

**INVICTUS**

Education Trust

# **TRUST SAFEGUARDING & CHILD PROTECTION POLICY**

New Policy May 2021

Approved by Board of Trustees  
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## Safeguarding Statement

At Invictus Education Trust we recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the Trust's safeguarding responsibilities.

Key Personnel in each school and external agencies are detailed in Appendices 8 – 13.

# 1. Introduction

The Trust Board fully recognises its legal duty and responsibility under section 175/157 of the Education Act 2002 to work together with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from ‘significant harm’.

This policy applies to all members of staff, supply staff, volunteers, Governors and Trustees of Invictus Education Trust who will adhere to this policy and the statutory frameworks.

All staff will be provided with the following information;

- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Dudley/Staffordshire Safeguarding People Partnership Board (SPPB) procedures

The Trust recognises that it’s Schools sit in two different Safeguarding SPPB’s and also that it needs to have an understanding of procedures across neighbouring SPPB’s.

## Statutory Framework

This policy is based on the Department for Education’s statutory guidance Keeping Children Safe in Education (2020) and Working Together to Safeguard Children (2018), and the Governance Handbook.

Section 157 of the Education Act 2002, which places welfare, health and safety duty on schools.

This policy is also based on the following legislation:

Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of students.

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school.

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children.

Statutory guidance on the Prevent duty, which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism Information Sharing (2018).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

<https://safeguarding.dudley.gov.uk/safeguarding/partnership/meetings/safeguarding-children-partnershipgroup/>

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

<https://westmidlands.procedures.org.uk/>

This policy also complies with our funding agreement and articles of association.

## 2. Policy Principles

The Trust is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. The welfare of the child is paramount.

All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities. It is a guiding principle of the law and child protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

We recognise that all adults, including supply staff, volunteers and governors, have a full and active part to play in protecting our students from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm. Because of the day-to-day contact with children and young people, staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore, to be alert to the possibility of abuse occurring, aware of the procedures to be followed if we have suspicions and have the confidence to follow those procedures.

We adopt an open and accepting attitude towards children and young people as part of general pastoral care. There exists a support network which enables parents and children to feel free to talk about any concerns or worries which may affect their educational progress or general well-being. It is hoped that they will see the school as a safe place when there are difficulties at home or within their communities. Children will be taken seriously if they seek help from any member of staff.

All staff believe that our schools should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

As a Trust whose safeguarding of its students is at the heart of every decision made, we will also support any historical cases that are disclosed or brought to our attention.

## 3. Policy Aims

The purpose of the policy is to demonstrate the Trust's commitment with regard to safeguarding and child protection:

- To support the child's development in ways that will foster security, confidence and independence.

- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within each school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our schools who have access to children have been checked as to their suitability, including verification of their identity, qualifications, and an enhanced DBS check and a single central record is kept for audit.

## 4. Values

### 4.1. Supporting Children

We recognise that a child who is abused or witnesses' violence, may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We recognise that because of the day-to-day contact with children, staff are well placed to observe the outward signs of abuse

Our schools will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school and ensure children know that there are adults in the school whom they can approach if they are worried
- Responding sympathetically to any requests for time out to deal with distress and anxiety and establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Offering details of helplines, counselling or other avenues of external support.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

Children are taught to understand and manage risk through our personal, social, health and economic (PHSE) education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety and supports children to develop the skills they need to recognise and stay safe from harm.

## 4.2. Prevention / Protection

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, discussing positive and negative experiences of breaktimes and lunchtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHCE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work (including homophobic and racist), online-safety, radicalisation & extremism (PREVENT), CSE, CCE, FGM, substance misuse, gang related behaviour, mental health, healthy and abusive relationships, homelessness and fabricated illness.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

## 5. Safe School, Safe Staff

The Trust will ensure that:

- All staff receive information about the school's safeguarding arrangements, Staff Code of Conduct Policy, Safeguarding & Child Protection Policy, the roles and names of the Designated Safeguarding Lead (DSL), Deputy Safeguarding Lead (Deputy DSL) on induction.
- All staff receive safeguarding and child protection training at induction in line with advice from Local Authority Safeguarding Children Board which is regularly updated and receive safeguarding and child protection updates via staff meetings.
- All members of staff are trained in and receive regular updates in online safety and reporting concerns.



- All staff and governors have regular child protection awareness training, updated by the Designated Safeguarding Lead as appropriate, to maintain their understanding of the signs and indicators of abuse.
- The Safeguarding & Child Protection Policy is made available via the school websites or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school website. All parents/carers are made aware of the responsibilities of staff members with regards to child protection procedures through the publication of the Safeguarding & Child Protection Policy and reference to it in the school's handbook.
- The school provides a coordinated offer of intervention when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans.
- We will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of the Trust's Safeguarding & Child Protection Policy guidelines and procedures.
- The name of the designated members of staff for Safeguarding are clearly advertised in each school with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

## 6. Roles and Responsibilities

6.1 All members of the Trust's Board of Directors/Local Governing Bodies understand and fulfil their responsibilities, namely to ensure that:

- Safeguarding & Child Protection, Recruitment and Managing Allegations Policies and Procedures, including the Staff Code of Conduct Policy, are consistent with Local Authority Safeguarding Children Board and statutory requirements, are reviewed annually and that the Safeguarding & Child Protection Policy is publicly available on the schools' website.
- Ensures that all staff including supply staff and volunteers are provided with the Trust's Safeguarding & Child Protection Policy, Staff Code of Conduct Policy, Safer Recruitment & Staff Behaviour Policy and Management of Allegations of Abuse Against Staff Policy.
- Keeping Children Safe in Education (2020) has been shared with all staff and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- The schools operate a safer recruitment procedure that includes pre – employment checks in line with KSCIE on staff suitability to work with children and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- The schools have procedures for dealing with allegations of abuse against staff (including the Headteacher), supply staff and volunteers and against other children and that a referral is made to the Disclosure & Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A member of the Local Governing Board, is nominated as the Safeguarding & Child Protection Link Governor at each school and will liaise with the Trust Board/Chair of Governors and the Local Authority on Child Protection issues and in the event of an allegation of abuse made.

