 Record Keeping

7.1 Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and discussed with the designated person for child protection. Where a member of staff has observed injuries to a student, these should be recorded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries.

7.2 Further guidance relating to record keeping can be found in **Appendix I**.

## 8.0 Parental Involvement, Referrals and Information Sharing

8.1 This school is committed to helping parents/carers understand its responsibility for the welfare of all children.

8.2 Parents/carers will be made aware of the school's child protection policy via the school prospectus and initial meetings with parents of new pupils. Parents will also be made aware of how they can access the full child protection policy.

8.3 Concerns will be discussed with parents/carers. Where a referral is needed the process in **Appendix I** should be followed. This guidance is in line with the guidance provided in 'What to do if you're worried a child is being abused' 2015. The designated person should seek the agreement

of parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. However, a lack of agreement should not stop a referral going ahead.

- 8.4 Information sharing is vital to safeguarding and promoting the welfare of children. Information Sharing should happen in line with the protocols outlined in *'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' 2015*. A flowchart summarising the key points of this document is included in **Appendix J**.

## 9.0 Training

- 9.1 Governors in each WMAT school must ensure that all staff read and are familiar with Part One: Safeguarding Information for all staff (page 5) in Keeping Children Safe in Education 2018. Governors will also ensure that all staff understand and discharge their responsibilities as set out on Part One of this Guidance. All staff must read the WMAT Code of Conduct for Safer Working Practices, WMAT Child Protection and Safeguarding Policy, IKB Behaviour Policy and the IKB Attendance Policy to review the school's response for to children who go missing from education.
- 9.2 The DSL and their Deputy must receive **multi-agency** child protection training every 2 years. (Minimum as set out by the LSCB and refresher requirements set nationally i.e. every 2 years) and undertake refresher training on specific issues as required.
- 9.3 All staff, both teaching and support, must be provided with child protection training on a regular basis, at least every 3 years (minimum). Staff should receive regular updates (annually minimum).
- 9.4 In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 9.5 Temporary and supply staff must be made aware of basic information in respect of the school's child protection procedures, including the name of the Designated Safeguarding Lead.
- 9.6 The DSL will have undertaken the BANES training and will induct new staff/volunteers to ensure they are aware of the CP practices, policies and codes of behaviour within each school and ensure they receive appropriate training
- 9.7 In addition to the formal training for DSLs and their deputies, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- 9.8 Training records must be kept up to date by schools, recording the date, focus and level of training received by individuals.

## 10.0 Prevention – Overview

WMAT recognizes that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps protect children from harm.

The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities for PSHE through Citizenship which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- Include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

## **10.1 Prevention – Curriculum**

### Sex and Relationships Education (SRE)

SRE plays a very important part in fulfilling the statutory duties WMAT schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. WMAT schools have a responsibility for safeguarding and a legal duty to promote child well-being (Education and Inspections Act 2006 Section 38).

### Equalities

The Equality Act 2010 covers the way the curriculum is delivered. WMAT schools ensure that issues are taught in a way that does not subject children to discrimination. WMAT schools have a duty under the Equality Act to ensure that teaching is accessible to all children, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE fosters good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

### Drug Education

The aim of drug education in WMAT schools is to provide opportunities for children to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of healthy lifestyle, relating this to their own and others' lifestyles. This includes:

- the rules and laws relating to drugs
- the short and long term effects and risks of drugs
- the impact of drugs on individuals, families and communities
- the impact of peer pressure
- how to seek advice
- addressing stereotypes
- analysing drugs and the media

### Online Safety

All schools should aim to raise awareness of Online Safety through education and training. Online Safety is a term that encompasses not only the internet, but all other ways in which young

people communicate using electronic media (eg; smart phone, gaming consoles). It means ensuring that children are protected from harm and supported to achieve the maximum benefit from new and developing technologies without risk to themselves and others.

The PSHE and ICT curriculums are designed to:

- Make sure that children understand their own risks when using online services.
- Guide children to the best sources of information and support.

All WMAT schools celebrate National Safer Internet Week in February every year.

### Anti-Bullying

From their arrival children are given the very clear message that any form of bullying or unpleasant behavior is neither welcome nor tolerated in WMAT schools. This is reiterated in assemblies, in tutor groups and through the curriculum, particularly in subjects such as PSHE. Strategies included involve talking to children about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

All WMAT schools celebrate anti-bullying week in November every year.

### Mental Health

Mental health is taught progressively across all year groups through the PSHE Curriculum.

Curriculum delivery aims to meet the following objectives.

- Play a vital role in keeping children safe.
- Help the development of healthy coping strategies and an understanding of children' own emotions as well as those of other people.
- Help them to understand when help might be needed, what help is available, and the likely outcome of seeking support.
- Support children to support any of their friends who are facing challenges.

## 11.0 Safer recruitment

Safe recruitment is central to the safeguarding of children. All WMAT schools which employ staff or volunteers to work with children have a duty to safeguard and promote their welfare. This includes ensuring that each school adopts safe recruitment and selection procedures which prevent unsuitable persons from gaining access to children. Further information in relation to the recruitment, selection and pre-employment vetting of employees can be found in the WMAT Safer Recruitment: Recruitment and Selection Policy.

### 11.1 Single Central Record

Each Trust school will have its own Single Central Record (SCR) which will be located in the HR secure area on the school drive. The school/Trust HR team will add new starters and update records, including Leavers, once they have been provided all the relevant information. Further information in relation to the SCR at all WMAT schools can be found in the WMAT Safer Recruitment: Recruitment and Selection Policy.

## **12.0 The Role of the Academy Governance Committee Body of each WMAT school**

- 12.1 The governance committee in each WMAT school will ensure that all statutory duties with regard to child protection are fulfilled.
- 12.2 The school will complete the school safeguarding annual audit, in partnership with the designated Governor for Safeguarding.
- 12.3 The governance committee will ensure that weaknesses identified within the annual school safeguarding audit through on-going monitoring of child protection procedures and other sources, are addressed explicitly within the School Improvement Plan. The governance committee will regularly monitor the implementation and impact of the identified actions.
- 12.4 The Chair of Governors (or designated governor for child protection, if they are not the chair), in liaison with the designated person, will ensure that the school has a child protection policy and procedures in place, which are known to all members of staff, and up-dated annually.
- 12.5 The governance committee controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the governance committee will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.
- 12.6 The designated governor for child protection in each WMAT school will meet the DSL three times a year (minimum) to review key aspect of child protection and safeguarding.

## **13.0 The Role of the WMAT Board**

- 13.1 The WMAT Board will comply with its duties under legislation. They must have regard for Keeping Children Safe in Education 2018, ensuring policies, procedures and training in all WMAT schools are effective and comply with the law at all times.
- 13.2 The WMAT Executive Leader for Safeguarding will report three times a year to the WMAT Audit and Risk Committee on all of the aspects of safeguarding outlined in 10.1. The key points from these reports will be shared with WMAT Board.

## 14.0 Review

- 14.1 This policy will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.



