

# **Abu Bakr Girls School**

## **Safeguarding Policy**

**August 2017**

### **Designated Safeguarding Lead (DSL):**

Mrs Khadija Patel

### **Deputy DSLs:**

Mrs Hasina Varachia  
Mr Muhammed Ramzan

### **Primary school deputy DSL:**

Mrs Yasmin Azam

### **Safeguarding Governor for all Abu Bakr Trust Schools:**

Mr. Muhammad Luqman  
Chair of Governors

Reviewed: August 2017

Next Review: August 2018 (or sooner if required)

**A copy of this policy is available on the school website and referred to in the school prospectus.**

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## **Purpose of this Safeguarding Policy**

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175/157)
- Local Safeguarding Children Board Child Protection Procedures
- Working Together to Safeguard Children (HM Government 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Keeping Children Safe in Education May 2016.
- Children Missing Education September 2016

This policy is one, which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues, and the action which must be taken if there are concerns about the safety or well being of any child. This policy also makes explicit our commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

This will cover roles and responsibilities of the Designated Safeguarding Lead, policy and procedures, curriculum, governors' roles, multi-agency meetings, record keeping and recruitment and selection.

## **Aims of the Safeguarding Policy**

We aim to provide staff with relevant information, skills and attitudes to promote the welfare of pupils attending school and help keep pupils safe. Together with these skills we hope that pupils will feel confident they can confide in staff on issues of neglect, abuse and deprivation.

- To inform and advise any adults who work in or on behalf of our school of the need for child protection and of their responsibilities in identifying and reporting possible case of abuse.
- To ensure that everyone is aware of the required levels of communication between staff in actual, suspected or potential child protection situations.
- To give clear guidance to all staff on what procedures to follow if a child discloses abuse or a member of staff suspects abuse.
- To integrate a child protection curriculum into the existing curriculum allowing for continuity and progression through all stages of education.

- To operate this policy in line with the stated values of our school
- To review procedures and improve the way the child protection issues are managed.

We recognise that for children, high self-esteem, confidence, a supportive friend and clear lines of communication with a trusted adult helps prevention.

**We will therefore:**

- (a) Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to. Staff members are aware that pupils should not be ignored and as part of the Islamic Ethos ensure that pupils are supported in developing their personality. Pupils at our school also have access to independent listeners through form teachers and the Welfare Officer. Also available for pupils is a suggestions box. Our School Council is a forum for open discussion regarding any pupil concerns. The head teacher is always available to meet with pupils and pupils are encouraged to write to the head teacher.
- (b) Ensure that children know that there are adults in our school who they can approach if they are worried or are in difficulty. Pupils are encouraged to approach adults with their concerns. A Welfare Board provides up to date information on how pupils can stay safe online and who to go to in the event of any concerns they would like to discuss.
- (c) Include in the curriculum activities and opportunities which will equip pupils with the skills they need to stay safe from abuse. The curriculum, especially subjects such as PSHEE and Islamic Studies raises pupil's awareness and builds confidence so the pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- (d) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- (e) Encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We will ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps will be taken to offer a balanced

presentation of opposing views to pupils.

### **Introduction to the Safeguarding Policy**

Our school aims to encourage each pupil to discover their full potential and to develop within an Islamic framework. At our school we have high expectations of our pupils, not only academically but also Islamically in standards of behaviour, appearance and courtesy both inside and outside the school.

We firmly believe that the spirit of Islam should be at the heart of all aspects of school life. The Islamic elements cannot be separated from other elements. They should pervade all aspects of the curriculum. The teacher/ pupil relationship is important and should be based upon respect and trust. The relations of teachers to each other and of pupils to their peer groups are equally crucial.

There are four main elements to our Safeguarding Policy.

- (a) **PREVENTION** by creating a positive atmosphere of teaching and pastoral support to pupils.
- (b) **PROTECTION** by following agreed procedures; ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- (c) **SUPPORT** to pupils and staff and pupils who may have been abused or who may have been involved in ensuring the wellbeing of the victim.
- (d) **RECRUITMENT AND SELECTION OF STAFF** to ensure pupils are safe and secure from adults who might wish to harm them.

### **This policy applies to:**

- All members of our school community (GB, teachers, administration staff, catering staff and all other staff members).
- All adults from outside the school who have close contact with pupils (mentors, careers officers, EWOs, support teachers).

### **Roles and Responsibilities**

All adults working with or on behalf of pupils have a responsibility to protect children. There are, however, key people within school and the LA who have specific responsibilities under Child Protection Procedures.

### **Early Help**

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

## **Roles and Responsibilities of DSL**

The main role of the Designated Safeguarding Lead is to refer cases of suspected abuse to the relevant investigating agencies, according to the procedures established by Walsall Safeguarding Children Board (**WSCB**).

### **The DSL is expected to:**

- Read and be familiar with the contents of this policy.
- Make sure there is at least one copy of the procedures are kept in a central place so that all staff has access to it as necessary. Ensure it contains up-to date information about local services (including telephone numbers).
- Ensure that all staff, including supply staff and volunteers are inducted in the school's procedures, have access to the school's safeguarding policy and know how to make child protection referrals.
- Ensure that visiting staff know the schools safeguarding procedures.
- Act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with WSCB and other relevant agencies over cases of abuse and allegations of abuse.
- Ensure that all allegations against teachers and other adults working within the school community are referred to MASH.
- Liaise with head teacher regarding any issues and ongoing investigations.
- Ensure that the schools safeguarding policy is updated and reviewed annually, in collaboration with the Governing Body and any issues arising are reported regularly.
- Ensure that parents have access to the school's safeguarding policy and that a reference to it is made within the school's prospectus.

- Make themselves and the head teacher known to all members of staff and have training in safeguarding children relevant to their needs and that they are able to identify and report concerns.
- Notify the WCSB if there is unexplained absence of a pupil on the child protection register of more than more than two days duration from school (or one day following a weekend)
- Keep clear records of all child protection concerns in a locked filing cabinet separate from children's files.
- Make any referral within 24 hours (in writing or with written confirmation of a telephoned referral) of allegations or suspicions of abuse to MASH on 01922 658170 to carry out child protection investigations rather than internal investigations by the school.
- Where pupils leave the school roll, ensure their child protection file is transferred to the new school and is kept separate from main school file.
- Investigate where pupils are absent from school without any valid reason or when no contact can be made to identify reason for absence, report to the LA and appropriate steps be followed. (See Attendance policy)
- Help staff to devise and co-ordinate strategies to support children who are particularly **vulnerable**.
- Ensure staff have advice about avoiding situations, which might make them vulnerable to allegations by pupils.
- Receive training in how to identify abuse and know when it is appropriate to refer a case and attend refresher training every year. This will also include training for inter- and multi- agency work such as child protection conferences and core group meetings.
- Represent the school at child protection conferences and core group meetings.
- Ensure that the curriculum offers opportunities for raising pupils' awareness and developing strategies in areas such as safe environment, protective behaviour, personal safety, bullying, racial awareness, internet safety and safeguarding issues within sex education.

