



Holyhead

Teach What Matters

Safeguarding and Child Protection Policy

Key: Recent changes highlighted
in red
Changes yet to be approved by LAGB

Date policy last reviewed: Autumn 2022

Policy Lead: D Denny

Signed by:

Executive Principal

Date: 13th October 2022

Chair of Governors

Date: 13th October 2022

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PART ONE: SAFEGUARDING POLICY

1.0 Introduction

Safeguarding and promoting the welfare of children is defined as –

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

Children include everyone under the age of 18.

This means that our school is committed to safeguarding and promoting the welfare of all its students. We believe that:

- Our students have the right to be protected from harm, abuse and neglect
- Our students have the right to experience their optimum mental and physical health
- That every student has the right to an education and students need to be safe and to feel safe in school
- Students need support that matches their individual needs, including those who may have experienced abuse
- Our students have the right to express their views, feelings and wishes and voice their own values and beliefs
- Our students should be encouraged to respect each other's values and support each other
- Our students have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our school will ensure clear systems and processes are in place to enable identification of these needs. Including consideration of when mental health needs may become a safeguarding need.
- Our school will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours

All staff and visitors have an important role to play in safeguarding our students and protecting them from abuse and considering when mental health may become a safeguarding issue.

At Holyhead School we are committed to safeguarding children and young people

	<p>and we expect everyone who works in our school to share this commitment.</p> <p>Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.</p> <p>We will always act in the best interest of the child.</p>
<p>Schools will fulfil their local and national responsibilities as laid out in the following documents:</p> <ul style="list-style-type: none"> • <u>The most recent version of <i>Working Together to Safeguard Children</i> (DfE)</u> • <u>The most recent version of <i>Keeping Children Safe in Education: Statutory guidance for schools and colleges</i> (DfE Sept 2022)</u> • <u>West Midlands Safeguarding Children Procedures</u> • <u>The Education Act 2002 s175</u> • https://www.gov.uk/government/publications/guide-to-the-data-protection-regulation • New UKCIS guidance on sharing nude and semi-nude images https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people • <u>General Data Protection Legislation (2018)</u> https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en • <u>Mental Health & Behaviour in Schools.</u> https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 • <u>Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)</u> https://www.birmingham.gov.uk/downloads/file/11545/birmingham-criminal-exploitation-and-gang-affiliation-practice-guidance-2018 • Teaching online safety in schools: DfE guidance (June 2019) https://www.gov.uk/government/publications/teaching-online-safety-in-schools • Birmingham Safeguarding Children Partnership threshold guidance Right Help Right Time 	<p><i>In our school the following people will take the lead in these areas:</i></p> <p>Our Lead DSL is: D.Denny (0121 523 1960 EXT 3024)</p> <p>Our Safeguarding Governor is: The Chair of the Local Governing Board</p> <p>Our Designated teacher for Looked after children is: D.Denny (0121 523 1960 EXT 15124)</p> <p>Our Data Protection officer is: B. Maguire (0121 523 1960)</p> <p>Our Rights Respecting link is: P Mellor (0121 523 1960)</p> <p>Our lead for Mental Health is: N. Marnell (0121 523 1960)</p> <p>Our Operations Encompass Key Adult: D. Beale</p>