## Appendix A – Key Staff

### Designated Safeguarding Lead

*Danny Wilkinson /Director of Learning*

### Deputy Designated Safeguarding Lead

*Paul Eadie/ Director of Learning*

- The nominated child protection governor is *Roger Dunster*.  
Contact details *c/o enquiries@ikbacademy.org.uk*
- The Headteacher/Principal is D Gibbs

## Appendix B –Recording Concerns – Aide Memoire for Staff

**IKB**

### CHILD PROTECTION INCIDENTS OR WELFARE CONCERNS

#### RECORDING AIDE MEMOIRE FOR STAFF

##### **Safeguarding children is a task for everyone at IKB.**

All staff members at **IKB** have an important role to play in helping to identify welfare concerns and possible indicators of abuse or neglect at an early stage.

For some children a one-off serious incident or concern may occur and you will have no doubt that this must be immediately recorded and reported. Most often, however, it is the accumulation of a number of small incidents, events or observations that provide the evidence of harm being caused to a child.

##### **Your Safeguarding Lead is**

**Danny Wilkinson 01179161025**

##### **What should you do if you have concerns?**

- ✓ **You must pass concerns to the Safeguarding Lead, or another designated person in the Safeguarding Lead's absence, as soon as possible after they are identified and, where possible, before the child leaves for the day.** It is important that the child is not sent home at the end of the day without taking the right protective action.
- ✓ The Safeguarding Lead is responsible for referring child protection concerns to Children's Social Care. Although the timing of referrals is based on perceived risk, it is expected that **referrals will be made usually within one working day of recognition of risks. It is important, therefore, that the Safeguarding Lead is made aware of concerns as soon as possible.**
- ✓ In the first instance, you could pass concerns to the Safeguarding Lead verbally, but you must follow this in writing. **All concerns must be recorded on the child protection incident/welfare concern form.**
- ✓ Do not keep your own system to note concerns. You must use the system detailed in this aide memoire. This is to ensure proper communication, collation, and storage of information.

## What is a child protection or welfare concern and when should you record and report it?

When there are any concerns that might indicate possible abuse or neglect, the concerns need to be recorded and passed to the Safeguarding Lead.

For example (this is not an exhaustive list):

- Physical presentation of the child
- Marks on the child's body or physical injuries
- Unusual or different behaviour
- Behaviour not appropriate to the child's age or development
- Mood changes
- Statements, stories or drawings from the child
- Missing from the establishment or non-attendance without a reasonable explanation
- Information from others, including siblings, parent who does not have residence, friends, other children, members of the public, etc.
- Concerning parental behaviour towards the child
- Concerning letters, telephone calls or contacts from the parent to the establishment

## What should you record on the child protection incident/welfare form?

### Basic information

- ✓ Full name and date of birth of child
- ✓ Your name and job title
- ✓ Date (include year!) and time of incident
- ✓ Full details of all other people involved

### Details of concerns

Use the list in the box above as a guide and record as much information as possible. Pay particular attention to:

- ✓ Visible injuries or marks (use the body map provided)
- ✓ General demeanour and appearance
- ✓ Changes in behaviour and mood or changes in classroom functioning
- ✓ Response to sport and physical education (PE)
- ✓ Relationships with peers and adults
- ✓ Statements made by the child, comments, stories, drawings
- ✓ Parental behaviour, interest and comments
- ✓ Patterns of non-attendance
- ✓ Hearsay and nagging doubts you have about the child's safety and welfare
- ✓ Make sure the information is factual and your opinions are substantiated.
- ✓ Use the child's own words when recording a direct disclosure.
- ✓ Do not examine the child specifically for any physical marks or injuries - only do what you would normally do as part of your duties. Record only what you can see.
- ✓ Record all the actions you have taken.
- ✓ Make sure the details are legible before you pass the record to the Safeguarding Lead.

## Appendix C – Further information in relation to types of abuse, neglect and specific safeguarding issues relating to children

### i Physical abuse

- Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.
- Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

#### Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds; or
  - bite marks.

### ii Emotional abuse

- Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.
- Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

#### Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

### **iii Sexual abuse**

- Sexual abuse is any sexual activity with a child. Staff should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.
- Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch 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 commit acts of sexual abuse, as can other children.

#### **Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

### **iv Neglect**

- Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.
- Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.
- Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

#### **Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

This guidance in relation to the types of abuse is in line with the guidance provided in 'What to do if you're worried a child is being abused' 2015.

### **Specific Safeguarding Issues**

Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect. It is important that members of staff are aware of the specific safeguarding issues that are listed below.

Schools can also access broad government guidance on the issues listed below via the GOV.UK website:

- bullying including cyberbullying – **Please refer to the *IKB* Anti Bullying Policy or the link below for further information in relation to bullying including cyberbullying.**

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- online safety – **Please refer to the *WMAT* Online Safety Policy for further information to online safety.**
- children and the court system – **Please refer to Appendix L for further information in relation to children and the court system.**
- **children and family members in prison – Please refer to Appendix M for further information in relation to children and family members in prison.**
- **child criminal exploitation: county lines – Please refer to Appendix N for further information in relation to child criminal exploitation: county lines.**
- children missing education – **Please refer to the link below and Appendix O for further information in relation to children missing education.**

<https://www.gov.uk/government/publications/children-missing-education>

- child missing from home or care – **Please refer to the *IKB* Attendance Policy and the link below for further information in relation to children missing from home and care.**

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

- child sexual exploitation (CSE) – **Please refer to Appendix P for further details in relation to Child Sexual Exploitation.**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

- domestic violence – **Please refer to the link below for further information in relation to domestic violence.**

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

- drugs – **Please refer to the *IKB* Drugs Policy and the link below for further information in relation to drugs.**

<https://www.gov.uk/government/publications/drugs-advice>

- fabricated or induced illness – **Please refer to the link below for further information in relation to fabricated or induced illness.**

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

- faith abuse – **Please refer to the link below for further information in relation to faith abuse.**

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

- female genital mutilation - **Please refer to Appendix Q for further details in relation to Female Genital Mutilation**

<https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>

- forced marriage– **Please refer to the link below for further information in relation to forced marriage.**

<https://www.gov.uk/guidance/forced-marriage>

- gangs and youth violence– **Please refer to the link below for further information in relation to gangs and youth violence.**

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

- gender-based violence/violence against women and girls (VAWG) – **Please refer to the link below for further information in relation to VWAG.**

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

- hate– **Please refer to the link below for further information in relation to hate**

<http://educateagainsthate.com/>

- mental health – **Please refer to the link below for further information in relation to mental health.**

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

- self harm – **Please refer to the *IKB* Self Harm Policy and the link below for further information in relation to self harm.**
- missing children and adults – **Please refer to the *IKB* Attendance Policy and the link below for further information in relation to children missing from home and care.**

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

- private fostering– **Please refer to the link below for further information in relation to private fostering.**

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

- extremism and radicalisation - **Please refer to Appendix R for further details in relation to extremism and radicalisation**

<https://www.gov.uk/government/publications/prevent-duty-guidance>

- sexting - **Please refer to Appendix H and the link below for further details in relation to sexting**

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

- teenage relationship abuse– **Please refer to the link below for further information in relation to teenage relationship abuse.**

- <https://www.gov.uk/government/collections/this-is-abuse-campaign>

- trafficking– **Please refer to the link below for further information in relation to trafficking.**

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>



## Appendix D - School Welfare Concern Form

Use this form to record any concern about a student's welfare and give it to the DSL or Deputy DSL.

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a student, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the DSL or Deputy DSL today.