- Provide as much information as possible; such as the child's full name, date of birth, address, school, GP, languages spoken, any disabilities the child may have, details of the parents, other siblings and a chronology of previous concerns when making a referral to MASH. Even if all the information is not available, the call should still be made.
- Follow up any verbal referrals in writing, within 24hrs. This will be done on a MARF (Multi Agency Referral form), downloadable from the WSCB website [www.wlscb.org.uk](http://www.wlscb.org.uk) under Child Protection Procedures.
- If it is necessary for the child to be taken to hospital, hand the child over to the direct care of medical staff informing them that non-accidental injury is suspected. It is important that all stages in the above procedure staff make detailed written records of all their reports and actions. Before forwarding reports on for further action to take place, it is recommended that staff make and securely retain copies of any notes or reports that they recommended that staff make and securely retain copies of any notes or reports that they forward. Notes should be made of the relevant parts of conversations and phone calls and these notes should be included in reports.
- Once information has been passed, advise colleagues that they should withdraw from the process. It is not appropriate to talk to the child or to offer further support. However, when a pupil has trusted them enough to disclose, they may feel the desire to return to talk (remember that investigations can sometimes take months). In such a situation they should be advised that they cannot comment or advise but they can listen.
- Where there are still concerns, we will be press for reconsideration.

For any referrals contact the:

**Multi Agency Safeguarding Hub (MASH), Quest Building, 139-143 Lichfield St, Walsall.**

**Tel: 0300 555 2866**

**Role of the Governor**



The Governor is responsible for safeguarding children, to ensure the children in the school are kept safe from harm. The governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full governing body.

**The Governor for Safeguarding will:**

- Act as a 'critical friend' to the school, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the Safeguarding agenda and all statutory governing body responsibilities are met.
- Monitor appropriate policies, including the Safeguarding and Whistle blowing policies.
- Ensure there is a suitable qualified, trained and supported DSL who has responsibility for responding to and overseeing safeguarding issues.
- Ensure there is a suitable qualified, trained and supported Deputy DSL who has responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the DSL.
- Ensure that the DSL adequately supervises and supports the work, development and wellbeing of the deputy DSL and any other individual to whom they may delegate additional safeguarding responsibilities in order that there exist clear lines of accountability.
- Ensure that there is a robust system for recording, storing and reviewing child welfare concerns.
- Liaise with the head teacher about general child protection and broader safeguarding issues within the school and as such be able to provide reports to the governing body in respect of themes and issues within the school to enable adequate action to be taken.
- Ensure that school staff training is up to date.
- Ensure safeguarding training is delivered every year and other training as appropriate to the role and relevant to issues within the school.
- Ensure other governors attend appropriate safeguarding training.
- Ensure appropriate members of the governing body complete training in respect of allegations against staff.
- Ensure at least one governor on the recruitment and selection panel for staff has successfully completed accredited Safer Recruitment training.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record and ensure it is up to date and maintained in line with guidance.
- Take account of how safe pupils feel when in school.
- Ensure the voice of pupils is truly heard and appropriately acknowledged.

- Ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' run throughout.
- Ensure school do not operate in isolation and have an awareness of agencies available to support children and families.
- Ensure the safeguarding agenda is embedded in the ethos of the school.

## **Role of Walsall Safeguarding Children Board (WSCB)**

The Walsall Safeguarding Children Board (WSCB) is the recognised joint forum for developing, monitoring and reviewing child protection procedure. The role of a local Safeguarding Children's Board is outlined in 'Working Together to Safeguard Children (2015)'.

## **Role of Staff**

Abuse of children in attendance at school is most likely to be first noticed by teaching staff. Teachers bring a number of particular advantages to the recognition of child abuse;

- They have regular and frequent opportunities to observe children, including opportunities to observe changes in their behaviour.
- They have an ongoing relationship with children, who may confide in them about difficulties that they are experiencing.
- They have knowledge of the wide range of behaviour likely to be seen in children of a particular age.
- They have opportunities to observe the response of a group of children to particular situations. They will, therefore, be sensitive to surprising or unusual responses.

## **Teachers have a professional duty to:**

- Observe and be alert to signs of abuse;
- Take immediate action in the child's best interest by reporting any suspicion or evidence of abuse or non-accidental injury;
- Enquire about the progress of individual cases in which they/are have been involved.

All teaching staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the DSL. Beyond the initial reporting of suspected child abuse, staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

Consulting with your Designated Senior Lead for child protection does not mean a referral has been made. This decision is the responsibility of the Designated Senior Lead for child protection who will contact the appropriate agency as and when required.

**If staff are unhappy about the response you receive from the Designated Safeguarding Lead contact the Local Authority Childrens' Services.**

The school will always discuss concerns with parents/carers unless to do so would:

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

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

**UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.**

#### **Staff (Non-Teaching/Ancillary)**

As with teaching staff, non-teaching staff has a responsibility to observe and report any suspicion or evidence of abuse or non-accidental injury. All nonteaching/ancillary staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the DSL. Beyond the initial reporting of suspected child abuse, non-teaching/ancillary staff has a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

#### **Procedures for when someone is concerned about a child or young person**

- All concerns for children and young people should be recorded on the standard pro forma available.
- All concerns should be recorded as soon as possible (and within one hour)
- All concerns should be referred to the DSL
- All concerns of significant harm should be referred to MASH without delay
- All concerns of allegations in relation to staff and volunteers harmful behaviour should be referred to the head teacher. If the concern is in relation to the head teacher the chair of governor should be informed without delay

To consult with the DSL does not mean a referral has been made. This decision is the responsibility of the DSL who will contact the appropriate agency.

#### **Staff and volunteers must report to the DSL when:**

- A child may disclose something that has upset or harmed them

- Someone else might report something that a child has told them, or that they believe that a child has been or is being harmed
- A child might show signs of physical injury for which there appears to be no explanation
- A child's behaviour may suggest he or she is being abused
- The behaviour or attitude of one of the workers towards a child may cause concern
- A child demonstrates worrying behaviour towards other children.

**If staff are unhappy about the response you receive from your DSL, contact the Local Authority Childrens Services.**

The school will always discuss concerns with parents/carers unless to do so would:

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

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

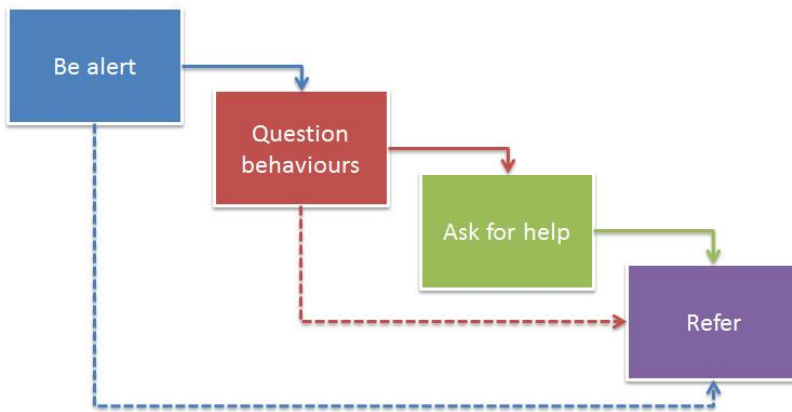
**UNDER NO CIRCUMSTANCES SHOULD STAFF LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.**

**All teaching and non-teaching staff will undertake training every year.**

Staff working with children should be guided by these four principles:

1. Children have a right to be safe and should be protected from all forms of abuse and neglect;
2. Safeguarding children is everyone's responsibility;
3. It is better to help children as early as possible, before issues escalate and become more damaging; and
4. Children and families are best supported and protected when there is a co-ordinated response from all relevant agencies.