- A member of the school's Senior Leadership Team has been appointed as the Designated Safeguarding Lead and takes lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- Other staff members are appointed as the Designated Deputy Safeguarding Lead and that the role is explicit in the role holder's job description.
- All other staff have safeguarding training updated as appropriate.
- At least one member of the Local Governing Board has completed safer recruitment training to be repeated every five years.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHCE) and through relationship and sex education.
- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Appropriate online filtering and monitoring systems are in place.
- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Directors/Governors.
- Any weaknesses in Child Protection are remedied immediately.

## 6.2 The CEO/Headteachers will ensure that:

- The Safeguarding & Child Protection Policy is implemented and followed by all staff.
- Sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL/DDSL to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.
- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- That students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- They liaise with the Local Authority Designated Safeguarding Officer, before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer.
- Anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

### 6.3. Designated Safeguarding Lead/Designated Deputy Safeguarding Lead (DSL/DDS)

Holds ultimate responsibility for safeguarding and child protection in the school:

- Acts as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- Encourages a culture of listening to children and taking account of their wishes and feelings
- Is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually.
- Will refer a child if there are concerns about possible abuse, to the Children's Services Local Referral, Early Help and Assessment Service Team, and act as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call.
- Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral
- Will ensure that all such records are kept confidential, stored securely and are separate from student records, until the child's 25th birthday. Will ensure that an indication of the existence of the additional file is marked on the student's record.
- Will ensure that when a student leaves the school, their child protection file is passed to the new school (separately from the main student and ensuring secure transit) and that confirmation of receipt is obtained.
- Will ensure that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be shredded.
- Will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children.
- Has a working knowledge of the Local Authorities Safeguarding Children Procedures.
- Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents.
- Will ensure that any student currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Will ensure that all staff have read, understood and agree to work within the Trust's Safeguarding & Child Protection Policy, Staff Code of Conduct Policy, Safer Working Practices Policy and Keeping Children Safe in Education and ensure that the policies are used appropriately.
- Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.

- Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where early intervention is appropriate;
- Will ensure that the names of the DSL/DDSL are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

The role of the DSL can be located at;

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/954314/Keeping\\_children\\_safe\\_in\\_education\\_2020\\_-\\_Update\\_-\\_January\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf)

#### 6.4 All Staff including supply staff and volunteers

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
- Consider, at all times, what is in the best interests of the child;
- Know how to respond to a student who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused'
- Will refer any safeguarding or child protection concerns to the DSL/DDSL or if necessary where the child is at immediate risk to the police or Children's Social Services.
- Understand their role in supporting other agencies and professionals in an early intervention through information sharing.
- Will provide a safe environment in which children can learn

## 7. Confidentiality

Invictus Education Trust recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2020) and share information between professionals and agencies where there are concerns.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSL will only disclose information about a child to other members of staff on a need to know basis.

We will always undertake to share our intention to refer a child to Social Services with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with MASH on this point.

## 8. Child Protection Procedures

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

Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in Appendices 1 and 2.

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “It could happen here”

There are also a number of specific safeguarding concerns that we recognise our students may experience:

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE) (see Appendix 3)
- Child Criminal Exploitation (CCE)/ County Lines
- Bullying including cyberbullying
- Domestic abuse (see Appendix 5)
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) (see Appendix 4)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation and Extremism (Prevent) (see Appendix 6)
- Substance Misuse
- Youth produced sexual imagery (sexting)
- Teenage relationship abuse
- Trafficking
- Peer on peer abuse
- Sexual abuse and harassment

Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.

We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

### 8.1. If Staff are concerned about a Child's Welfare

If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on CPOMs and alert it to the DSL/DDSLs. They may also discuss their concerns in person with the DSL/DDSLs but the details of the concern should be recorded in writing.

There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

Invictus Education Trust recognises that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.

In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the student if they are OK or if they can help in any way.

Staff should use CPOMs to record these early concerns and alert the DSL/DDSL.

Following an initial conversation with the student, if the member of staff remains concerned they should discuss their concerns with the DSL/DDSL and use CPOMs to record this.

If the student does begin to reveal that they are being harmed, staff should follow the advice below regarding a student making a disclosure.

If a student discloses to a member of staff

The Trust recognises that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the student staff will:

- Listen to what the child has to say and allow them to speak freely
- Remain calm and not overreact or act shocked or disgusted – the student may stop talking if they feel they are upsetting the listener
- Reassure the child that it is not their fault and that they have done the right thing in telling someone
- Not be afraid of silences – staff must remember how difficult it is for the student and allow them time to talk
- Take what the child is disclosing seriously
- Ask open questions and avoid asking leading questions
- Avoid jumping to conclusions, speculation or make accusations
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.

- Avoid admonishing the child for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the child what will happen next.
- If a student talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.
- The member of staff should write up their conversation as soon as possible in the child’s own words. Staff should make this a matter of priority. The record should be timed and dated with the member of staff’s name and it should also detail where the disclosure was made and who else was present. This should be recorded on CPOMs and alerted to the DSL/DDSL

## 8.2. Notifying Parents

The School will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL/DDSL will contact the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from MASH

Where there are concerns about forced marriage or honour-based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

## 8.3. Making a referral

Concerns about a child or a disclosure should be discussed with the DSL/DDSLs who will help decide whether a referral to MASH is appropriate.