IKB

### CHILD PROTECTION INCIDENT/WELFARE CONCERN FORM

<b>Child's name</b>			
<b>Child's date of birth</b>		<b>Year group</b>	
<b>Staff member reporting incident - name and position</b>			
<b>Date of incident (dd/mm/yyyy)</b>		<b>Time of incident</b>	
<b>Details of the incident</b>			
Note the reasons for recording the incident. Ensure the following factual information is provided – who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. Offer an opinion where relevant (how and why this might have happened). Substantiate the opinion. Attach a body map or other information, if appropriate.			

Large empty rectangular area for reporting details.

<b>Reporting staff member's signature</b>		<b>Date</b>	
<b>Please pass this form to the your Safeguarding Lead</b>			
<b>D Wilkinson</b>			
<b>The Safeguarding Lead</b>			

The Safeguarding Lead should record the response to the incident or concern and outcomes.

**Response to the incident/concern**

Note actions taken, including names of anyone to whom your information was passed.

**Outcomes**

Record outcomes of the actions taken.

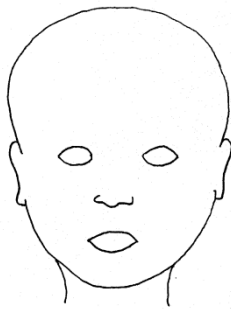
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<b>Safeguarding Lead's name</b>			
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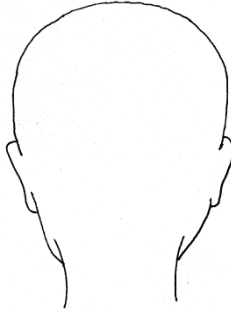
<b>Safeguarding Lead's signature</b>		<b>Date</b>	
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**BODY MAP**

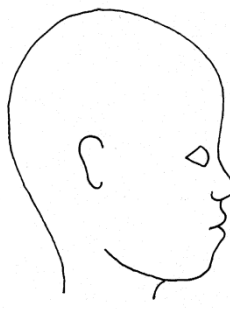
<b>Child's name</b>		<b>Child's date of birth</b>	
<b>Date of incident (dd/mm/yyyy)</b>		<b>Person completing body map</b>	



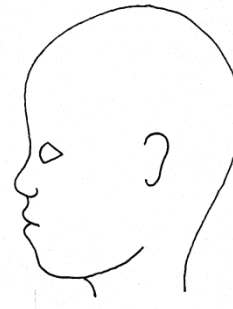
**FRONT**



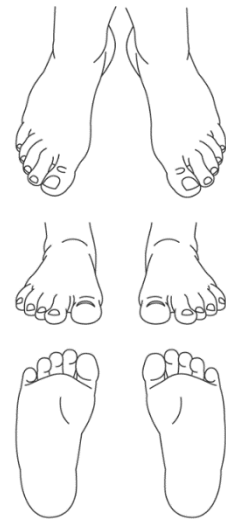
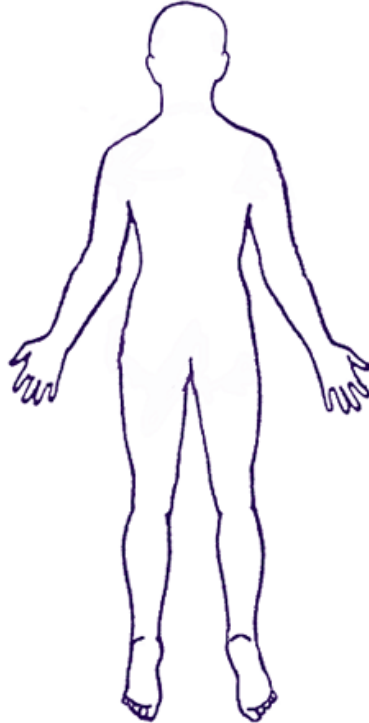
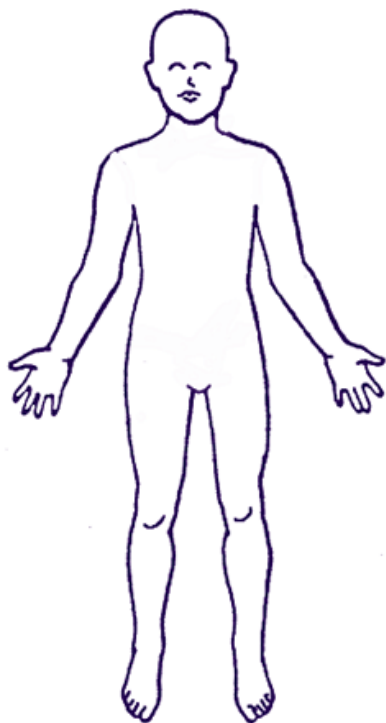
**BACK**