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| <ul style="list-style-type: none">• Multi-agency Statutory Guidance on Female Genital Mutilation• Protecting Children from Radicalisation: The Prevent Duty, 2015• Relationships Education, Relationships and Sex Education (RSE) and Health Education• Voyeurism Offences Act 2019• DfE statutory guidance on Children Missing in Education• Human Rights Act 1990• Government publication equality act 2010 advice for schools• Harmful online challenges and online hoaxes• Searching, screening and confiscation at school• Public sector equality duty guidance schools | |
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<p>2.0 Overall Aims</p> <p>This policy will contribute to the protection and safeguarding of our students and promote their welfare by:</p> <ul style="list-style-type: none"> • Adopting a whole school approach safeguarding • Making clear the need for ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development in school • Clarifying standards of behaviour for staff and students • Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values • Introducing appropriate work within the curriculum for students to recognise and stay safe from abuse and know who they should turn to for help • Encouraging students and parents to participate; • Alerting staff to the signs and indicators that all may not be well • Developing staff awareness of the causes of abuse • Developing staff awareness of the risks and vulnerabilities their students face • Addressing concerns at the earliest possible stage; and • Reducing the potential risks students face of being exposed to violence, extremism, exploitation, discrimination or victimisation. • Recognising risk and supporting online safety for students, including at home. 	<p>This means that in our school we will:</p> <ul style="list-style-type: none"> • Have a staff Code of Conduct • Have a student behaviour policy • Have a complaints procedure • Identify and protect all students especially those identified as vulnerable students • Identify individual needs as early as possible; gain the voice and lived experience of vulnerable and design plans to address those needs • Work in partnership with students, parents/carers and other agencies. <p>Our policy extends to any establishment our school commissions to deliver education to our students on our behalf including alternative provision settings.</p> <p>Our Governing Body will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Confirmation should be sought from the school that appropriate risk assessments are completed and ongoing monitoring is undertaken.</p>
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<p>3.0 Data Protection, Information Sharing And Confidentiality</p> <ul style="list-style-type: none"> • We recognise that all matters relating to child protection are confidential. The school is fully aware of the obligations which the Data Protection Act 2018 and the GDPR places on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. • However, The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children • The Principal or DSL will disclose any information about a pupil to other members of staff on a need to know basis only. 	<p>Data Protection Officer: B. Maguire</p> <p>Although we use CPOMS and store our records electronically we do still hold paper files.</p> <p>We will not disclose to a parent any information held on a child/young person if this would put the child at risk of significant harm.</p> <p>We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse and have that support in place for when the young person arrives.</p>
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<ul style="list-style-type: none"> • All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. • All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being. • Safeguarding and Child Protection information will be dealt with in a confidential manner. • Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each student: the school will not keep family files. Files will be kept for at least the period during which the student is attending the school, and beyond that in line with current data legislation and guidance. <p>If a student moves from our school, Child Protection and Safeguarding records will be forwarded on to the DSL at the new educational setting, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two settings may be necessary, especially on transfer between schools.</p>	
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<p>4.0 Guiding Principles</p> <p>These are the 8 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in Right Help Right Time);</p> <ul style="list-style-type: none"> • Provide effective help and support as early as possible • Have conversations and listen to children and their families as early as possible. • Understand the child's lived experience. • Work collaboratively to improve children's life experience. • Be open, honest and transparent with families in our approach. • Empower families by working with them. • Work in a way that builds on the families' strengths. • Build resilience in families to overcome difficulties. 	<p>This means that in our school all staff will be aware of the guidance issued by Birmingham Safeguarding Children Partnership in Right Help Right Time, and procedures for Early Help.</p> <p>All staff will be enabled to listen and understand the lived experience of our students by facilitating solution focused conversations appropriate to the student's preferred communication style.</p> <p>It also means that where early help is appropriate, the designated safeguarding lead/deputy will liaise with other agencies and complete an assessment as appropriate. If required to, all staff will support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.</p> <p>Early help cases will be kept under constant review, and if the child's situation does not improve or is getting worse, consideration will be given to a referral to children's social care for assessment for statutory services.</p> <p>If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CASS.</p>
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	Parents/carers will be informed unless there is a compelling reason not to do so.
<p>5.0 Expectations</p> <p>All staff and visitors will:</p> <ul style="list-style-type: none"> • Be familiar with this Safeguarding & Child Protection Policy • Understand their role in relation to safeguarding • Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators) • Record concerns/incidents on CPOMS • Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - inform the DSL immediately, and provide a written account as soon as possible • Be involved, where appropriate, in the implementation of individual School-focused interventions, Early Help assessments and Our Family Plans, Child In Need Plans and inter-agency Child Protection Plans 	<p>This means that in our school:</p> <p>All our staff will receive termly safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the Governing Body.</p> <p>Our Governors will be subjected to an enhanced DBS check and 'section 128' check.</p> <p>We will follow Safer Recruitment processes and checks for all staff.</p>
<p>6.0 Human Rights Act</p> <ul style="list-style-type: none"> • The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them. • Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights Equality and Human Rights Commission (equalityhumanrights.com). • Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), it may also be useful for colleges. For further information Equality Act guidance Equality and Human Rights Commission (equalityhumanrights.com). 	<p>This means that in our school:</p> <p>This means that in our school: All students will be treated equally and with respect. Our staff understand that being subjected to harassment, violence and/or abuse may be a breach of human rights. Our staff understand the specific convention rights that are applicable to schools.</p>

7.0 The Designated Safeguarding Lead (Dsl)

- The DSL will be a member of the Senior Leadership Team. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.
- **DSLs should help promote educational outcomes by working closely with teachers about children's welfare, safeguarding and child protection concerns.**
- Governing bodies and proprietors should ensure that the DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties.