If a referral is needed, then the DSL/DDSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn’t been made they can and should consider making a referral themselves.

The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

If after a referral the child’s situation does not appear to be improving the DSL/DDSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child’s situation improves.

If a child is in immediate danger or is at risk of harm a referral should be made to MASH and/or the police immediately. Anybody can make a referral.

Where referrals are not made by the DSL/DDSL, in the first instance, they should be informed as soon as possible, and copies of the referral should be uploaded to CPOMs.

## 8.4. Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL/DDSL and to seek further support as appropriate.

## 9. Children who are particularly vulnerable

Invictus Education Trust recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

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

- Disabled or have special educational needs
- Young carers
- Affected by parental substance misuse, domestic abuse or parental mental health needs
- Asylum seekers
- Living away from home
- Vulnerable to being bullied or engaged in bullying
- Already viewed as a 'problem'
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual or criminal exploitation
- Do not have English as a first language
- At risk of female genital mutilation
- At risk of forced marriage
- At risk of being drawn into extremism.



## 10. Early Help

In conjunction with the relevant Safeguarding People Partnership Board (DSPPB), Early Help is defined as the following;

‘Early Help is taking action early and as soon as possible in order to provide support where problems are emerging for children, young people and their families, or with a population most at risk of developing problems. Early Help may occur at any point in a child or young person’s life.’

As set out in Working Together to Safeguard Children 2018, effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from Early Help
- Undertake an assessment of the need for Early Help; and
- Provide targeted Early Help services to address the assessed the needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

The offer is from all agencies including universal services such as schools, health partners, police, housing, voluntary organisations and the council working together to identify children and families that need help.

The Trust will work within the guidelines set out in the Early Help Strategy (referenced in appendix two).

## 11. Anti-Bullying/Cyberbullying

The Trust Policy on Anti-Bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the Local Governing Board. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL/DDSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PHSCE education.

## 12. Racist Incidents

The Trust policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

## 13. Radicalisation and Extremism (Prevent)

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children’s services to have due regard to the need to prevent people from being drawn into terrorism.

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

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

The Trust is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

The Trust seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Staff receive training helps to identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.

Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

The Local Governing Board, Headteachers, and the DSL/DDSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school’s profile, community and philosophy.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL/DDSL. They should then follow normal safeguarding procedures. If the matter is urgent then Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

## 14. Domestic Abuse

Domestic abuse represents more than one third of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age and religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 5).

## 15. Child Sexual Exploitation (CSE) / Child Criminal Exploitation (CCE)

Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage of increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can occur through the use of technology. (DfE February 2017).

More information and the indicators of CSE is set out in appendix 3. CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability to CSE.

Child Criminal Exploitation is a form of abuse where children are exploited for money, power or status. This can include involvement with County Lines, Gangs, Knife Crime, Trafficking. It can involve initiations, drug running, assault, murder, modern day slavery, etc. Like CSE, children/young/people should be seen as victims.

Any concerns that a child is being or is at risk of being sexually or criminally exploited should be passed without delay to the DSL/DDSL. Invictus Education Trust is aware there is a clear link between regular school absence/truanting and CSE/ CCE. Staff should consider a child to be at potential CSE/ CCE risk in the case of regular school absence/truanting and make reasonable enquiries with the child and parents to assess this risk.

The DSL/DDSL will contact the Local Authority Children Social Services on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases of CSE/ CCE the DSL/DDSL should complete a Multi-Agency Referral Form (MARF), complete a CSE Screening Tool, NWG CSE Risk Assessment Tool and a FIB form. In the case of CCE a referral to Navigate will also be completed.

Invictus Education Trust is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

The Trust includes the risks of sexual and criminal exploitation in the PSHCE curriculum. Students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE/ CCE, including online, and knowing how and where to get help.

## 16. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

The duty applies to all persons at the Trust who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the DSL/DDSL. However, the DSL/DDSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101 and a referral made to the Single Point of Access with a MARF.

School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per Invictus Education Trust Child Protection Procedures. Staff should be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

## 17. Upskirting

Upskirting is a Criminal Offence

It typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Any concerns, disclosures or allegations of upskirting in any form should be referred to the DSL/DDSL using Invictus Education Trust's Child Protection Procedures as set out in this Policy. Where a concern regarding upskirting has been disclosed to the DSL/DDSL advice and guidance will be sought from Children Social Services and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

## 18. Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage 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. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit 200 7008 0151.

## 19. Honour-based Violence

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based violence might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion.
- Want to get out of an arranged marriage.
- Want to get out of a forced marriage.
- Wear clothes or take part in activities that might not be considered traditional within a particular culture.
- It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

## 20. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Invictus Education Trust recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a student may be in a private fostering arrangement they will raise this with the DSL/DDSL and the DSL/DDSL will notify the Local Authority Single Point of Access of the circumstances.

## 21. Children Looked After

The most common reason for children becoming looked after is as a result of abuse and neglect. The Trust ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

Named Designated Person for Children in Care (CiC)

The Inclusion Manager is responsible for promoting the educational achievement of Children in Care and previous Children in Care in line with statutory guidance.

The designated teacher for looked after children and the Key worker has details of the child's social worker and the name and contact details of the Local Authority Virtual School Head for Children in Care.