There are four main categories of abuse and neglect and, although there are definitions in Working Together to Safeguard Children 2015. This document sets out some of the warning signs. There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect.



The first step is to be alert to the signs of abuse and neglect, to have read this document and to understand the procedures set out in your local multi-agency safeguarding arrangements. You should also consider what training would support you in your role and what is available in your area.

The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. You should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information.  
(Keeping Children Safe in Education May 2016)

### **For All Staff**

One sentence from the child indicating child abuse or non-accidental injury provides you with 'reasonable grounds' and is sufficient for you to act. This may also apply if clear information comes from a sibling or other adult, etc. However, considering that many of the signs of child abuse are also commonly associated with other medical, social or psychological problems or simply normal child development, a teacher may naturally discuss some initial concerns about a child's mental or physical well-being with other staff, parents, etc. However, in many cases the parents/guardians may be the abusers and explanations or comments made by the parents may be sufficient to give the teacher reasonable grounds to suspect child abuse or non-accidental injury. Once there are reasonable grounds to suspect child abuse or non-accidental injury then the following procedure must be implemented immediately.

When a staff member has suspected child abuse or non-accidental injury then the matter should be referred to the DSL **Khadija Patel** and a written report using the form **Concerns about a Child's Safety and Welfare within school** should be made and forwarded to the DSL.

The individual member of staff may also choose to make the referral themselves, however the DSL should be informed of the referral.

**ALL STAFF HAVE A STATUTORY DUTY UNDER THE EDUCATION ACT 2002 TO PASS ON ANY CHILD PROTECTION CONCERNS ABOUT A CHILD.**

### **Looked after children**

The DSL will ensure appropriate staff have the information they need in relation to a pupils looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the pupils care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the pupils' social worker.

## **Recognising Abuse**

### **Physical Abuse**

May involve hitting, shaking, throwing, burning, scalding, poisoning, drowning, suffocating or otherwise causing physical harm to a child. It may also occur when a parent or carer feigns symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as Fabricated or Induced Illness (FII) or Munchausen Syndrome by proxy

### **Possible Signs of Physical Abuse**

- Unexplained injuries or refusal to discuss them
- Cigarette burns
- Long Bruises-possibly made by a belt
- Teeth marks
- Fingertip/slap marks or bruises
- History of bruises/injuries with inconsistent explanations
- Bilateral black eyes
- Self-destructive tendencies
- Aggression towards others
- Untreated injuries
- Fear of medical treatment
- Unexplained patterns of absence that could be in order to hide injuries.
- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained:  
bruises or cuts;  
burns or scalds; or

bite marks.

## **Emotional Abuse**

Emotional abuse is the persistent maltreatment of a child such to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children they are worthless and unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capacity, as well as overprotection and limitation of exploration, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

## **Possible Signs of Emotional Abuse**

- Developmentally delayed
- Inappropriate emotional responses
- Self-Mutilation
- Extreme passivity or aggression
- Running Away
- Drug/solvent abuse
- Excessive fear of situations or people
- Social isolation
- Depression
- 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.

## **Sexual Abuse**

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

### **Possible Signs of Sexual Abuse**

- Depression, suicidal, self harming
- Anorexic/bulimic
- Acting in a sexually inappropriate way towards adults/peers
- Unexplained pregnancies
- Running away
- Telling of a 'friend with a problem abuse'
- Sexually abusing a younger child
- Sudden changes in school or work habits
- Afraid of certain people
- 'Chronic' medical problems (stomach pains/headaches)
- Withdrawn, isolated, excessively isolated
- 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.

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;



- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

### **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

### **Possible Signs of Neglect**

- 'Failure to thrive' (looks thin, unwell, below average height and weight)
- Usually hungry
- Has regular accidents (especially burns)
- Poor personal hygiene
- Kept away from school medicals
- Tiredness
- Reluctant to go home
- Poor social relationships
- Frequent lateness/ non-attendance at school
- Inappropriate clothing
- 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<sup>4</sup>; and
- Parents who fail to seek medical treatment when their children are ill or are injured.
- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence

of drugs;

- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

**(Keeping Children Safe in Education May 2016)**

## **Children with Special Educational Needs and Disabilities (SEND)**

Children with Special Educational Needs and disabilities (SEND) can provide additional safeguarding challenges as additional barriers may exist when recognising abuse and neglect in this group of children. This may include:

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's impairment without further exploration;
- Children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

## **A Child Missing from Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the procedures for dealing with children that go missing on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We have in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff

are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and Forced marriages.

The local authority will be notified when a pupil is deleted from its register under the above circumstances. This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

**The local authority will be informed of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 5 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).**

## **Bullying and Cyber Bullying**

Bullying is behaviour that hurts another individual – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying that happen online, using social networks, games and mobile phones, is called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

Bullying includes:

- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls
- online or cyber bullying.

(NSPCC)

See Anti- Bullying Policy

## **Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279511/step\\_by\\_step\\_guide.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf)

## **Female Genital Mutilation**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

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.

### **Indicators of FGM**

It is important that professionals look out for signs that FGM has already taken place so that:

- The girl or woman receives the care and support she needs to deal with its effects
- Enquiries can be made about other female family members who may need to be safeguarded from harm; and/or
- Criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those who have broken the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM. These include:

- A girl or woman asks for help;
- A girl or woman confides in a professional that FGM has taken place;
- A mother/family member discloses that female child has had FGM;
- A family/child is already known to social services in relation to other safeguarding issues;
- A girl or woman has difficulty walking, sitting or standing or looks uncomfortable;
- A girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously;
- A girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating;
- A girl spends long periods of time away from a classroom during the day with bladder or menstrual problems;
- A girl or woman has frequent urinary, menstrual or stomach problems;
- A girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter;
- There are prolonged or repeated absences from school or college

- Increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
- A girl or woman is reluctant to undergo any medical examinations;
- A girl or woman asks for help, but is not be explicit about the problem; and/or
- A girl talks about pain or discomfort between her legs.

This is not an exhaustive list of indicators.

If any of these indicators are identified professionals will need to consider what action to take. If unsure what action to take, professionals should discuss with the DSL. Professionals subject to the mandatory reporting duty are required to report known cases of FGM in girls under 18 to the police.

### **Actions**

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced from October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place.

### **Mandatory Reporting Duty**

All teachers have a statutory duty from October 2015 to 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 still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

See FGM policy.

### **Forced Marriages**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning difficulties, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Staff can contact the Forced Marriage Unit if they need advice or information on 020 7008 0151 or email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk).

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Where it is felt that a pupil is a victim of forced marriage in any way, our safeguarding procedures will be followed.

## **Honour Based Violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

## **Peer on Peer Abuse**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Peer on peer abuse can include: sexual bullying at school; being coerced to send sexual images; physical and sexual assaults and violence; child sexual exploitation and teenage relationship abuse. Gang-affected young women are particularly vulnerable to being sexually exploited for protection, status, drugs or money.