This the DSL team in our school is:

Lead: D. Denny (0121 523 1960)

Deputies: D. Beale D. Reddy, N. Marnell, J. Honeyghan, L. Williams, T. Edwards, S. Parker, E. Smith, R. Blackler, A. Khan, J. Richards, M. Rahman, F. Rashid, A. Khatun, S. Senioray

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Holyhead School. The key role of the DSL is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents;
- be aware of students who have a social worker

Any steps taken to support a student who has a safeguarding vulnerability must be reported to the lead DSL.

Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual student and/or family. A written record will be made of what information has been shared, with whom, and when.

- Safeguarding and Child Protection information will be dealt with in a confidential manner.
- **The DSL will ensure that the school is clear on parental responsibility for children on roll, and report all identified private fostering arrangements to the local authority.**
- Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each student: the school will not keep family files. Files will be kept for at least the period during which the student is attending the school, and beyond that in line with current data legislation and guidance.
- If a student moves from our school, Child Protection and Safeguarding records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from Primary to Secondary schools.
- **All in-year applications and transfers will also be reported to the local authority**

We use CPOMS to record and store our records electronically but we also hold paper files that are stored within a locked filing cabinet.

We will not disclose to a parent any information held on a student if this would put the student at risk of significant harm.

We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse and have that support in place for when the student arrives.

<ul style="list-style-type: none"> ● Liaise with the Principal to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to be assisted by an appropriate adult while a student is being questioned or detained by the police (to support, advise and assist) ● Developing effective links with relevant agencies and other professionals and co-operating as required with their enquiries regarding safeguarding matters including co-operation with serious case reviews, attendance at strategy meetings, initial and review child protection conferences, core group and child in need review meetings; ● Contributing to assessments and providing a report to initial and review conferences which has been shared with parents first, whenever possible; ● Co-ordinating a programme of safety, health and well-being through the curriculum, including issues of protective behaviours, healthy relationships, staying safe on-line, and the promotion of fundamental British values. ● 	<p>Ensure that students being questioned or detained by the police are assisted by an appropriate adult, who will ensure that the police act properly and fairly to respect the young persons rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not.</p>
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<p>8.0 The Designated Teacher For Looked After, Previously Looked After Children</p> <ul style="list-style-type: none"> ● The Governing body must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered students who are looked after. On commencement of sections 4-6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. ● Designated teachers will have responsibility for promoting the educational achievement of children/young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. ● Birmingham Children's Trust and other local authorities has on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the Birmingham Children's Trust will support the care leaver to participate in education or training. 	<p>In our school the Designated Teacher is: Debbie Denny</p> <p>Our Designated Teacher will:</p> <ul style="list-style-type: none"> ● Work with the Virtual School to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan. ● Work with the Virtual School headteacher to promote the educational achievement of previously looked after children. <p>Our school will work with partners to effectively identify the needs of children with a social worker and ensure they can access interventions that make a difference to their education.</p> <p>DSLs will keep the details of the Birmingham Children's Trust Personal Advisor appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.</p> <p>The Virtual School Headteacher has non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of children with a social worker.</p>
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Promoting the educational outcomes of children with a social worker

- Children with a social worker may face barriers to education because of complex circumstances
- Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress.
- Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children.
- ***The role of the VSH will have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of children with a social worker.***
- **VSH should identify and engage with key professionals such as Designated Safeguarding Leads, social workers, Principals, governors, SEN lead, including Designated Social Care Officers for SEND, where they exist, to help them understand the role they have in improving outcomes for children.**

9.0 The Local Governing Board

Governing Bodies and proprietors **have strategic responsibility for the schools safeguarding arrangements and therefore** should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;

- The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers **(including members of the governing body)**
- The Principal and all other staff who work with young people undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record is maintained
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The Governing body has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all BSCP procedures.
- The Nominated Governor is responsible for liaising with the Principal and DSL over all matters regarding safeguarding and child protection issues. The role is

In our school this means that:

We will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our school are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.