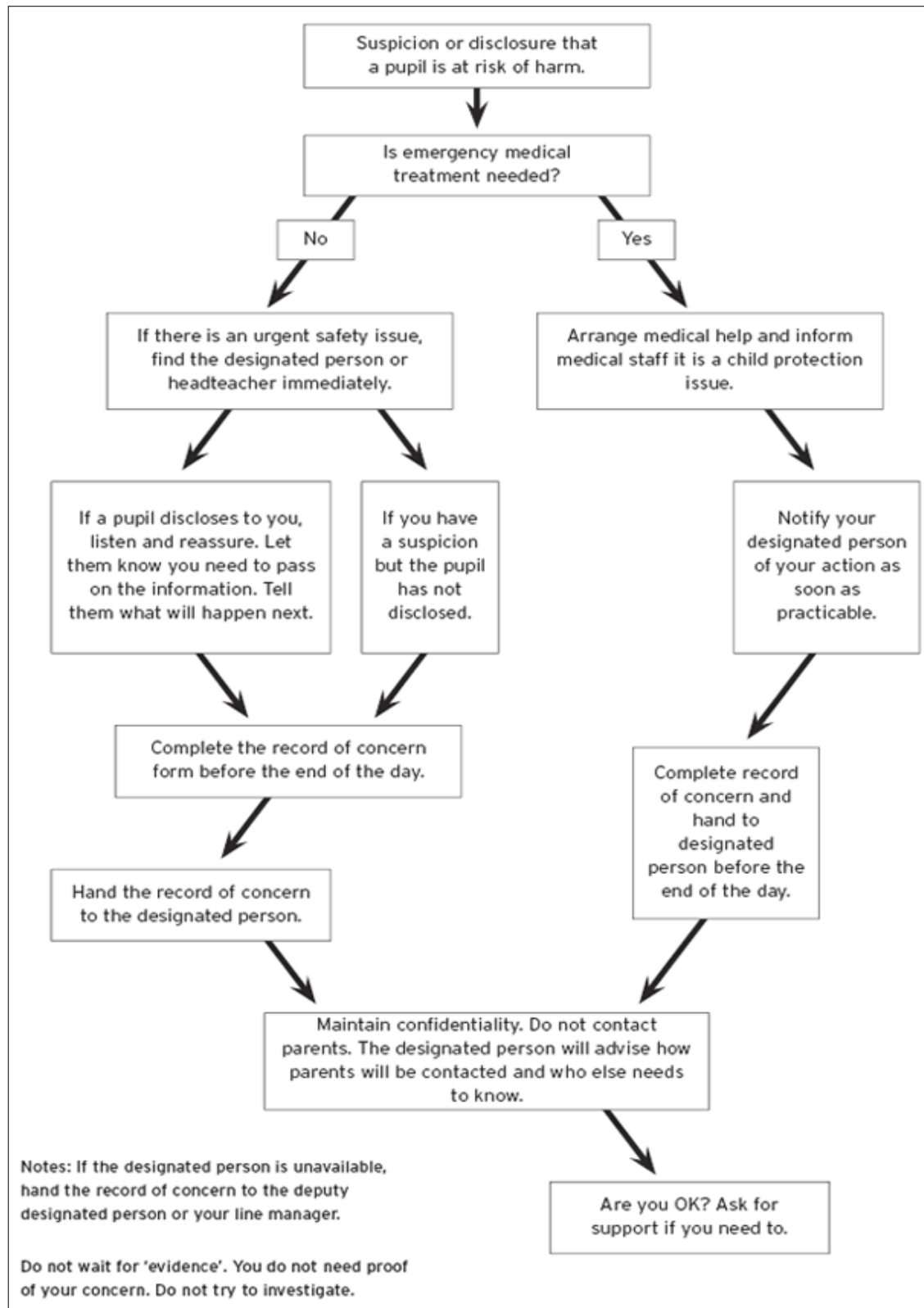
**RIGHT**



**LEFT**



## Appendix E - For All Staff - Reporting a concern flowchart



## Appendix F – Responding to Peer on Peer Abuse

DfE guidance Keeping Children Safe in Education (2018) says that “governing bodies should ensure that there are procedures in place to handle allegations against other children”. The guidance also states the importance of minimising the risks of peer-on-peer abuse.

### Prevention

WMAT schools will minimise the risk of allegations against other pupils by:

- Providing PHSE as part of the curriculum, which will help children develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Having effective systems within our school for children to be able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be looked into and addressed
- Liaising and working with other professionals to develop robust risk assessments for pupils that are identified as posing a potential risk to other children
- Liaising with specialists to deliver appropriate targeted work to pupils identified as being at potential risk e.g. protective behaviours work

### Procedures

In most instances, the conduct of children towards each other will be covered by the school’s behaviour policy. However some allegations might be of such a serious nature that they become safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation; however we are aware that the abuse may take any form, including use of technology.

Specific safeguarding issues against another student may include:

#### Physical abuse:

- Pre-planned violence
- Physical altercations
- Forcing others to carry out violence
- Forcing others to use drugs, alcohol or other substances

#### Emotional abuse:

- Bullying (including cyberbullying)
- Threats and intimidation
- Blackmail/extortion

#### Sexual abuse:

- Sexual assault
- Indecent exposure


- Indecent touching
- Showing pornography to others or forcing others to create/share/download indecent images
- Sexting

**Sexual exploitation**

- Encouraging/enticing other pupils to engage in inappropriate sexual behaviour
- Photographing or videoing other children performing indecent acts
- Sharing images through social media



## Flowchart for responding to a concern (Peer on Peer Abuse)

<b>Report Received</b> (From the victim or third party) (Onsite, offsite or online)		
<b>School Response</b> <ul style="list-style-type: none"> <li>- victim reassured</li> <li>- taken seriously and kept safe</li> <li>- confidentiality not promised</li> <li>- listen to the victim, non-judgementally</li> <li>- record the disclosure (facts as reported)</li> <li>- the incident should not be investigated at this time</li> <li>- victim sensitively informed of referral to other services</li> <li>- if the victim does not consent to share, staff may still lawfully share in order to protect the victim from harm and to promote the welfare of children</li> <li>- the DSL will contact social services to discuss the case, and make a formal referral where appropriate</li> <li>- if the allegation indicates that a potential crime has taken place, the school or social services will refer the case to the police</li> <li>- parents of both the alleged victim and the student being complained about should be informed; this should be discussed during consultation with social services.</li> </ul>		
Remember to record all concerns discussions, decisions and reasons for decisions		
<b>Referral to Police did not take place</b> <b>Risk Assessment</b> (Case by case basis)	<b>Referral to Police</b> <b>Risk Assessment</b> (Immediately) Do not wait for outcome of referral before protecting the victim Emphasis on victim being able to continue normal routines Alleged perpetrators removed from any classes with the victim (also consider shared space and journey to/from school) (Not a judgement of guilt)	
<b>Safeguard and support victim and (alleged) perpetrator</b>	<b>Safeguard and support victim and (alleged) perpetrator</b>	
<b>Disciplinary measures</b> taken in line with school policies	<b>Disciplinary measures</b> taken in line with school policies  Ensure school actions do not jeopardise the investigation  <b>Criminal process ends</b> <b>Caution or conviction</b> – Follow behaviour policy and consider PEX. Consider the wishes of the victims if the perpetrator stays in school <b>Not guilty</b> – support victim and alleged perpetrator <b>No further action</b> – support victim and alleged perpetrator	

## Appendix G – Responding to Peer on Peer Abuse (Sexual Violence and Sexual Harassment)

It is crucial staff have an understanding of the definitions below to develop a shared understanding of sexual violence and sexual harassment.

### Definitions

**Victim** - although not everyone affected by sexual violence or harassment considers themselves in this way, the guidance refers to this person as the victim throughout.

**Alleged Perpetrator** - refers to the young person(s) responsible for the violence or harassment; the alleged child perpetrator must also be considered as someone in need of support, and may be a victim of abuse themselves.

**Sexual Violence Offences** defined below under the Sexual Offences Act 2003 (paraphrased for brevity):

- **Rape:** intentional penetration of the vagina, anus or mouth of another person, using the penis, without consent
- **Assault by penetration:** intentional penetration of the vagina or anus of another person using a body part (other than the penis), or other object, without consent
- **Sexual assault:** intentionally touching another person sexually, without consent

**Sexual Harassment** is unwanted conduct of a sexual nature, including sexual comments, 'jokes' or taunts; physical behaviour; or online sexual harassment.

**Consent** to agree to vaginal, anal or oral penetration with free will and the capacity to do so; consent is not all-encompassing, may cover only certain sexual activities, may be given with conditions, may be withdrawn at any time; and consent is needed every time sexual activity takes place.

**Harmful Sexual Behaviours** Children's sexual behaviours exist on a wide continuum across different ages and stages of development. However, abusive and violent sexual behaviours are inappropriate. Harmful sexual behaviours are often found in children who have been, or are being, abused themselves. Children showing signs of harmful sexual behaviours are in need of appropriate support themselves.

### Whole school approach

Reducing the risk of sexual violence and sexual harassment is seen by all WMAT schools in the context of developing a whole school culture of safeguarding. The procedures to deal with sexual violence and sexual harassment are transparent, and easy to understand for pupils, staff and parents.

WMAT schools deliver effective programmes of personal, social, health and economic education (PSHE) and sex and relationships education (SRE). Pupils are helped to understand safeguarding issues, how to raise a concern they may have about themselves, or a friend or peer; and learn to recognise and develop healthy and respectful relationships, avoiding stereotypes and promoting equality. Pupils are taught that sexual violence and sexual harassment is always wrong.