The School takes peer on peer abuse seriously and all staff are clear that peer on peer abuse should not be passed off as "part of growing up" or "banter".

Incidents of peer on peer abuse will be dealt in line with the normal School safeguarding procedures.

In dealing with peer on peer abuse, the School recognises:

- that peer on peer abuse often occurs in the same school or neighbourhood, thus it is important any response takes account of how a network of peer relationships is affected;



- the relationship between sexual exploitation, serious youth violence, and teenage relationship abuse, and the need to ensure it is recognised when young people are experiencing multiple forms of abuse;
- that young people who have experienced abuse and exploitation can also be groomed to abuse their peers, requiring a much more holistic approach to safeguarding;
- that different gender issues can be prevalent;
- that peer on peer abuse can be influenced by the nature of the environments in which young people spend their time (e.g. exposure to violence on the streets, exposure to harmful social norms related to gender, relationships and consent);
- that peer on peer abuse hinges upon young people's experiences of power, and ultimately the notion of consent (while young people who abuse their peers have power over the young person they are harming, they may be simultaneously powerless in relation to some peers who are encouraging their behaviour or in the home where they are being abused).

The School also recognises that an alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Any decision on action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be done to minimise this risk. Assessment of an alleged perpetrator's needs will include consideration of:

- the nature, extent and context of the abusive behaviours;
- the young person's development and family and social circumstances;
- whether the young person appears to pose a continuing risk and, if so - who is likely to be at risk from him/her, and the nature and degree of the risk;
- the young person's need for services, both those which relate to his/her harmful behaviour and other significant needs;
- whether the young person is also at risk of significant harm and should be the subject of a child protection conference and;
- whether action is to be taken within the criminal justice system.

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

### **Peer on Peer Abuse: Youth Produced Sexual Imagery (Sexting)**

There is no clear definition of sexting, however, the school adopts the UK Council for Child Internet Safety definition and advice for dealing with 'youth produced sexual imagery' as set out in 'Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People'.

Youth produced sexual imagery includes incidents where:

- a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;

- a person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- a person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

Youth produced sexual imagery does not include:

- the sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police;
- young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal:

- it is an offence to possess, distribute, show and make indecent images of children;
- the Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

The law criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law.

Incidents of sexting will be dealt in line with the normal School safeguarding procedures.

In responding to an incident or disclosure regarding youth produced sexual imagery, the School will aim to establish:

- whether there is an immediate risk to a young person or young people;
- if a referral should be made to the police and/or children's social care;
- if it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed;
- what further information is required to decide on the best response;
- whether the imagery has been shared widely and via what services and/or platforms - this may be unknown;
- whether immediate action should be taken to delete or remove images from devices or online services;
- any relevant facts about the young people involved which would influence risk assessment;
- if there is a need to contact another school, college, setting or individual;
- whether to contact parents or carers of the pupils involved - in most cases parents should be involved, unless informing the parent will put the young person at risk of harm.

An immediate referral to police and/or children's social care will be made if, at this initial stage:

- the incident involves an adult;
- there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs);

- what the School knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
- the imagery involves sexual acts and any pupil in the imagery is under 13;
- the School has reason to believe a pupil or pupils are at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming;

If none of the above apply then the School may decide to respond to the incident without involving the police or children's social care (the School can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care will be made in cases when the Designated Safeguarding Lead and Head teacher are confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the School's pastoral support and disciplinary framework and if appropriate local network of support. For example, 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, will generally be referred to police and/or children's social care.

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the Designated Safeguarding Lead will conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks. When assessing the risks the following will be considered:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?;
- Who has shared the imagery?
- Where has the imagery been shared?
- Was it shared and received with the knowledge of the pupil in the imagery?;
- Are there any adults involved in the sharing of imagery?;
- What is the impact on the pupils involved?;
- Do the pupils involved have additional vulnerabilities?;
- Does the young person understand consent?;
- Has the young person taken part in this kind of activity before?

Adults will not view youth produced imagery unless there is good and clear reason to. In making that decision, the School will need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved);
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report;
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery, the School will:

- never copy, print or share the imagery; this is illegal;
- ensure viewing is undertaken by the Designated Safeguarding Lead or another member of the safeguarding team with delegated authority from the Head teacher;
- ensure viewing takes place with another member of staff present in the room, ideally the Head teacher or a member of the senior leadership team. This staff member does not need to view the images;
- wherever possible, ensure viewing takes place on school premises, ideally in the Head teacher or DSL's office;
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery;
- record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions.

If a decision is made to inform the police and any devices need to be seized and passed to the police, then the device(s) will be confiscated, turned off and placed in secure conditions until retrieved by the police.

If a decision is made that other agencies do not need to be involved, consideration will be given to deleting the imagery in line with the DfE guidance 'Searching, Screening and Confiscation' which advises that schools have the power to search pupils' devices, search data on devices and delete youth produced sexual imagery. The School will not search devices and delete imagery unless there is good and clear reason to do so. The pupil should be asked to delete the imagery and confirm deletion.

In line with the school's general safeguarding procedures, all decisions and actions, including dates and times and reasoning will be logged.

### **Further Information of Specific Safeguarding Issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. The NSPCC offers information for schools on its website [www.nspcc.org.uk](http://www.nspcc.org.uk). Broad government guidance on the issues listed below can also be accessed via the [www.gov.uk](http://www.gov.uk) website:

- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage

- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering preventing radicalisation
- PREVENT for schools sexting (CEOP)
- sexting in Schools and Colleges
- teenage relationship abuse
- trafficking
- use of social media for online radicalisation

## **Preventing Radicalisation**

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”).

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

### **Signs and symptoms of a young person being at risk of becoming radicalised:**

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centered around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;

- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- Communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118194/channel-guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf)

## **Prevent**

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.

Paragraphs 57-76 of the Prevent Guidance are concerned specifically with schools. The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Our procedures:

- The school has a risk assessment to assess the risk of children being drawn into terrorism.
- The school has clear procedures in place for protecting pupil at risk of radicalisation.
- The school will discuss any concerns in relation to possible radicalisation with a pupils’ parents in line with the schools safeguarding policy and procedures unless we have specific reason to believe that to do so would put the child at risk.
- The designated safeguarding lead and senior leaders will undertake advanced Prevent awareness training so that they are best equipped to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- The school will ensure that staff undertake the WRAP training annually.

- We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. We will ensure that suitable filtering is in place. We will teach our pupils about online safety more generally.

## **Referral Procedure**

When staff have a safeguarding concern for a pupil showing signs/symptoms of radicalisation (from whatever ideology) a referral should be **made by completing a MARF and sends it through to MASH on [MASH@walsall.gcsx.gov.uk](mailto:MASH@walsall.gcsx.gov.uk)**

## **Channel**

As part of our training, staff will understand when it is appropriate to make a referral to the Channel Programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

We will co-operate with local Channel panels as appropriate.

See Prevent Policy.