All governors must have **as a minimum** read part 2 of "KCSIE-22"

Our nominated Governor for Safeguarding and Child Protection is: The Chair of Governors

This Governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years.

The Governing Body will review all policies/procedures that relate to safeguarding and child protection annually.

strategic rather than operational – they will not be involved in concerns about individual students.

Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1988, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

The Chair of Governors is nominated to be responsible for liaising with Birmingham Children's Trust in the event of allegations of abuse being made against the Principal.

Dominic Bradley will liaise with the Lead DSL to produce a termly report for governors and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.

10.0 Safer Recruitment & Selection

The school **should follow part 3 of 'Keeping Children Safe in Education'** and pay full regard to 'Safer Recruitment' **requirements but not limited to:**

- **Verifying candidates' identity and academic or vocational qualification**
- **Obtaining professional and character references**
- **checking previous employment history and ensuring that a candidate has the health and physical capacity for the job**
- **UK Right to Work**
- **clear enhanced DBS check**
- **any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.**

As part of the shortlisting process schools and colleges should consider conducting an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

Criminal history and suitability to work with children information should only be requested from applicants who have been shortlisted.

It also includes undertaking interviews and appropriate checks including disclosure & barring check, barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of students.

This means that in our school:

The following school staff have undertaken Safer Recruitment training:

- 1 Ross Trafford
- 2 Dave Knox
- 3 Kelli Robinson
- 4 Andrew Bowen
- 5 Sadash Banger
- 6 Debbie Denny
- 7 Darren Lovell
- 8 N Bains
- 9 S Palak

And the following members of the Governing Body have also been trained:
1 Nasar Ahmed

One of these will be involved in all staff recruitment processes and sit on the recruitment panel.

10.1 Induction

All staff must be aware of systems within their setting which support safeguarding and these should be explained to them as part of staff induction.

Our staff induction process will cover:

- The Safeguarding & Child Protection policy;
- The Behaviour Policy;

<p>10.2 Staff Support/supervision</p> <p>Regular safeguarding supervision will be offered to the Lead DSL within school, usually half-termly and may be extended to other members of staff as deemed appropriate by the school.</p> <p>DSLs will be supported to access training as appropriate including training in behaviour and mental health.</p> <p>Regular supervision will be offered to the Lead DSL and Deputy DSL's within school, usually half-termly and may be extended to other members of staff as deemed appropriate by the school.</p> <p>All DSLs will have access to the monthly Designated Safeguarding Lead case-consultation sessions organised by BCC's Education Safeguarding team.</p> <p>10.3 Training</p> <p>The school recognises that because of the day to day contact with children school staff are well placed to identify concerns at an early stage. It is vital that all staff are able to recognise signs and indicators across a spectrum of abuse.</p>	<ul style="list-style-type: none"> • The Staff Code of Conduct Policy • The safeguarding response to children who go missing from education; and • The role of the DSL (including the identity of the DSL and any deputies). <p>Copies of policies and a copy of Part one of the KSCIE-22 document is provided to staff at induction.</p> <p>We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support all staff by providing opportunities for reflective practice including the opportunity to talk through their anxieties with the Lead DSL and to seek further support as appropriate.</p>
<p>11.0 The Use Of Reasonable Force</p> <p>There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people.</p> <p>The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain students.</p> <p>This can range from guiding a student to safety by the arm, to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.</p> <p>'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. Departmental advice for schools is available here: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools</p> <p>Please refer to our Positive Handling Policy for further information.</p>	<p>This means in our school:</p> <p>By planning positive and proactive behaviour support, will reduce the occurrence of challenging behaviour and the need to use reasonable force/positive handling.</p> <p>We will write individual behaviour plans for our more vulnerable students and agree this with parents and carers.</p> <p>We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their students and colleagues.</p> <p>When using reasonable force in response to risks presented by incidents involving students including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.</p> <p>All our staff have been trained in Positive Handling.</p>
<p>12.0 The School's Role In The Prevention Of Abuse</p>	<p><i>This means that in our school:</i></p>