The designated teacher for the looked after child works with the virtual school head to discuss how Student Premium Plus funding can be best used to support the progress of looked after children in the school and meet the needs in the child's personal education plan.

The designated person will work closely with the DSL to ensure that any safeguarding concerns regarding Children in Care and previous Children in Care are quickly and effectively responded to.

## 22. Children Missing Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL/DDSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

### **We will:**

- Notify local authority at any point we are about to remove a student from roll and in most cases be aware of the transition the student will be taking
- Make reasonable enquiries to establish the whereabouts of any student missing from any education – this will be done by communication to all contacts on the students records including home visits and enquiries with local authorities and children services.
- Parents who wish to home educate their child must notify the school in writing their wish to do so. This will be discussed with the parent and local authority. School will do the upmost to ensure the child is kept in education and will advise against home education if not suitable for the child
- Monitor student's attendance and address poor attendance with student and parents. Identifying issues that may be the cause of poor attendance offering Early Help in the process. Where student's attendance is poor and does not improve without fair reason this will be reported to the local authority
- Take into consideration the risk involving CME and factors that could be contributing to this in line with safeguarding policies

## 23. Online Safety

Our students increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, Twitter, Instagram, Snapchat etc.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Students may also be distressed or harmed

by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

The Trust has an E-Safety Policy and Social Media Policy which explains how we try to keep students safe in school and how we respond to online safety incidents.

Students are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated.

## 24. Peer on Peer Abuse

In most instances, the conduct of students towards each other will be covered by our Behaviour Policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. The Trust recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below:

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).
- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19 i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, Invictus Education Trust will also educate students in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice. This will be covered in the PSHCE programme and well as via pastoral assemblies.

Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL/DDSL using Invictus Education Trust's Child Protection Procedures as set out in this Policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL/DDSL advice and guidance will be sought from Children Social Services and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a student's behaviour negatively impacts on the safety and welfare of other students, then safeguards will be put in place to promote the well-being of the students affected and the victim and perpetrator will be provided with support.

## 25. LGBT+ students

Some students may be vulnerable due to their sexual orientation or gender identity, either because they are subject to homophobic, bi-phobic or transphobic bullying or because of negative responses from parents/carers or others, which may result in increased risk of self-harm, suicide or homelessness. Several studies also evidence that LGBT+ young people may be at increased risk of becoming victims of CSE.

Schools should therefore ensure that they are aware of the increased risk factors and know how to access appropriate support for these young people when required

## 26. Sexual violence and sexual harassment between children in schools or colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

To report allegations or incidents of Sexual violence and or harassment, students should seek to inform a member of staff who they feel safe and secure with, this may be a teacher, form tutor or member of the pastoral team. Clearly, we understand that students may feel embarrassed or self-conscious in reporting incidents of a sexual nature, therefore students also have the option to press the 'Safeguarding Alert' link on their Aspire (VLE page) which will then alert the safeguarding team.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

Invictus Education Trust aims to reduce the likelihood of peer on peer abuse and sexual violence and harassment through:

- The established ethos of respect, friendship, courtesy and kindness.
- High expectations of behaviour.
- Clear consequences for unacceptable behaviour.
- Providing a developmentally appropriate PSHCE curriculum which develops students' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe.



- Systems for any student to raise concerns with staff, knowing that they will be listened to, valued and believed. Specifically, all students being aware and having access to the safeguarding alert on their Aspire page
- Robust risk assessments and providing targeted work for students identified as being a potential risk to other students and those identified as being at risk.

## 27. Youth Produced Sexual Imagery (sexting)

Youth refers to anyone under the age of 18

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos 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.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL/DDSL as soon as possible.

The DSL/DDSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. A referral to Single Point of Access should follow, either to Early Help or Single Point of Access, dependent on the information. This information includes:

- The incident involves an adult.
- There is good 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 education needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.

- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

In applying judgement, the DSL/DDSL will consider if:

- There is a significant age difference between the sender/receiver.
- There is any coercion or encouragement beyond the sender/receiver.
- The imagery was shared and received with the knowledge of the child in the imagery.
- The child is more vulnerable than usual i.e. at risk.
- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image been more widely distributed.
- There other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances.
- The children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or Single Point of Access. Otherwise, the situation will be managed within the school.

The DSL/DDSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

## 28. Serious Violent Crime

All staff should be aware of the indicators which may signal children are at risk from serious violent crime:

- Increased absence from school
- Change in friendship groups
- Relationships with older individuals/groups
- Significant decline in school performance
- Signs of self-harm
- Significant change in well being
- Signs of assault/unexplained injuries
- Unexplained gifts/new possessions

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or Single Point of Access. Otherwise, the situation will be managed within the school.

## 29. Allegations of Abuse Against Staff

All staff should be aware of the Trust's Management of Allegations of Abuse Against Staff Policy.

## 30. Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Executive Headteacher following the Trust's Whistleblowing Policy.

Whistle-blowing re the Headteacher should be made to the Executive Headteacher/Chair of the Local Governing Body whose contact details are readily available to staff.

## 31. Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

## 32. This policy also links to Trust policies on:

- Positive Conduct Policy
- Staff Code of Conduct
- Whistleblowing,
- Anti-bullying
- Health & Safety
- Allegations of abuse against staff
- Attendance
- PSHCE
- Teaching and Learning
- Administration of medicines
- Drug Education
- Sex and Relationships Education
- Safer Working Practices & Staff Behaviour Policy
- Online Safety
- Social Media
- Risk Assessment
- Recruitment and Selection

# Appendix 1

## Recognising Signs of Child Abuse

### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

### Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

### Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated/named/lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

- There is an unexplained fracture in the first year of life

## **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goat within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

## **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural. Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

## **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

## Appendix 2

### Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further guidance and information can be obtained from the Local Authority Safeguarding Officer/Social Services.