**The Police lead for the Walsall area is:-**

**Detective Constable Mandy Evans - 101 Ext. 7889 6438.**

**The lead for the force as a whole is:-**

**Detective Constable Gillian Squires (contactable via 101 (switchboard))**

**To raise concerns relating to extremism directly call the helpline directly on 020 73407264**

**Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)**

# The Six R's

## RECEIVE

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

## REASSURE

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

## REACT

- If you need to clarify information ask open-ended questions e.g. "Is there anything you'd like to tell me?", "Can you explain to me..." "Can you describe to me..."
- Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'
- Never ask 'accusing' questions e.g. "Why didn't you tell someone earlier?"
- Never criticise the alleged perpetrator, it may be someone that they will continue to live with.
- Never ask the pupil to repeat their disclosure for any other member of staff, it is your responsibility to share the information
- These four factors may compromise enquiries that need to be made later by children's social care or Police.

## RECORD

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write and account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or police.



## **REFER**

- Immediately inform the DSL or in their absence the Deputy DSL who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Local Authority

## **REFLECT**

- Ask yourself if you have done everything you can within your role.
- Refer any remaining concerns to the designated teacher, e.g. any knowledge of siblings in the school, or previous contact with parents.
- Dealing with disclosures can be difficult and disturbing; you should seek support for yourself via the support within your school or an alternative source but be aware of principles of confidentiality.

The reporting staff **MUST** now withdraw from the immediate process but should remain vigilant.

## **The Child's Wishes**

Where there are safeguarding concerns, we will ensure that the child's wishes and feelings are taken into account when determining what action to take and what support is needed. All pupils will be given the opportunity to express their views and give feedback.

## **Opportunities to Teach Safeguarding**

The school will ensure that pupils are taught about safeguarding issues, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PHSEE). The school also uses external agencies to deliver workshops to pupils.

E-Safety: Pupils all sign an Acceptable use policy.

## **Allegations Involving a Member of Staff / Volunteer**

Our school is committed to having effective recruitment and human resources procedures, including checking all staff and volunteers to make sure they are safe to work with children and young people. Key staff involved in recruitment processes will undertake Safer Recruitment Training offered by the WSCB.

However, there may still be occasions when there is an allegation against a member of staff or volunteer. Allegations against those who work with children, whether in a paid or unpaid capacity, cover a wide range of circumstances

All allegations of abuse of children by those who work with children or care for them must be taken seriously. In these circumstances all allegations against other members of staff or volunteers should be referred to the Head teacher. In their absence you should seek to speak with Khadija Patel. If your concern is about the Head teacher, you need to speak to the Chair of Governors. If your concern is about the Chair of Governors you need to speak to the Local Authority Designated Officer, Alan Hassall (01922) 654040 or 07432 422205.

Staff may consider discussing any concerns with the school's designated lead and make a referral via them.

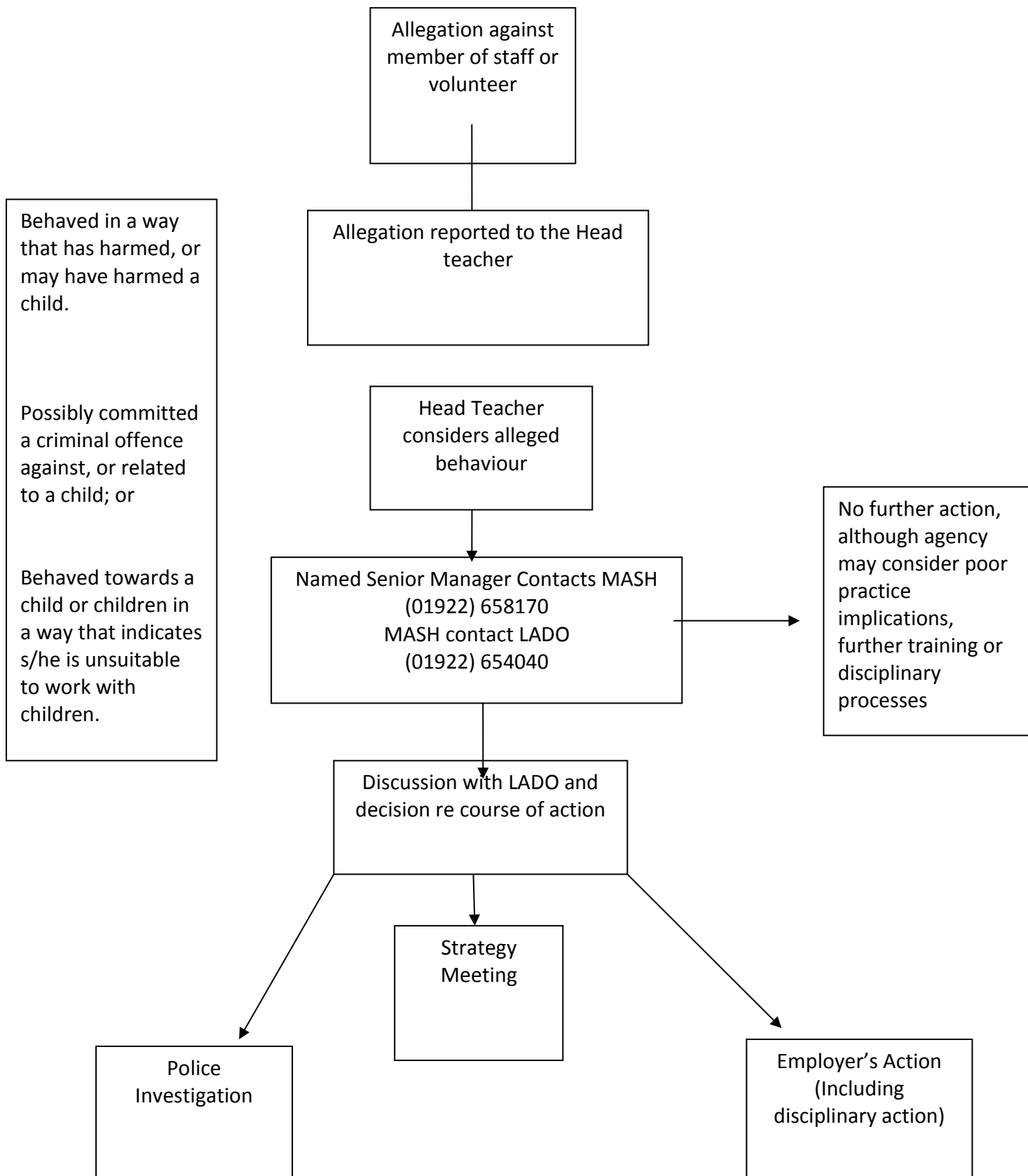
A referral to the disclosure and Baring Service(DBS) must be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

**This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

Information sharing should not be barrier but in the unlikely event that you cannot access the people above please discuss your concerns with the Local Authority Designated Officer, Alan Hassall (01922) 654040 or 07432 422205.