## Flowchart for responding to a concern (Sexual Assault or Sexual Harassment)

<b>Report Received</b> (From the victim or third party) (Onsite, offsite or online)			
<b>Definitions</b> Sexual Assault Rape Assault by penetration Sexual assault  Sexual Harassment Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment.	<b>Victim reassured</b> - taken seriously and kept safe - confidentiality not promised - listen to the victim, non-judgementally - record the disclosure (facts as reported) - two staff present (one being DSL, or reported to DSL as soon as possible) -victim sensitively informed of referral to other services. -The incident should not be investigated at this time -if the victim does not consent to share, staff may still lawfully share in order to protect the victim from harm and to promote the welfare of children. the DSL will contact social services to discuss the case, and make a formal referral where appropriate -if the allegation indicates that a potential crime has taken place, the school or social services will refer the case to the police -parents of both the alleged victim and the student being complained about should be informed; this should be discussed during consultation with social services. -parents of victim informed.  <b>Anonymity</b> Note that in case of sexual violence there is a legal protection of the victim’s identity. Remember that this also includes sharing on social media and discussion amongst pupils in school.		
Remember to record all concerns discussions, decisions and reasons for decisions.	<b>Considerations</b> -wishes of the victim -nature of the alleged incident -ages of the children -development stage of the child -any power imbalance -one off, or part of a pattern of -behaviour -any ongoing risks -other related issues and wider context		
<b>Manage Internally</b> One off instances which the school believes the child(ren) are not in need of early help or statutory intervention, which would be appropriate for the school to deal with internally under	<b>Early Help</b> Non-violent Harmful Sexual Behaviours (See Brook Traffic Light Tool)	<b>Refer to Social Care</b> All incidents where a child has been harmed, or is at risk of harm or is in immediate danger	<b>Refer to Police</b> All incidents of rape, assault by penetration or sexual assault  Discuss next steps with police, for example disclosing information to other staff, informing alleged perpetrator and their parents.



the school's behaviour policy or anti-bullying policy				
<b>Risk Assessment</b> (Case by case basis)		<b>Risk Assessment</b> (Immediately) Do not wait for outcome of referral before protecting the victim  Emphasis on victim being able to continue normal routines  Alleged perpetrators removed from any classes with the victim (also consider shared space and journey to/from school) (Not a judgement of guilt)		
<b>Safeguard and support victim and (alleged) perpetrator</b>		<b>Safeguard and support victim and (alleged) perpetrator</b>		
<b>Disciplinary measures taken in line with school policies</b>		<b>Disciplinary measures</b> taken in line with school policies  Ensure school actions do not jeopardise the investigation		
<b>Criminal process ends</b> <b>Caution or conviction</b> – Follow behaviour policy and consider PEX. Consider the wishes of the victims if the perpetrator stays in school <b>Not guilty</b> – support victim and alleged perpetrator <b>No further action</b> – support victim and alleged perpetrator				

## Appendix H- Responding to Peer on Peer Abuse (Sexting)

The UKCCIS guidance is non-statutory, but should be read alongside 'Keeping children safe in education'.

### **Definition**

There is no clear definition of 'sexting'. Instead, this document talks about '**youth-produced sexual imagery**'. This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the guidance, this content is described as sexual and not indecent. Indecent is subjective and has no specific definition in UK law.

### **Incidents covered by this guidance:**

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

### **Incidents not covered by this guidance:**

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

### **Response to incidents of youth produced sexual imagery**

- The response should be guided by the 'principle of proportionality'.
- 'The primary concern at all times should be the welfare and protection of the young people involved.' (Sexting in schools and colleges: responding to incidents and safeguarding young people (page 8))

### **The Law**

*Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.* Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals, and
- sex acts including masturbation.
- indecent images may also include overtly sexual images of young people in their underwear

### **Context**

- These laws weren't created to criminalise young people but to protect them.

- Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. Young people need education, support, and safeguarding, not criminalisation.
- The National Police Chiefs' Council (NPCC) is clear that "youth-produced sexual imagery should be primarily treated as a safeguarding issue."
- Schools may respond to incidents without involving the police. (However, in some circumstances, the police must always be involved.)

### **Crime recording**

When the police are notified about youth-produced sexual imagery, they must record this as a crime. The incident is listed as a crime, and the young person is the suspect. This is, however, not the same as a criminal record.

Every crime reported to the police must have an outcome code. The NPCC, Home Office and the DBS have agreed a new outcome code for youth-produced sexual imagery.

Outcome 21: This outcome code allows the police discretion not to take further action if it is not in the public interest, even though there is enough evidence to prosecute.

Using this outcome code is likely to mean the offence would not appear on a future Enhanced DBS check, although not impossible, as that disclosure is a risk-based decision. Schools can be assured that the police have the discretion they need not to adversely impact young people in the future.

### **Handling incidents**

- Refer to the designated safeguarding lead
- DSL meets with the young people involved
- Do not view the image unless it is unavoidable
- Discuss with parents, unless there is an issue where that's not possible
- Any concern the young person is at risk of harm, contact social care or the police

### **Always refer to the police or social care if incident involves:**

- an adult
- coercion, blackmail, or grooming
- concerns about capacity to consent, [e.g., SEN]
- images show atypical sexual behaviour for the child's developmental stage
- violent acts are depicted
- image shows sex acts and includes a child under 13
- a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide)

Once DSL has enough information, the decision should be made to deal with the matter in school, refer it to the police or to social care. All information and decision-making should be recorded in line with school policy. If the incident has been dealt with in school, a further review should be held to assess risks.

### **Assessing the risks once the images have been shared**

- Has it been shared with the knowledge of the young person?
- Are adults involved in the sharing?
- Was there pressure to make the image?

- What is the impact on those involved?
- Does the child or children have additional vulnerabilities?
- Has the child taken part in producing sexual imagery before?

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

If you have any doubts about whether to involve other agencies, you should make a referral to the police.

### **Viewing images**

- Avoid viewing youth-produced sexual imagery. Instead, respond to what you have been told the image contains.
- If it is felt necessary to view, discuss with the head teacher first.
- Never copy, print, or share the image (it's illegal)
- View with another member of staff present
- Record the fact that the images were videoed along with reasons and who was present. Sign and date.

### **Deleting images (from devices and social media)**

- If the school has decided that involving other agencies is not necessary, consideration should be given to deleting the images.
- It is recommended that pupils are asked to delete the images themselves and confirm they have done so. This should be recorded, signed, and dated.
- Any refusal to delete the images should be treated seriously, reminding the pupil that possession is unlawful.

### **Searching, screening and confiscation 2018**

This document provides specific guidance for when it is appropriate to search electronic devices and/or delete images.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.



## Appendix I Record Keeping – Further Information

### When does a child need a Child Protection File?

Once a child protection incident/welfare concern form has been passed to the Safeguarding Lead, they should start a separate child protection/welfare file for the child where the form is stored and any responses and outcomes will be recorded. **This file must be kept separate from the child's other records.**

A separate child protection/welfare concerns file must be created **regardless of whether formal child protection procedures have been initiated.** For some children, this single record will be the only concern held for them over their time in the establishment. For others, further information may well be accumulated, often from a variety of sources, over time.

An effective method for storing single or infrequent records of concerns is to file them in alphabetically divided ring binder files. It may be helpful for larger or busier establishments to use separate files for each year group. This system is particularly recommended for primary schools since this will assist at the end of the academic year with meeting the responsibility to transfer records when children leave the establishment.

### **A stand-alone file for a child must be started when:**

- concerns for the child and, consequently, records of these and actions are increasing; or
- the child's previous establishment has transferred the child protection file they maintained; or
- the child has been referred to Children's Social Care; or the establishment has been made aware of the involvement of Children's Social Care with the child or family; or the establishment is participating in multi-agency work to safeguard the child.