## Appendix 3

### Child Sexual/ Criminal Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual/ criminal exploitation.

Signs include:

- Going missing from home or school
- Regular school absence/truancy
- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.



## Appendix 4

### Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

#### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

#### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfills a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

#### **Is FGM legal?**

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

#### **Circumstances and occurrences that may point to FGM happening are:**

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

#### **Signs that may indicate a child has undergone FGM:**

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

## Appendix 5

### Domestic Abuse

#### **How does it affect children?**

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

#### **What are the signs to look out for?**

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

#### **What should I do if I suspect a family is affected by domestic abuse?**

To talk through your concerns with the School Safeguarding Lead/Deputy Safeguarding Lead who will if necessary contact the Single Point of Access.

## Appendix 6

### Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
**Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.**
3. Extremism is defined by the Crown Prosecution Service as:  
**The demonstration of unacceptable behaviour by using any means or medium to express views which:**
  - **Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;**
  - **Seek to provoke others to terrorist acts;**
  - **Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or**
  - **Foster hatred which might lead to inter-community violence in the UK.**
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society
  - Personal Crisis – the student / student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
  - Personal Circumstances – migration; local community tensions; and events affecting the student / student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
  - Unmet Aspirations – the student / student may have perceptions of injustice; a feeling of failure; rejection of civic life
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
  - Special Educational Need – students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
  - Being in contact with extremist recruiters
  - Accessing violent extremist websites, especially those with a social networking element

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

The Department of Education Guidance the Prevent Duty.

## Appendix 7 – Links to Supporting Documents

### **Working together to safeguard children. July 2018**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729914/Working Together to Safeguard Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

### **Keeping children safe in education. September 2020**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/912592/Keeping children safe in education Sep 2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf)

### **Guidance for safer working practice for those working with children and young people in education settings. April 2020**

<https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-1.pdf>

### **What to do if you are worried a child is being abused. March 2015**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

### **Use of reasonable force in schools. July 2013**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **The Prevent Duty. June 2015**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799 Revised Prevent Duty Guidance England Wales V2-Interactive.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

### **Female Genital Mutilation Act 2003**

[https://www.legislation.gov.uk/ukpga/2003/31/pdfs/ukpga\\_20030031\\_en.pdf](https://www.legislation.gov.uk/ukpga/2003/31/pdfs/ukpga_20030031_en.pdf)

### **FGM Dudley LEA Strategy**

<https://westmidlands.procedures.org.uk/pkplt/regional-safeguarding-guidance/female-genital-mutilation>

### **Child Sexual Exploitation – Definition and Guide for Practitioners. February 2017**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE Guidance Core Document 13.02.2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

### **DSCB CSE strategy 2015-2018**

[http://www.proceduresonline.com/dudley/childcare/user\\_controlled\\_lcms\\_area/uploaded\\_files/DSCB\\_CSE Strategy refereshed May 2016 V1.pdf](http://www.proceduresonline.com/dudley/childcare/user_controlled_lcms_area/uploaded_files/DSCB_CSE_Strategy_refereshed_May_2016_V1.pdf)

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/child-sexual-exploitation-cse/>

### **Sexting in schools and colleges: Responding to incidents and safeguarding young people.**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/62939 SP NCA Sexting In Schools FINAL Update Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/62939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

## **Dudley Early Help Strategy**

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/dudley-early-help-strategy/>

## **Staffordshire Early Help Strategy**

<https://www.staffscb.org.uk/working-together-to-safeguard-children/early-help-strategy/staffordshire-early-help/>

## **Children Missing Education**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

## **Sexual violence and sexual harassment between children in schools' colleges**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