## Managing Allegations Against Staff and Volunteers

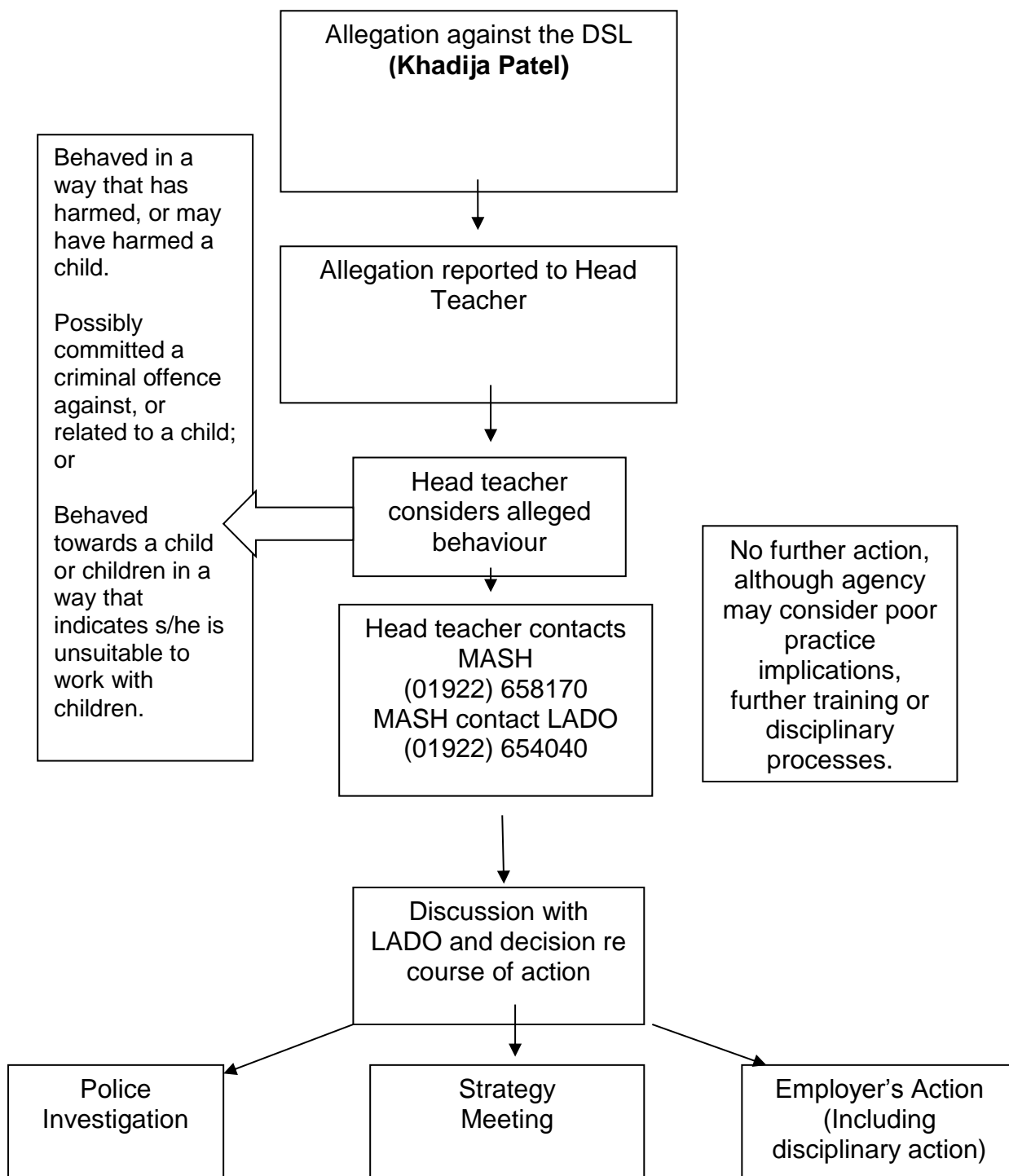
Any person who receives an allegation about a member of staff or volunteers or any persons outside the school by a pupil, parent or another staff member should report the matter immediately to the Head teacher who will then follow the procedures set out in the flow chart below.



## Managing Allegations Against the DSL

**Allegations against a teacher or a member of staff who is no longer teaching at the school will be referred to the police.**

Any person who makes or receives an allegation against DSL (Khadija Patel), should report the matter immediately to the head teacher who will then follow the procedures set out in the flow chart below.



## **Advice to Staff**

Staff must adopt the following procedures but it is understood that where it may not be possible to implement them for various reasons, professional judgment will be necessary.

### **One to one situations**

- (a) If speaking privately to a pupil use an area where other staff/ pupils can see you.
- (b) It is recognised that in our Islamic environment, consoling pupils may require a reassuring arm on the shoulder but try to avoid excessive familiarity with pupils.

### **Transporting of pupils**

- (a) Staff must have fully comprehensive insurance.
- (b) Think carefully about the implication of transporting an individual in your car.
- (c) All passengers must wear seat belts.
- (d) Never overload the car.

### **Addressing of Staff**

- (a) Never allow pupils to address you by your forename alone.
- (b) Never give your home telephone number to pupils who may wish to discuss problems with you.
- (c) In some activities in/out of ABGS it may be necessary to pass on a home number i.e. sporting activities, exchange visits etc.

### **Compromising situations**

If a member of staff feels that he/she has placed himself/herself in a compromising situation then an immediate discussion should take place with the head teacher or the DSL.

### **Independent Listener**

We understand that all our pupils may at times require personal and private consultations to help them deal with certain aspects of their lives.

To ensure that all their individual needs are fully met we have one independent listener who

is available to deal with their problems at all times (Mrs Khadija Patel).

### **How to manage allegations**

The following procedure should be applied in all situations where it is alleged that a person who works with children has:

- Behaved in a way which has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way which indicates that he/she is unsuitable to work with children

The allegations may relate to the persons behaviour at work, at home or in another setting.

**\*\* All allegations should be notified to the Local Authority Designated Officer (LADO) within one working day. \*\* (call 01922 65400 or 07432 422205)**

The LADO will discuss the matter with the head teacher to determine what steps should be taken and where necessary obtain further details of the allegation and the circumstances in which it was made. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded, whether a referral to the Children's Social Care Services is required and/or whether disciplinary action is appropriate.

Most allegations will require immediate referral to the Children's Social Care Services and the Police, but common sense and judgement must be applied in reaching a decision about what action to take.

If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer Significant Harm, the LADO will immediately refer the matter to the Children's Social Care Services and ask for a Strategy Discussion/Meeting to be convened straight away.

Where the safety of other children is in question as a result of the allegation, consideration should be given to invoking the Complex (Organised or Multiple) Abuse Procedure

Some allegations may be less serious and at first sight might not seem to warrant consideration of a police investigation or enquiries by Children's Social Care Services. However, it is important to ensure that even apparently less serious allegations are followed up and examined objectively by someone independent of the organisation. Consequently the LADO should be informed of all allegations that come to the employer's attention and appear to come within the scope of this procedure so that he or she can consult Police and social care colleagues as appropriate.

Where a referral is made directly to Children's Social Care Services, they will consult with the Local Authority Designated Officer (LADO), the Police and the Named Senior Officer/Manager in the relevant agency or organisation.

Where such allegations are made, consideration must be given to the following three strands:

1. The police investigation of a possible criminal offence
2. Enquiries and assessment by Children's Social Care Services as to whether the child is in need of protection or in need of services
3. Consideration by an employer of disciplinary action in respect of the individual

In addition, such allegations may give rise to complaints of poor practice, which should be considered in line with the agencies complaints or disciplinary procedures.