If concerns relate to more than one child from the same family at the establishment, a separate file for each child should be created and cross-referenced to the files of other family members. Common records, eg child protection conference notes, should be duplicated for each file. When an individual file is started, it is helpful to use a Front sheet (See the end of **Appendix I**).

Establishments that no longer maintain paper records must ensure that they keep the electronic child protection/welfare concerns file separate from the child's general educational record.

It is also recommended that the child's general educational record is marked in some way to indicate the presence of this separate confidential file. A coloured sticker is one means of doing this for the paper record, or some form of flag for the electronic record.

### What information should be included in a stand-alone Child Protection File?

The following information must be kept in the stand-alone file, whether paper or electronic:

- File front sheet

- Chronology - Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- All completed child protection incident/welfare concern forms
- Any child protection information received from the child's previous educational establishment
- Professional consultations
- Letters sent and received
- Referral forms (sent to Children's Social Care, other external agencies or education-based services)
- Minutes or notes of meetings, eg child protection conferences, core group meetings, etc, copied to the file of each child in the family, as appropriate
- Formal plans for or linked to the child, eg child protection plans, CAFs, etc
- In cases where different types of information are held, it may be helpful to organise them on a modular basis for ease of reference, eg in sections entitled 'referrals', 'letters', 'multi-agency records', etc.

### **The importance of a Chronology**

The importance of understanding concerns for a child in the context of history, timelines and other known information cannot be under-estimated. Chronologies are central to this process.

A chronology must be maintained in the child's stand-alone file and updated on an ongoing basis as incidents or events occur.

In addition to aiding assessment, a chronology will serve as an important record of the establishment's actions and, when attached to an inter-agency referral form, can provide evidence for the reason for a referral. It will also enable the establishment to provide evidence to Ofsted of what actions have been taken and what responses the establishment had to any referrals.

A chronology must list specific and significant incidents, events and actions taken in relation to the child and, where appropriate, their family, with a brief explanation or cross-referenced to the relevant record within the file.

**In addition to recording incidents and events, the chronology must record all significant and relevant contacts between the establishment and parents, whether it is face-to-face, by email or telephone, with a record of what was discussed and action taken in response.**

The chronology must be stored at the front of the child's safeguarding file, alongside the front sheet, where it can be quickly accessed and viewed.

A copy of an exemplar chronology which must be used by WMAT schools can be found in **Appendix I**.

### **Secure Storage, Retention and Disposal of Child Protection Files**

All establishments have a duty to protect personal information under the Data Protection Act 1998. The eight principles of the Act must be adhered to when processing information about children.

The child's child protection/welfare concerns file must be kept separate from all other records relating to the child in the establishment.

Child protection records on paper must be stored in a locked cabinet with access only to those with direct safeguarding responsibility for children in the establishment.

A senior person must be nominated to be responsible for holding the key to the locked cabinet in the absence of the Safeguarding Lead.

If the child protection/welfare concerns file is an electronic file, the establishment must ensure that access privileges to this separate file are limited to only those with safeguarding responsibilities in the establishment.

It is essential to ensure that the establishment's leadership team knows the arrangements for access to records in the absence of the Safeguarding Lead. These arrangements should be stated in the establishment's child protection policy in relation to how welfare concerns will be managed if the Safeguarding Lead is not available.

Child protection records must be retained by all educational establishments until the child's 25<sup>th</sup> birthday, unless the records are transferred to a new establishment when the child leaves.

All child protection records retained by the establishment must be securely destroyed immediately after the retention period ends.

#### **Transfer of Child Protection/Welfare Concern Records**

When children transfer from primary or secondary schools or college and records of child protection/welfare concerns exist, these should be sent to the receiving establishment as soon as possible. This transfer should be arranged separately from the main educational file in line with Department of Education guidance.

When a child transfers from one early years setting to another or to primary school, their child protection/welfare concerns records should be transferred to the new setting or school as soon as possible.

Records of child protection/welfare concerns must be passed directly to the Safeguarding Lead or another authorised person in the receiving establishment under confidential cover.

If the child is the subject of a child protection plan at the time of transfer, the Safeguarding Lead must speak to their counterpart at the receiving establishment before arranging for the records to be transferred.

Paper or electronic records containing child protection information must be transferred in the most secure method available to the establishment. If posting paper records, it should be by signed-for delivery to a named individual. Electronic records must only be transferred by a secure electronic transfer mechanism or after the information has been encrypted.

If a child subject of a child protection plan leaves the establishment and the child's new placement is not known, the child's key worker from Children's Social Care must be contacted to discuss how records should be transferred.

Where records of child protection/welfare concerns have been kept, and details of the receiving primary or secondary school is not known, schools should contact Social Services and the Local Authority Children Missing Education Team.

Educational establishments should be aware that some information they hold in child protection records, such as CAFs which are normally made in collaboration with the family, should only be transferred with the consent of the child or their parents.

#### **Quality assurance of CP/Welfare Concern Records**

The Safeguarding Lead should audit the establishment's children protection/welfare concerns files regularly to ensure that procedures are being followed and adequate records are being kept.

The audit should include a check of the following:

- The file front sheet has all the details correctly recorded
- The file is correctly cross-referenced to other family members' files or to the child's other files, if appropriate
- The child's general educational file is appropriately marked or flagged
- The chronology is up to date and complete, and includes all incidents as well as all significant and relevant contacts with parents and the establishment's actions in response
- Records and notes, including child protection incident/welfare concern forms are typed or hand-written legibly
- Incident dates (including year), time and place are fully recorded
- A factual and correct outline of every incident, concern or disclosure
- Clear names and job titles of staff members involved, and names, job titles and signatures of the people completing forms
- Notes of actions taken, information shared (what, with whom and when)
- Copies of referrals and letters sent
- Copies of minutes or notes of meetings, eg child protection conferences, core group meetings, etc, copied to the file of each child in the family as appropriate

**IKB**

**FRONT SHEET FOR CHILD PROTECTION/WELFARE CONCERNS FILE**

<b>Date file started</b>			
<b>Child's name</b>		<b>Date of birth</b>	
<b>Any other name/s by which the child is known</b>			
<b>Home address</b>		<b>Current address (if different)</b>	
<b>Home telephone number</b>		<b>Current telephone number (if different)</b>	
<b>FAMILY MEMBERS: PARENTS, STEP-PARENTS, CARERS</b>			
<b>Name</b>	<b>Relationship to child</b>	<b>Address</b>	<b>Parental responsibility for child?</b>
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>FAMILY MEMBERS: SIBLINGS</b>			
<b>Name</b>	<b>Address</b>	<b>Educational establishment</b>	


**Are records held in the establishment relating to other connected children?**

Yes

No

**If yes, which files are relevant?**

**CONTACT DETAILS OF OTHER PROFESSIONALS**

<b>Name</b>	<b>Agency</b>	<b>Contact details (address and telephone)</b>

## IKB

### CHRONOLOGY

\* Denotes columns that must always be filled

(Please delete exemplars – for guidance only)