## Appendix 8

<b>Invictus Education Trust</b>	The Crestwood School and Sixth Form		Dudley
<b>DESIGNATED OFFICER/POSITION</b>	<b>NAME</b>	<b>TELEPHONE NUMBER</b>	<b>EMAIL ADDRESS</b>
Safeguarding/Child Protection Governor	Mr R. Dimmock		<a href="mailto:rdimmock1@crestwood-s.dudley.sch.uk">rdimmock1@crestwood-s.dudley.sch.uk</a>
Designated Safeguarding Lead	Mr D. Boerm	01384 686850	<a href="mailto:dboerm@crestwood-s.dudley.sch.uk">dboerm@crestwood-s.dudley.sch.uk</a>
Designated Deputy Safeguarding Deputy	Mrs L. Goodman	01384 686850	<a href="mailto:lgoodman@crestwood-s.dudley.sch.uk">lgoodman@crestwood-s.dudley.sch.uk</a>
Designated Deputy Safeguarding Deputy	Miss P. White	01384 686850	<a href="mailto:pwhite4@crestwood-s.dudley.sch.uk">pwhite4@crestwood-s.dudley.sch.uk</a>
Designated Deputy Safeguarding Deputy	Mr S. Naujeer	01384 686850	<a href="mailto:snaujeer@crestwood-s.dudley.sch.uk">snaujeer@crestwood-s.dudley.sch.uk</a>
Looked After Children	Mr D. Boerm	01384 686850	<a href="mailto:dboerm@crestwood-s.dudley.sch.uk">dboerm@crestwood-s.dudley.sch.uk</a>
Special Educational Needs	Mrs F. Dudgon	01384 686850	<a href="mailto:fdudgon@crestwood-s.dudley.sch.uk">fdudgon@crestwood-s.dudley.sch.uk</a>
Pastoral and Attendance	Miss P. White	01384 686850	<a href="mailto:Pwhite4@crestwood-s.dudley.sch.uk">Pwhite4@crestwood-s.dudley.sch.uk</a>
Dudley LA Safeguarding Lead in Education	Mrs R. Jessup		<a href="mailto:Rebecca.jessup@dudley.gov.uk">Rebecca.jessup@dudley.gov.uk</a>
Dudley LADO	Mrs Y. Nelson Brown		<a href="mailto:allegations@dudley.gcsx.gov.uk">allegations@dudley.gcsx.gov.uk</a>
Dudley MASH		0300 555 0050	<a href="mailto:Spa_team@dudley.gcsx.gov.uk">Spa_team@dudley.gcsx.gov.uk</a>
Dudley Virtual School Looked after Children	Mrs J Smith	01384 813493	
NSPCC		0800 800 5000	<a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
LA Police Prevent Co-ordinator	Mrs S. Haywood	01384 814736	<a href="mailto:prevent_inbox@west-midlands.pnn.police.uk">prevent_inbox@west-midlands.pnn.police.uk</a>
CSE Co-ordinator	Mrs N. Burrows	01384 868831	<a href="mailto:Nicki.burrows@dudley.gov.uk">Nicki.burrows@dudley.gov.uk</a>
Out of Hours Emergency Duty Team		0300 5558574	
Counter Terrorism Unit	Matt Dyson/ Samantha Hughes	07825862128	<a href="mailto:m.dyson@west-midlands.pnn.police.uk">m.dyson@west-midlands.pnn.police.uk</a> <a href="mailto:s.a.hughes@west-midlands.pnn.police.uk">s.a.hughes@west-midlands.pnn.police.uk</a> CTU_GATEWAY@ west-midlands.pnn.police.uk

## Appendix 9

<b>Invictus Education Trust</b>	<b>Ellowes Hall Sports College</b>		<b>LA: Dudley MBC</b>
<b>DESIGNATED OFFICER/POSITION</b>	<b>NAME</b>	<b>TELEPHONE NUMBER</b>	<b>EMAIL ADDRESS</b>
Headteacher	Carla Leslie	01384 686600	<a href="mailto:cleslie@ellowes.dudley.sch.uk">cleslie@ellowes.dudley.sch.uk</a>
Child Protection Governor	Bill Caldwell		
Safeguarding Lead	Jonathan Marsh		<a href="mailto:jmarsh@ellowes.dudley.sch.uk">jmarsh@ellowes.dudley.sch.uk</a>
Safeguarding Deputy	Daniel Slater		<a href="mailto:dslater@ellowes.dudley.sch.uk">dslater@ellowes.dudley.sch.uk</a>
Looked After Children	Carly Flavell		<a href="mailto:cflavell@ellowes.dudley.sch.uk">cflavell@ellowes.dudley.sch.uk</a>
Special Educational Needs	Carly Flavell		<a href="mailto:cflavell@ellowes.dudley.sch.uk">cflavell@ellowes.dudley.sch.uk</a>
Pastoral and Attendance	Georgia Lewis Hannah Wilson Klaire Hamilton Adrian Jeavons		<a href="mailto:glewis@ellowes.dudley.sch.uk">glewis@ellowes.dudley.sch.uk</a> <a href="mailto:hwilson@ellowes.dudley.sch.uk">hwilson@ellowes.dudley.sch.uk</a> <a href="mailto:khamilton@ellowes.dudley.sch.uk">khamilton@ellowes.dudley.sch.uk</a> <a href="mailto:ajeavons@ellowes.dudley.sch.uk">ajeavons@ellowes.dudley.sch.uk</a>
Dudley LA Safeguarding Lead in Education	Rebecca Jessup		<a href="mailto:Rebecca.jessup@dudley.gov.uk">Rebecca.jessup@dudley.gov.uk</a>
Dudley LADO	Yvonne Nelson Brown	01384 813110	<a href="mailto:allegations@dudley.gcsx.gov.uk">allegations@dudley.gcsx.gov.uk</a>
Dudley MASH		0300 550 0050	<a href="mailto:Spa_team@dudley.gcsx.gov.uk">Spa_team@dudley.gcsx.gov.uk</a>
Dudley Virtual School Looked after Children	Andy Wright	01384 813493	
NSPCC		0808 800 5000	<a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
LA Police Prevent Co-ordinator	Sue Haywood	01384 814736	<a href="mailto:prevent_inbox@west-midlands.pnn.police.uk">prevent_inbox@west-midlands.pnn.police.uk</a>
CSE Co-ordinator	Nicki Burrows	01384 868831	<a href="mailto:Nicki.burrows@dudley.gov.uk">Nicki.burrows@dudley.gov.uk</a>
Out of Hours Emergency Duty Team		0300 5558574	
Counter Terrorism Unit	Matt Dyson/ Samantha Hughes	07825862128	<a href="mailto:m.dyson@west-midlands.pnn.police.uk">m.dyson@west-midlands.pnn.police.uk</a> <a href="mailto:s.a.hughes@west-midlands.pnn.police.uk">s.a.hughes@west-midlands.pnn.police.uk</a> CTU_GATEWAY@ west-midlands.pnn.police.uk