More information and the full Walsall Safeguarding Children Board Child Protection Procedures can be found at [www.wlscb.org.uk](http://www.wlscb.org.uk)

The following definitions should be used when determining the outcome of allegation investigation:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

In the first instance, the head teacher, or where the head teacher is the subject of the allegation, the chair of governors or proprietor (case manager) should immediately discuss the allegation with the designated officer. The purpose of an initial discussion is for the designated officer and case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the designated officer, and agreement reached on what information should be put in writing to

the individual concerned and by whom. The case manager will then consider with the designated officer what action will follow both in respect of the individual and those made the initial allegation.

The case manager will inform the accused person about the allegation as soon as possible after consulting the designated officer. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. We will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered prior to taking that step.

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance Working Together to Safeguard Children 2015. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police will take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or children service is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated officer will discuss the next steps with the case manager. In those circumstances, the options open to the school will depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the designated officer will discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation will normally be undertaken by a senior member of the school.

However, in other circumstances, such as lack of appropriate resource within the school, or the nature or complexity of the allegation will require an independent investigator.

At the conclusion of a case in which an allegation is substantiated, the designated officer will review the circumstances of the case manager to determine whether there are any improvements to be made to the school procedures or practice to help prevent similar events in the future. This will include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension is justified. Lessons will also be learnt from the use of suspension when the individual is subsequently reinstated. The designated officer and case manager will consider how future investigations of a similar nature could be carried out without suspending the individual.

## **Suspension**



We will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school, or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered prior to taking this step.

Suspension will not be the default position: an individual will be suspended only if there is no reasonable alternative.

The Case manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the LADO, police and children's social services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned.
- Providing an assistant to be present when the individual has contact with children.
- Redeploying to alternative work in the school so the individual does not have unsupervised access to children.
- Moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- Temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or work for the local authority or academy trust.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension.

Where the police are involved, wherever possible the employer will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process.

**Allegations against a teacher who is no longer teaching will be referred to the police.**

**Support for a staff who have been suspended**

The support described below is applicable to staff during a period of suspension or during a period of leave of absence/medical absence where applicable.

It is recognised that during a period of uncertainty for a staff who finds herself/himself in this situation would require support due possibly to worry, depression or may feel isolated from workplace and colleagues. At all times it is important that staff are made aware that what is happening with the investigation. In this situation the head teacher will keep in touch at regular basis with the concerned staff for the support from within school and advice for external support from the external organisations.

### **Pupil Allegations**

Where allegations are found to be malicious, unsubstantiated or unfounded, information held will be removed from staff records and will not be referred to in employer references.

Pupils found to have made malicious allegations will be dealt as pupils who breach school procedures. Referral to the police will be made where it is felt a criminal offence has been committed.

### **Parents**

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is enquired, or police or children's social services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed about the progress of the case, and told the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child will be told the outcome.

### **Recording Information**

The record will be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

### **Timescale**

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations will be investigated as a priority to avoid any delay. The time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets will be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases will be resolved within one month, 90 per cent within three months, and all but the most exceptional cases will be completed within 12 months.

## **Issues of Confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, (including the WSCB), must always however, have regard to both common and statutory law.

Normally personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case and legal advice should be sought if in doubt.

The case manager will take advice from the LADO, police and children's social care services to agree the following:

- Who needs to know and, importantly, exactly what information can be shared;
- How to manage speculation, leaks and gossip;
- What, if any information can be reasonably given to the wider community to reduce speculation; and how to manage press interest if and when it should arise.

## **Training**

The school will ensure that DSL attends external training relevant to her role and it will be refreshed every year.

In addition to the formal training, their knowledge and skills will be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or read and digest safeguarding developments), at regular intervals, but at least annually. To keep up with any developments

relevant to the role.

Where deemed necessary and relevant the DSL in discussion with the head teacher will keep form tutors or subject teachers up to date on matters concerning child protection issues.

DSL will ensure that all staff are reminded of their responsibilities at regular intervals and have external training every year.

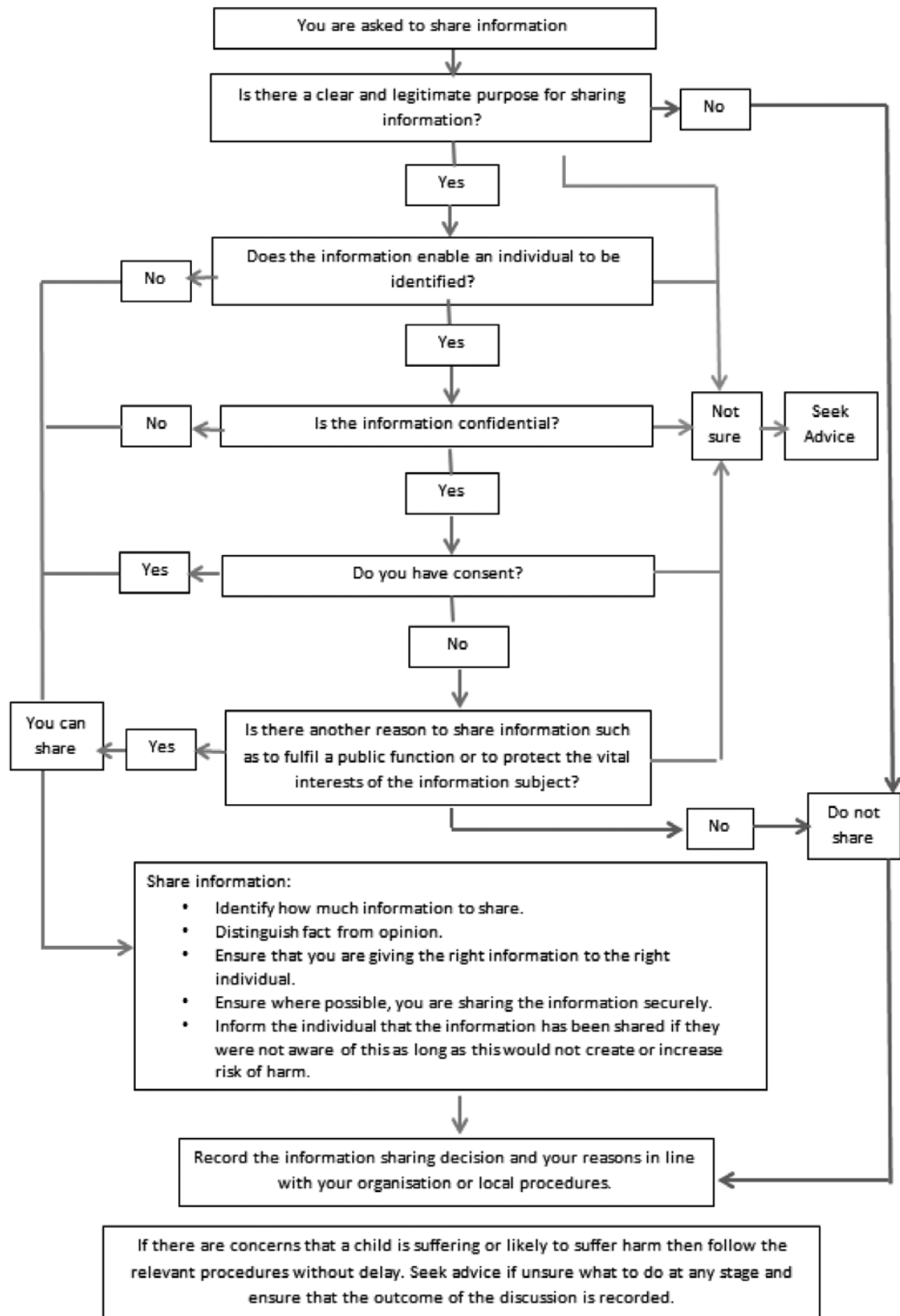
Our Governing Body recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and the school Safeguarding Policy.