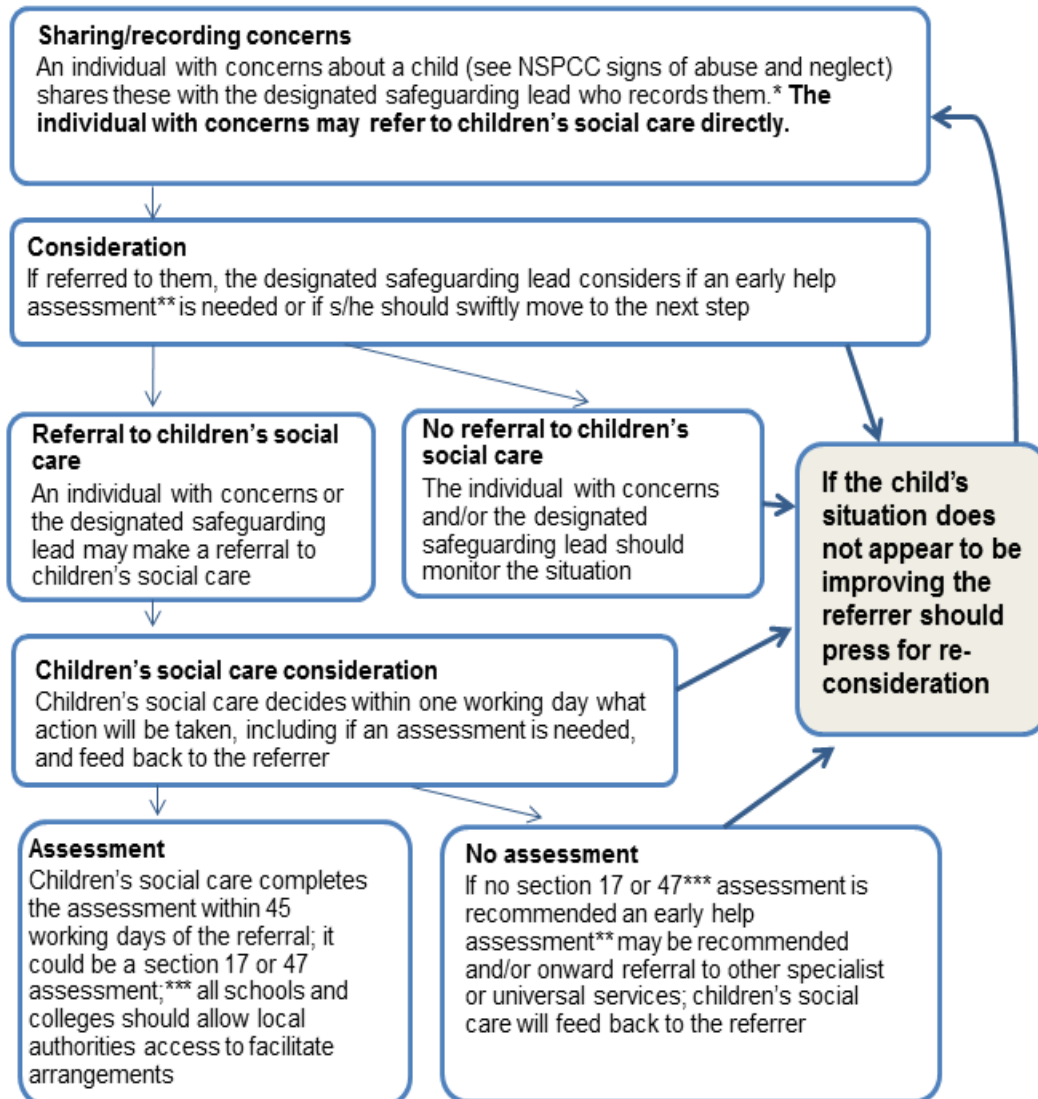
* Date	*Source of Information  <i>Where this information is recorded/held within your establishment</i>	Contact with Child	Contact with adult family member  <i>Specify which adult and type of communication</i>	Communication with external agency  <i>Specify agency, name of worker, job title and type of communication</i>	* Response or Outcome of contact or communication	Comments
<i>Exemplar</i>  25/02/2017	<i>CP/ welfare concern form</i>	<i>1-1 work with Jane by Ms Alex (TA). Jane noticeably becoming increasingly withdrawn and unable to concentrate. Recently occasionally late for school.</i>	<i>Mrs Alex, Dep Head and Designated Child Protection Teacher, telephoned mother, Joanne Smith, to discuss – father not available. Mother said she did not know reason why Jane is withdrawn at school.</i>		<i>Miss EF, Class teacher, and Ms AB, TA, requested by Mrs CD, to monitor Jane’s ability to concentrate, mood and lateness.  Mother gave verbal agreement for Jane to attend school listening service, said she would make more effort to get Jane to school on time.</i>	

## Appendix J - For the DSL - Social Care Referral Flowchart

### Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

**Anybody can make a referral.**



\* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

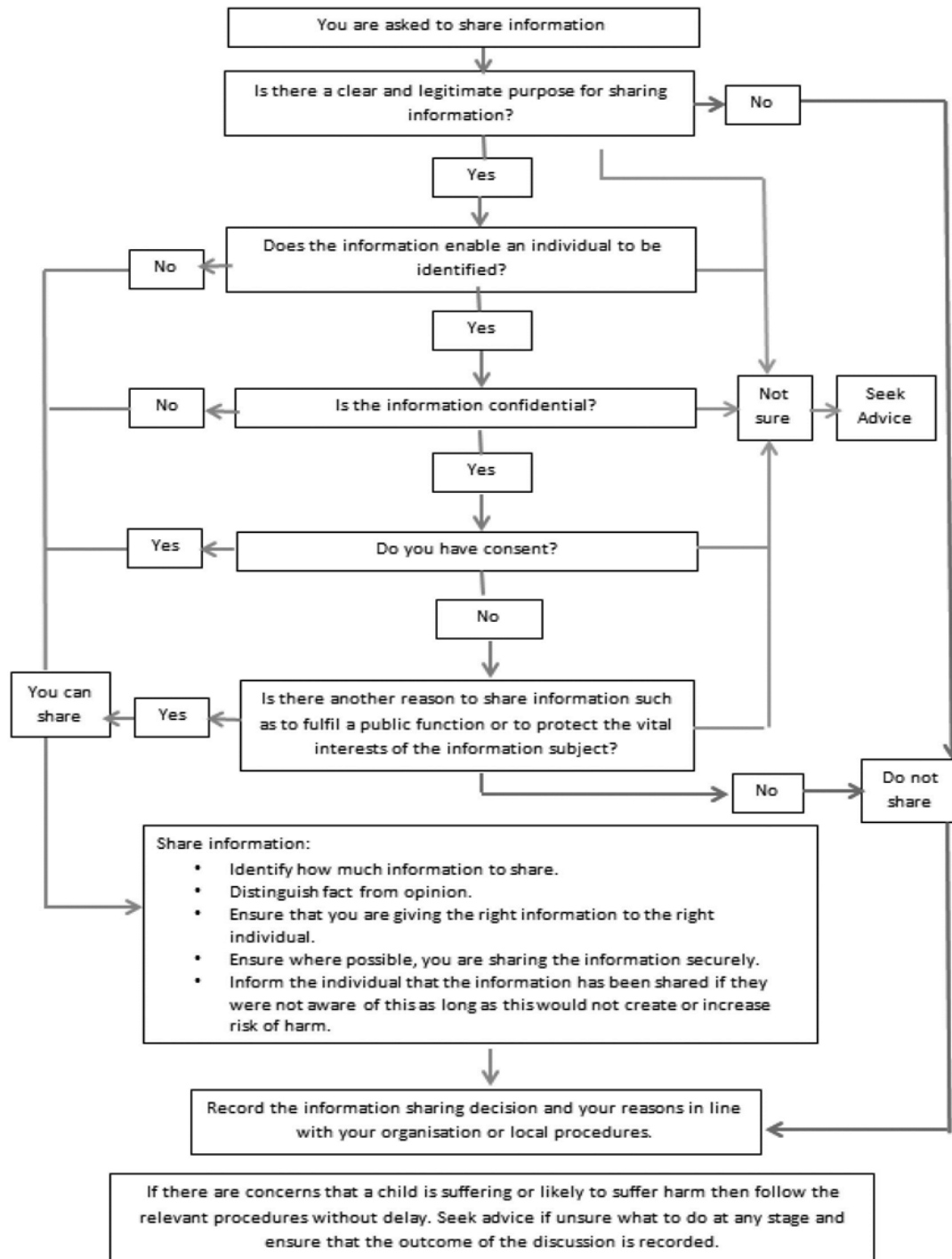
\*\* Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*\*\* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.