Appendix 10

<b>Invictus Education Trust</b>	<b>Kinver High School &amp; Sixth Form</b>		<b>LA: South Staffordshire</b>
<b>DESIGNATED OFFICER/POSITION</b>	<b>NAME</b>	<b>TELEPHONE NUMBER</b>	<b>EMAIL ADDRESS</b>
<b>Headteacher</b>	Mrs Nicola Clifton	01384686900	nclifton@kinverhigh.co.uk
Safeguarding/Child Protection Governor	Mr Gary Mander		
Designated Safeguarding Lead	Mr Owen Davies	01384686900	o.davies@kinverhigh.co.uk
Designated Deputy Safeguarding Deputy	Mr Edward Parry	01384686900	eparry@kinverhigh.co.uk
Designated Deputy Safeguarding Deputy	Mrs Karen Powis	01384686900	kpowis@kinverhigh.co.uk
Designated Deputy Safeguarding Deputy	Mrs Nina Mouzer	01384686900	n.mouzer@kinverhigh.co.uk
Looked After Children	Mrs Karen Powis	01384686900	kpowis@kinverhigh.co.uk
Special Educational Needs	Mrs Rebecca Keane	01384686900	<a href="mailto:r.keane@kinverhigh.co.uk">r.keane@kinverhigh.co.uk</a>
Pastoral and Attendance	Mr Edward Parry	01384686900	eparry@kinverhigh.co.uk
Staffordshire First Response		0800 13 13 126	
Staffordshire LADO		0800 13 13 126	
Staffordshire MASH		0800 13 13 126	
Staffordshire Virtual School Looked after Children	Ms Sarah Rivers	07976191025	<a href="mailto:Sarah.rivers@staffordshire.gov.uk">Sarah.rivers@staffordshire.gov.uk</a>
Education Safeguarding Advice Service	Mrs Viki Hulme	01785 895836	<a href="mailto:esas@staffordshire.gov.uk">esas@staffordshire.gov.uk</a>
NSPCC		0800 028 0285	
LA Police Prevent Co-ordinator	Ms Helen Marshall		<a href="mailto:h.marshall@sstaffs.gov.uk">h.marshall@sstaffs.gov.uk</a>
Catch 22 – Service Coordinator	Mr Aneel Jakhu	07843 467900	<a href="mailto:Aneel.jakhu@catch-22.org.uk">Aneel.jakhu@catch-22.org.uk</a>
Out of Hours Emergency Duty Team		0845 6042 886	
Staffordshire Police Prevent Team		01785 232054	

Appendix 11

<b>Invictus Education Trust</b>	<b>Leasowes High School</b>		<b>LA: Dudley MBC</b>
<b>DESIGNATED OFFICER/POSITION</b>	<b>NAME</b>	<b>TELEPHONE NUMBER</b>	<b>EMAIL ADDRESS</b>
Safeguarding/Child Protection Governor	Jan Lee		
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Designated Deputy Safeguarding Deputy	Matthew Mynott		<a href="mailto:mmynott@leasowes.dudley.sch.uk">mmynott@leasowes.dudley.sch.uk</a>
Designated Deputy Safeguarding Deputy	Claire McAleavey		<a href="mailto:cmcaleavy@leasowes.dudley.sch.uk">cmcaleavy@leasowes.dudley.sch.uk</a>
Designated Deputy Safeguarding Deputy	Jasvir Kalirai		<a href="mailto:jkalirai@leasowes.dudley.sch.uk">jkalirai@leasowes.dudley.sch.uk</a>
Designated Deputy Safeguarding Deputy	Chris Bennett		<a href="mailto:cbennett@leasowes.dudley.sch.uk">cbennett@leasowes.dudley.sch.uk</a>
Looked After Children	Claire McAleavey		<a href="mailto:cmcaleavy@leasowes.dudley.sch.uk">cmcaleavy@leasowes.dudley.sch.uk</a>
Special Educational Needs	Karl Haines		<a href="mailto:khaines@leasowes.dudley.sch.uk">khaines@leasowes.dudley.sch.uk</a>
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Dudley LA Safeguarding Lead in Education	Rebecca Jessup		<a href="mailto:Rebecca.jessup@dudley.gov.uk">Rebecca.jessup@dudley.gov.uk</a>
Dudley LADO	Yvonne Nelson Brown	01384 813110	<a href="mailto:allegations@dudley.gcsx.gov.uk">allegations@dudley.gcsx.gov.uk</a>
Dudley MASH		0300 550 0050	<a href="mailto:Spa_team@dudley.gcsx.gov.uk">Spa_team@dudley.gcsx.gov.uk</a>
Dudley Virtual School Looked after Children	Mrs J Smith	01384 813493	
NSPCC		0808 800 5000	<a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
LA Police Prevent Co-ordinator	Sue Haywood	01384 814736	<a href="mailto:prevent_inbox@west-midlands.pnn.police.uk">prevent_inbox@west-midlands.pnn.police.uk</a>
CSE Co-ordinator	Nicki Burrows	01384 868831	<a href="mailto:Nicki.burrows@dudley.gov.uk">Nicki.burrows@dudley.gov.uk</a>
Out of Hours Emergency Duty Team		0300 5558574	
Counter Terrorism Unit	Matt Dyson/ Samantha Hughes	07825862128	<a href="mailto:m.dyson@west-midlands.pnn.police.uk">m.dyson@west-midlands.pnn.police.uk</a> <a href="mailto:s.a.hughes@west-midlands.pnn.police.uk">s.a.hughes@west-midlands.pnn.police.uk</a> CTU_GATEWAY@ west-midlands.pnn.police.uk