<p>This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.</p> <p>All our staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.</p> <p>Safeguarding issues, including online safety, child on child abuse, sexual harassment and extra familial harm (multiple harms) will be addressed through all areas of the curriculum in an age-appropriate way.</p>	<p>All staff will be made aware of our school's unauthorised absence and children missing from education procedures.</p> <p>We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.</p> <p>We ask our staff to maintain 'professional curiosity' at all times and share any safeguarding concerns with the DSL or Deputy DSL without delay.</p> <p>All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Positive Handling, Behaviour, will be inter-linked to ensure a whole school approach.</p> <p>We recognise the particular vulnerability of children who have a social worker.</p>
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<p>13.0 What We Will Do When We Are Concerned - Early Help Assessment</p> <p>Our school adheres to child protection procedures that have been agreed locally through the Birmingham Children's Safeguarding Partnership.</p> <p>Where unmet needs have been identified for a student utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response.</p> <p>The student's voice must remain paramount within a solution based framework.</p> <p>The primary assessment document is the 2019 Early Help Assessment (EHA)</p> <p>Should it be felt that a Think Family or Social Care response is needed to meet the unmet safeguarding need; the DSL will initiate a Request for Support, seeking advice from Children's Advice and Support Service (CASS) as required.</p> <p>The school will utilise the Signs of Safety and Wellbeing practice framework and the 3 columns of the Early Help Conversation Log.</p> <p>The DSL will then oversee the agreed intervention from school as part of the multi agency safeguarding response and ongoing school-focused support.</p>	<p>This means that in our school we will:</p> <p>Implement Right Time Right Help</p> <p>All staff will notice and listen to students, sharing their concerns with the DSL via CPOMS. However if the student is at immediate risk of harm this will need to be done face to face with the DSL initially and then followed up with the completion of CPOMS.</p> <p>Safeguarding leads will assess, plan, do and review plans</p> <p>Senior Leaders will analyse safeguarding data and practice to inform strategic planning and staff CPD</p> <p>The DSL will generally lead on liaising with other agencies and setting up the Our Family Plan. This multi-agency plan will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.</p> <p>In our school, although any member of staff can refer a situation to CASS, it is expected that the majority are passed through the DSL team.</p>
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14.0 Safeguarding Students Who Are Vulnerable To Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty).

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

This means that in our school:

We value freedom of speech and the expression of beliefs and ideology are fundamental rights underpinning our society's values. Students and teachers have the right to speak freely and voice their opinions.

However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the DSL.

	<p>The SPOC has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.</p> <p>Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral.</p>
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<p>14.1 Risk Reduction</p> <p>The school governors, Principal and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our school. An example of this can be found at:</p> <p>https://www.birmingham.gov.uk/downloads/download/773/the_prevent_duty</p> <p>The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5</p> <p>The School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff.</p> <p>The School has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).</p> <p>14.2 Channel</p> <p>Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:</p> <ul style="list-style-type: none"> Establish an effective multi-agency referral and intervention process to identify vulnerable individuals; 	<p>We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our school's safeguarding duty.</p> <p>The SPOC for our school is: David Knox</p> <p>All staff within our school will be alert to changes in a student's behaviour or attitude which could indicate that they are in need of help or protection.</p> <p>We will use specialist online monitoring software, which in this school is called "<i>Senso</i>".</p> <p>Our school will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation</p>
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<ul style="list-style-type: none"> • Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and • Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability. <p>Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on <u>The Prevent Duty</u>.</p>	
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<p>15.0 Students Who Are Vulnerable To Exploitation, Trafficking, Or So-Called ‘honour-Based Violence (Including Forced Marriage And Female Genital Mutilation)</p> <p>With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.</p> <p>Failure to report such cases will result in disciplinary sanctions.</p> <p>The teacher will also discuss the situation with the DSL who will consult Birmingham Children’s Trust before a decision is made as to whether the mandatory reporting duty applies.</p>	<p>This means that in our school we ensure:</p> <p>Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.</p> <p>All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;</p> <ul style="list-style-type: none"> • Forced Marriage • Honour based violence • FGM • Trafficking • Criminal Exploitation & Gang Affiliation <p>Our staff will be supported to recognise the warning signs and symptoms in relation to each specific issue, and include such issues, in an age appropriate way, in their lesson plans.</p>
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<p>16.0 CHILDREN MISSING FROM EDUCATION</p> <p>A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.</p> <p>Work around attendance and Missing from Education will be coordinated with safeguarding interventions.</p> <p>The school must notify the Local Authority of any student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school’s permission for a continuous period of 5 days or more.</p>	<p>This means that in our school we will:</p> <p>Hold two or more emergency contact numbers for each student.</p> <p>Our attendance officer and Heads of Year will liaise closely with the DSL.</p> <p>We will adapt our attendance monitoring on an individual basis to ensure the safety of each student at our school.</p> <p>Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of students that would be considered ‘missing’.</p> <p>We will work closely with the CME Team, School Admissions Service, the Elective Home Education Team and Birmingham Children’s Trust.</p>
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<p>The school (regardless of designation) must also notify the Local Authority of any /student who is to be deleted from the admission register because s/he:</p> <ul style="list-style-type: none"> • Has been taken out of school by their parents and is being educated outside the school system (e.g. home education) • Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change) • Displaced as a result of a crisis e.g. domestic violence or homelessness 	
<ul style="list-style-type: none"> • Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age • Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period • Has been permanently excluded 	