## Appendix K - Sharing Information

### Flowchart of when and how to share information



Source: Information Sharing (HM Government March 2015)

## Appendix L – Further information on children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available.

Young witness booklet for 5-11 years olds

<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

Young witness booklet for 12-17 year olds

<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information

Online child arrangements information tool

<https://helpwithchildarrangements.service.justice.gov.uk/>

## **Appendix M – Further information on children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

NICO Guidance

<https://www.nicco.org.uk/>

## **Appendix N – Further information on child criminal exploitation: county lines**

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

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

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

## **Appendix O – Further information in relation to Children Missing Education**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2018) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Where reasonably possible more than one emergency contact number for each student.

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

### **Children joining or leaving a WMAT school**

It is crucial that children are tracked carefully if they move between schools. If this careful monitoring does not occur then there could be a safeguarding concern. Information in relation to each WAMT school's protocols for children joining or leaving the school can be found in the school specific attendance policy.

### **Children who have extended periods of unexplained absence**

If a child is not attending school then they could be vulnerable to a number of risk factors. It is important that extended periods of unexplained absence are identified early and the appropriate action is taken. Details of how each WMAT school responds to extended periods of unexplained absence can be found in the school specific attendance policy.

## Appendix P – Further information on Child Sexual Exploitation

Child sexual exploitation is a crime with devastating and long lasting consequences for its victims and their families. Childhoods and family life can be ruined and this is compounded when victims, or those at risk of abuse, do not receive appropriate, immediate and on-going support.

Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation 2017 is non-statutory, and has been produced to help practitioners who work with children and families to identify child sexual exploitation and take appropriate action in response. The guidance can be found at the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

Section A of this guidance is for everyone whose work brings them into contact with children and families. This section sets out first the background to the nature of child sexual exploitation, followed by a series of guiding principles. All employees of WMAT should read Section A of this guidance document.

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

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

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

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of sexual exploitation

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;

- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

## Appendix Q – Further information on Female Genital Mutilation

The statutory guidance Keeping Children Safe in Education 2018 asks schools to ensure that they raise awareness of Female Genital Mutilation (FGM).

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Female Genital Mutilation occurs mainly in Africa and, to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits. FGM is child abuse. It's dangerous and a criminal offence.

Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

In the UK, FGM tends to occur in areas with larger populations of communities who practise FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include: London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

In England and Wales, 23,000 girls under 15 could be at risk of FGM.

Key Points:

- Not a religious practice
- Occurs mostly to girls aged from 5 - 8 years old; but up to around 15
- Criminal offence in UK since 1985
- Criminal penalties include up to 14 years in prison

Reasons for this cultural practice include:

- Cultural identity – A tribal initiation into adulthood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean

Risk Factors, include:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.



Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

Post-FGM Symptoms include:

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer Term problems include:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

### **FGM mandatory reporting duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

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

### **Honour-based Violence (HBV)**

So-called ‘honour-based’ violence encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

**How should staff respond if they are concerned that a child may be vulnerable to HBV (including FGM)?**

WMAT schools believe that all our children should be kept safe from harm. Although our school has few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.

All staff are made aware of the key issues, risk factors, high risk absences, symptoms and long term health problems of FGM.

The DSL is the lead within the organisation for safeguarding in relation to protecting individuals from FGM.

When any member of staff has concerns that a child may be risk of FGM, they should speak to the DSL.

All staff must report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

## Appendix R – Further information on Extremism and Radicalisation

There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. WMAT schools are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

From 1st July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The Act also places a duty on local authorities to ensure Channel panels are in place. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

### **Indicator of Vulnerability to Radicalisation**

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

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

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

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

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

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

Indicators of vulnerability include:

- Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity,

faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all children experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

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

Strategies to reduce risk

WMAT schools have embedded a number of strategies to build children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The schools provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The schools governors, the Principal and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. The following actions are currently in place at the school.

### **Promotion of British Values**

To promote fundamental British Values:

- The RE curriculum, tutor time sessions and assemblies are used to promote community cohesion and tolerance of different faiths and beliefs. It provides a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.
- The anti-bullying policy has clear procedures to ensure prejudiced based bullying is identified, investigated and resolved promptly.
- Children are taught in mixed classes and tutor groups and, where appropriate, children with Special Educational Needs are integrated into the normal school timetable.

- Within the curriculum, delivery of material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain
- Delivery of materials on democracy through the Citizenship & Diversity strand of Learning For Life
- Children have a voice which is listened to through chilled groups such as Project Equality and the Anti-bullying group
- A School Council is established whose members are voted in by the children, representing a democratic process
- Well-established democratic process of appointment of Sixth Form Ambassador team through voting by staff and children
- All children at Wellsway are invited to stand for the Keynsham Youth Council
- Within the pastoral programme, tutor groups linked to countries to celebrate major sporting events (Olympics, World Cup) and research and celebrate the cultures and traditions of the country
- One term each year is focussed on all aspects of 'Respect' as one of the school values
- Inter-house debating competition creates opportunities for children to express views and discuss issues in a formal setting.

## **PSHE**

Personal, Social and Health Education (PSHE) is used as an effective way of providing children with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations.

### **PSHE:**

- Teaches children to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.
- Encourages children to develop positive character traits, such as resilience, determination, self-esteem, and confidence.
- Provides children with the knowledge, skills and understanding to prepare them to play a full and active part in society.
- Equips children to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments.
- Allows children to learn about democracy, government and how laws are made and upheld.
- In conjunction with Religious Education teaches children about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

### **Working in partnership with parents**

- The WMAT has created a guide for parents/carers to allow them to spot signs of radicalisation. This guide can be found on the website of all WMAT schools.

### **Use of IT**

- WMAT schools ensure that suitable filtering is in place so that children are safe from terrorist and extremist material when accessing the internet in schools.

### **Online Safety**

- WMAT Schools support children to stay safe online. The school online safety policy highlights the how this is done. The content of delivery ensure children are aware of the risks posed by the online activity of extremist and terrorist groups and who to speak to if they have concern of this nature

### **Channel**

- Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. WMAT staff understand when it is appropriate to make a referral to the Channel programme