# Appendix 12

<b>Invictus Education Trust</b>	<b>Pedmore HighSchool</b>		<b>LA: Dudley MBC</b>
<b>DESIGNATED OFFICER/POSITION</b>	<b>NAME</b>	<b>TELEPHONE NUMBER</b>	<b>EMAIL ADDRESS</b>
Safeguarding/Child Protection Governor	Angela Adams		<a href="mailto:angela.adams1@outlook.com">angela.adams1@outlook.com</a>
Designated Safeguarding Lead	Andy Fisher	01384 686720	<a href="mailto:A.Fisher@pedmorehighschool.uk">A.Fisher@pedmorehighschool.uk</a>
Designated Deputy Safeguarding Deputy	Chris Papadopoulos	01384 686714	<a href="mailto:cpapadopoulos@pedmorehighschool.uk">cpapadopoulos@pedmorehighschool.uk</a>
Designated Deputy Safeguarding Deputy	Heidi Evans	01384 686750	<a href="mailto:hevans@pedmorehighschool.uk">hevans@pedmorehighschool.uk</a>
Designated Deputy Safeguarding Deputy	Andrea Durrant	01384 686721	<a href="mailto:adurrant@pedmorehighschool.uk">adurrant@pedmorehighschool.uk</a>
Designated Deputy Safeguarding Deputy	Zahid Latif	01384 686711	<a href="mailto:Zlatif@pedmorehighschool.uk">Zlatif@pedmorehighschool.uk</a>
Looked After Children	Heidi Evans	01384 686750	<a href="mailto:hevans@pedmorehighschool.uk">hevans@pedmorehighschool.uk</a>
Special Educational Needs	Andrea Durrant	01384 686711	<a href="mailto:adurrant@pedmorehighschool.uk">adurrant@pedmorehighschool.uk</a>
Pastoral and Attendance	Andy Fisher	01384 686720	<a href="mailto:A.Fisher@pedmorehighschool.uk">A.Fisher@pedmorehighschool.uk</a>
Dudley LA Safeguarding Lead in Education			<a href="mailto:Rebecca.jessup@dudley.gov.uk">Rebecca.jessup@dudley.gov.uk</a>
Dudley LADO			<a href="mailto:allegations@dudley.gcsx.gov.uk">allegations@dudley.gcsx.gov.uk</a>
Dudley MASH			<a href="mailto:Spa_team@dudley.gcsx.gov.uk">Spa_team@dudley.gcsx.gov.uk</a>
Dudley Virtual School Looked after Children			
NSPCC			<a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
LA Police Prevent Co-ordinator			<a href="mailto:prevent_inbox@west-midlands.pnn.police.uk">prevent_inbox@west-midlands.pnn.police.uk</a>
CSE Co-ordinator			<a href="mailto:Nicki.burrows@dudley.gov.uk">Nicki.burrows@dudley.gov.uk</a>
Out of Hours Emergency Duty Team			
Counter Terrorism Unit	Matt Dyson/ Samantha Hughes	07825862128	<a href="mailto:m.dyson@west-midlands.pnn.police.uk">m.dyson@west-midlands.pnn.police.uk</a> <a href="mailto:s.a.hughes@west-midlands.pnn.police.uk">s.a.hughes@west-midlands.pnn.police.uk</a> CTU_GATEWAY@ west-midlands.pnn.police.uk

# Appendix 13

<b>Invictus Education Trust</b>	<b>Wombourne High School</b>		<b>LA: South Staffordshire</b>
<b>DESIGNATED OFFICER/POSITION</b>	<b>NAME</b>	<b>TELEPHONE NUMBER</b>	<b>EMAIL ADDRESS</b>
Safeguarding/Child Protection Governor	Marcia Cleaver	07901 718459	<a href="mailto:mcleavergov@wombournehighschool.co.uk">mcleavergov@wombournehighschool.co.uk</a>
Designated Safeguarding Lead	Jonathan Crook	01902 504968	<a href="mailto:jcrook@wombournehighschool.co.uk">jcrook@wombournehighschool.co.uk</a>
Designated Deputy Safeguarding Deputy	Matthew Ward	01902 504965	<a href="mailto:mward@wombournehighschool.co.uk">mward@wombournehighschool.co.uk</a>
Looked After Children	Jonathan Crook	01902 504968	<a href="mailto:jcrook@wombournehighschool.co.uk">jcrook@wombournehighschool.co.uk</a>
Special Educational Needs	Jo Weaver	01902 973504	<a href="mailto:jweaver@wombournehighschool.co.uk">jweaver@wombournehighschool.co.uk</a>
Pastoral and Attendance	Jonathan Crook	01902 504968	<a href="mailto:jcrook@wombournehighschool.co.uk">jcrook@wombournehighschool.co.uk</a>
South Staff LA Safeguarding Lead in Education	Roz Randall	07773 791172	<a href="mailto:roz.randall@staffordshire.gov.uk">roz.randall@staffordshire.gov.uk</a>
Staffs LADO		01785895836	<a href="mailto:esas@staffordshire.gov.uk">esas@staffordshire.gov.uk</a>
South Staff First Response		0800 131 3126	
South Staffs Virtual School Looked after Children		07812515084	<a href="mailto:Virtual.School@staffordshire.gov.uk">Virtual.School@staffordshire.gov.uk</a>
NSPCC			<a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
LA Police Prevent Co-ordinator		01785 232054	<a href="mailto:prevent@staffordshire.pnn.police.uk">prevent@staffordshire.pnn.police.uk</a>
CSE Co-ordinator		01782237106	<a href="mailto:StokeandStaffs@catch-22.org.uk">StokeandStaffs@catch-22.org.uk</a>
Out of Hours Emergency Duty Team		03456042886	
Counter Terrorism Unit		01785 232054	<a href="mailto:prevent@staffordshire.pnn.police.uk">prevent@staffordshire.pnn.police.uk</a>