<p>16.1 LGBTQ+ ((To be read in conjunction with The Child on Child Abuse Policy)</p> <ul style="list-style-type: none"> • The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. • Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. 	<p>In our school we will: Endeavour to reduce the additional barriers faced and provide a safe space for students to speak out or share their concerns with members of staff.</p>
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<p>17.0 Child On Child Abuse (To be read in conjunction with The Child on Child Abuse Policy)</p> <p>It is important that the school can recognise that children are capable of abusing their peers, and that this abuse can include physical abuse, sharing nudes and semi nudes (formally known as sexting), initiation/ hazing, sexual violence and harassment.</p> <p>The school's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to peer on peer abuse i.e. that it is more likely that girls will be victims and boys perpetrators.</p>	<p><i>This means that in our school:</i></p> <p>We will not tolerate instances of child on child abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up".</p> <p>All staff will receive training on child on child abuse.</p> <p>We will adopt the 'whole school approach' to tackling sexism.</p> <p>We fully understand that even if there are no reports of peer on peer abuse in school</p>
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Schools should recognise the impact of sexual violence and the fact students can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.
- The term “**harmful sexual behaviour**” is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:
 - Using sexually explicit words and phrases.
 - Inappropriate touching.
 - Sexual violence or threats.
 - Full penetrative sex with other children or adults.
 - Sexual interest in adults or children of very different ages to their own.
 - Forceful or aggressive sexual behaviour.
 - Compulsive habits.
 - Sexual behaviour affecting progress and achievement.
 - Using sexually explicit words and phrases.
 - Inappropriate touching.
 - Sexual violence or threats.
 - Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.

it may be happening. As such all our staff and young people are supported to:

- be alert to child on child abuse (including sexual harassment);
- understand how the school views and responds to peer on peer abuse
- stay safe and be confident that reports of such abuse will be taken seriously.

We will recognise that ‘child on child abuse’ can occur between and across different age ranges.

We recognise the term ‘victim’ to refer to those who have been subjected to abuse. But we recognise that not every victim will view themselves as such, also we use the term ‘alleged perpetrator(s)’ and where appropriate ‘perpetrator(s).’ Though we caution the use of this term as in some cases the abusive behaviour will have been harmful to the perpetrator as well

At Holyhead School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

We will follow both national and local guidance and policies to support any student subject to **child on child abuse**, including **sharing nudes and semi nudes** (formerly known as sexting) and gang violence. In cases of **sharing nudes and semi nudes**, we follow guidance given to schools and colleges by the UK Council for Child Internet Safety published in 2017.

We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.

We will utilise the Children who pose a Risk to Children School Safety Plan produced by the local authority

<https://www.birmingham.gov.uk/downloads/file/9504/children-who-pose-a-risk-to-children>

Our DSL will follow local guidance to enable provision of effective support to any student affected by this type of abuse.

<https://www.birmingham.gov.uk/downloads/file/8321/responding-to-hsb-school-guidance>

In assessing and responding to harmful sexualised behaviour, we will follow the local good practice guidance <https://westmidlands.procedures.org.uk/pk/oso/regional-safeguarding-guidance/children-who-abuse-others-including-peer-on-peer-abuse-harmful-sexual-behaviour> to enable provision of effective support to any young person affected by this type of abuse.