### **Information sharing**

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgment, there is good reason to do so, such as where safety may be at risk. You will need to base your judgment on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

8. West Midlands Police have now created a more structured way for us to send them intelligence that is **NOT** an emergency or life threatening and does not require immediate action, however they may provide supporting information to safeguard young people. Complete the information report found in the index and email to [fib@west-midlands.pnn.police.uk](mailto:fib@west-midlands.pnn.police.uk)

## Flowchart of when and how to share information



## **Records and Monitoring**

Well-kept records are essential to good Child Protection practice. Our policy is clear about the need to record any concerns held about a child or children within our school, the status of these records, and when these records should be passed over to other agencies.

Staff should write down Child Protection concerns about pupils on the **Concerns about a Child's Safety and Welfare within School** form and immediately return to the DSL.

When a teacher suspects any significant harm to a child, and when the matter is handed over to the DSL then held notes regarding the child will become part of school records.

If there are concerns of a child then a monitoring process will be advised and the DSL will inform the head teacher and appropriate staff.

**A Concerns about a Child's Safety and Welfare within School** form would need to be completed and the DSL would collate information daily.

- a. After a predetermined length of time a further meeting with those concerned will take place to decide as to whether a referral is to be made to WSCB.
- b. If a child is currently on the register and is moving to a new school, then the DSL must forward all records to the DSL of the new school separately to their school records.

## **Attendance at Child Protection Multi- Agency Conferences**

A child protection conference is a multi-agency meeting involving Children's Services and the Police following a referral by school or other agency/ adult in response to serious concerns expressed about the wellbeing of a child.

A professional who is independent of operational or line management responsibilities for the case will chair the conference.

All professional agencies that have contact with the child are invited to attend.

Reports for the conference are recorded on the Child Protection Conference Report Form. The DSL in consultation with the relevant staff will compile this report

## **Supporting pupils at risk and about whom we have concern**

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Our school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion. It is also recognised that some children who have experienced abuse

may in turn abuse others. This requires a considered sensitive approach in order that the child can receive appropriate help and support.

We will endeavor to support pupils through:

- (a) The curriculum to encourage self-esteem and self-motivation
- (b) Our ethos, which promotes a positive, supportive and secure environment and which, gives pupils a sense of being valued.
- (c) We will ensure that wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children. We will ensure that children can express their views verbally or written feedback.
- (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within our school setting.
- (e) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- (f) Regular liaison with other professionals who support the pupils and their families.
- (g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations:

Our school recognises that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

Our school recognises that it is important to work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and recognition that this may occasionally require children to be referred to investigative agencies, as a constructive and helpful measure. Hence our school will ensure parents are contacted whenever a concern for a pupil is raised, unless to do so will place the child at further risk.

**What staff should do if they have concerns about safeguarding practices within the school**



All staff and volunteers should raise concerns about poor or unsafe practice and potential failures in the schools safeguarding regime and are assured that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are reflected in staff training and staff handbook, are in place for such concerns to be raised with the schools' senior leadership team.

Where a staff member feels unable to raise an issue with the school or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline is available for staffs who do not feel able to raise concerns regarding child protection failures internally. Staff can call:0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

<b>Orgainsation</b>	<b>Telephone:</b>	<b>Address:</b>
<b>Muslim child helpline</b>	08003281408	95 Gregory Boulevard Hyson Green Nottingham , NG75JD
<b>NSPCC:</b>	0800 1111	42 Curtain Road London EC2A 3NH
<b>The Child Exploitation and Online Protection Centre (CEOPS)</b>	0870 000 3344 enquiries@ceop.gov.uk	33 Vauxhall Bridge Road London SW1 V 2WG

### **Visitors**

All visitors to our school should sign in at the main office and should be wearing a visitor's badge. Staff members should supervise all visitors if they have access to the school Staff should challenge any adult unknown to them who is on the school premises without a badge.

Staff should report any unacceptable forms of behaviour by adults to a senior member of staff i.e. use of foul language by building workers etc.

### **Recruitment and Selection**

See Recruitment Policy.

**Concerns about a Child's Safety and Welfare Within School**

Name and address of School/Establishment or Agency (if applicable)	
Child's Name:	D.O.B:
Today's Date:	Time:
Your Name:	Your signature:
Your role:	
Date of Concern/Incident:	Time of Concern/Incident:
Describe the observed incident(s) as factually as possible. Include who was involved, where it happened, exactly what happened etc. Remember to describe clearly any behavioural or physical signs you have observed.	

(Check to make sure your report is clear now- and would also be clear to an outside agency)

Received by \_\_\_\_\_ DT for Child Protection Officer (DSL)

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Agreed Action: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date for Monitoring: \_\_\_\_\_

**Recording a Disclosure by a Child**

Name and address of School/Establishment or Agency (if applicable)
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Child's Name:	D.O.B:
Today's Date:	Time:
Your Name:	Your signature:
Your role:	
Date of Concern/Incident:	Time of Concern/Incident:
Describe the specific disclosure, using the guidance notes.	

(Check to make sure your report is clear now- and would also be clear to an outside agency)

Received by \_\_\_\_\_ DT for Child Protection Officer (DSL)

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Agreed Action, with reasons: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Refer to WSCB                      Yes                       No   
 Parent Informed                      Yes                       No

**Report to Secretary of State**

The school has a duty to report to the Secretary of State, via the DfE, within one month of

leaving the school any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used because he or she is considered unsuitable to work with children.

In this context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a pupil teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible.

**Should any deficiencies or weaknesses in child protection arrangement are highlighted they must be remedied without delay.**

### Useful Contact Numbers

#### Education

Name / Title	Telephone:	Email Address:
Alan Halsall Local Authority Designated Officer (LADO)	01922 645040 <b>074532 422205</b>	
Seona Baker Child Safeguarding Coordinator	01922 726981 07951819648	bakerseona@walsall.gov.uk

#### Children's Services

Name / Title	Telephone:	Email Address:
Fran Arnold Head of Review and Child Protection	01922 646640	
Initial Response Services/MASH (Multi agency safeguarding hub)	01922 658170	
Tony McGregor Head of service, Safeguarding	01922 726981	

#### Health

Name / Title	Telephone:	Address:
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Linda Albrighton (Local Authority Officer)	01922 858970	
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**Police**

<b>Name / Title</b>	<b>Telephone:</b>	<b>Address:</b>
CAIU (Child Abuse Investigation Unit)	01922 439136 101	Bloxwich