In order to prevent child-on-child abuse and address the wider societal factors that can influence behaviour, our school will educate students about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHCE lessons.

The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHCE lessons. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be made aware of the heightened vulnerability of students with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

	<p>The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.</p> <p>The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.</p> <p>Risk assessments will consider:</p> <ul style="list-style-type: none"> •The victim. •The alleged perpetrator. •Other children at the school, especially any actions that are appropriate to protect them. <p>Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.</p>
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<p>18.0 Criminal Exploitation & Gang Affiliation</p> <p>Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.</p> <p>Criminal exploitation interlinks with a number of multiple vulnerabilities and offences including a child being exposed to and/or the victim of physical and emotional violence, neglect, poor attendance, sexual abuse and exploitation, modern slavery, human trafficking and missing episodes.</p> <p>It is important that children who are criminally exploited are seen as victims and not treated as criminals, and treated through safeguarding and child protection procedures.</p>	<p>This means that in our school we will;</p> <p>Notice and listen to children/young people showing signs of being drawn into antisocial or criminal behaviour, use the risk assessment screening tool to support our referrals to CASS for any children in our school we are concerned about.</p> <p>Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our school.</p> <p>We will follow the Criminal Exploitation & Gang Affiliation Practice Guidance issued in 2019 (see link below) and use the risk assessment screening tool to support our</p>
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<p>Work to address criminal exploitation is covered by relevant legislation including:</p> <ul style="list-style-type: none"> • Crime & Disorder Act – 1998 • Children Act – 2004 • Serious Crime Act – 2015 • Modern Slavery Act – 2015 • Criminal Finances Act – 2017 • Children & Social Work Act - 2017 <p>And the new Working Together (2018) requires agencies to support vulnerable people within the context of the wider safeguarding agenda.</p>	<p>referrals to CASS for any children in our school we are concerned about.</p> <p>https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018</p> <p>We will be aware of and work with the Police and local organisations to disrupt as much as possible gang activity within our school.</p>
<p>19.0 County Lines</p> <p>Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. The key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:</p> <ul style="list-style-type: none"> • can affect any child or young person (male or female) under the age of 18 years; • can affect any vulnerable adult over the age of 18 years; • can still be exploitation even if the activity appears consensual; • can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence; • can be perpetrated by individuals or groups, males or females, and young people or adults; and • is typified by some form of power imbalance in favour of those perpetrating the exploitation. <p>Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.</p>	<p>This means that in our school we will ensure staff are aware of students with missing episodes who may have been trafficked for the purpose of transporting drugs.</p> <p>Staff members who suspect a student may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.</p> <p>The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.</p> <p>Indicators that a student may be involved in county lines active include the following:</p> <ul style="list-style-type: none"> • Persistently going missing or being found out of their usual area • Unexplained acquisition of money, clothes or mobile phones • Excessive receipt of texts or phone calls • Relationships with controlling or older individuals or groups • Leaving home without explanation • Evidence of physical injury or assault that cannot be explained • Carrying weapons • Sudden decline in school results • Becoming isolated from peers or social networks • Self-harm or significant changes in mental state • Parental reports of concern
<p>20.0 Upskirting</p> <p>‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain</p>	<p>This means that in our school upskirting will not be tolerated. Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.</p>

sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.	
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<p>21.0 Online Safety</p> <p>It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. All staff are aware that abuse can take place solely online.</p> <p>The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:</p> <ol style="list-style-type: none"> 1) content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism. 2) contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes. 3) conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and 4) commerce: - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your students or staff are at risk, please report it to the Anti-Phishing Working Group APWG Unifying The Global Response To Cybercrime <p>Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures.</p>	<p>This means that in our school we will:</p> <p>Adhere to our Online Safety policy that has been created using national guidance (including our approach to 3G, 4G, 5G mobile phone networks).</p> <p>Ensure all users of ICT in school adhere to our acceptable use agreements.</p> <p>Ensure we have appropriate filters and monitoring systems in place to ensure we limit the exposure of students to harmful content. These systems are regularly reviewed for their effectiveness. We ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively. We know how to escalate concerns when identified.</p> <p>Teach students to:</p> <ul style="list-style-type: none"> • use technology safely and respectfully • recognise acceptable and unacceptable behaviour • report concerns about content, contact, conduct and commerce • protect their online identity and privacy • understand how changes in technology affect safety
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<p>This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.</p> <p>We understand the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.</p>	
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<p>22.0 Contextual Safeguarding</p> <p>“Contextual Safeguarding....means assessment of children should consider whether wider environmental factors are present in a child’s life, that are a threat to their safety, and/or welfare ... so, it’s important that schools and colleges provide as much information as possible as part of the referral process.”</p> <p><i>Keeping children safe in Education</i></p> <p>Contextual safeguarding is about the impact of the public/social context on young people’s lives, and consequently their safety. It seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. As an approach it looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focussing on an individual.</p>	<p>This means that school staff, particularly the DSL and their deputy(s), will always consider the context ual safeguarding and give due regard to the effectiveness of the school safeguarding system within the wider system. This will be evidenced in:</p> <ul style="list-style-type: none"> • Informal and formal assessments of need/risk for the child • Case discussions in DSL supervision sessions <p>Assessment of students’ behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.</p> <p>The school will provide as much contextual information as possible when making referrals to CSCS.</p>
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<p>23.0 Mental Health</p> <p>KCSiE requires all staff to be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.</p> <p>Mental health support</p> <p>Additional information has been added to help schools prevent and tackle bullying and support students whose</p>	<p>In our school this means that:</p> <ul style="list-style-type: none"> • All staff will be alert to signs of mental ill-health and be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation • All staff will take immediate action and speak to a DSL if they have a mental
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<p>mental health problems manifest themselves in behaviour.</p> <p>Department for Education (DfE) (2017) Preventing bullying.</p> <p>https://www.gov.uk/government/publications/preventing-and-tackling-bullying</p> <p>Department for Education (DfE) (2018) Mental health and behaviour in schools</p> <p>https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</p> <p>At Holyhead School the Senior Mental Health Lead will be supported by the senior leadership team.</p>	<p>health concern about a child that is also a safeguarding concern</p> <ul style="list-style-type: none"> • We take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of children/young people through: • Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos; • Identification: recognising emerging issues as early and accurately as possible; • Early support: helping pupils to access evidence based early support and interventions; and • Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment <p>School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.</p> <p>Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the DSL or the Mental Health Lead.</p>
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<p>24.0 Children with a social worker</p> <p>At Holyhead School, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most students.</p>	<p>Staff realise that this may mean children with a social worker are vulnerable to further harm, as well as facing barriers to attendance, learning, behaviour, and poor mental health.</p> <p>We take these needs into account when making plans to support students who have a social worker.</p>
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	Staff members who suspect a student may be vulnerable must report all concerns to the DSL.
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<p>25.0 Cyber Crime</p> <p>Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;</p> <ul style="list-style-type: none"> • unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded; • denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and, • making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. <p>Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.</p> <p>If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.</p> <p>Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK</p>	<p>In our school this means that;</p> <p>We have the appropriate level of security protection procedures in place (smoothwall), in order to safeguard our systems, staff and students.</p> <p>We will review the effectiveness of these procedures at least annually to keep up with evolving cyber-crime technologies.</p> <p>Cyber-crime is referenced in the eSafety and Data Protection Policy.</p>
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<p>26.0 Child Abduction</p> <p>Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by</p>	<p>In our school this means that;</p> <p>Our school site is secure and any visitors can only access reception on arrival.</p>
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<p>people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.</p> <p>Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.</p> <p>As children get older and are granted more independence (for example, as they start walking to school on their own) it is important we provide practical advice on how to keep themselves safe. As a school/college we provide outdoor-safety lessons run by our teachers or by local police staff. Lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.</p>	<p>In our school we strive to hold at least two emergency contacts for each student</p> <p>In our school we will work with multi-agencies to identify students who may be more susceptible to child abduction in order to put appropriate safeguarding measures in place.</p> <p>In our school we collect student voice to identify safety concerns on the journey to/from school</p>
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<p>27.0 Domestic Abuse</p> <p>The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of sex or sexuality.</p> <p>Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.</p> <p>Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.</p>	<p>In our school this means that;</p> <p>We sign up to Operation Encompass to receive notices of domestic abuse and act swiftly to support the child.</p> <p>Where we identify a victim of domestic abuse being high risk we will consider a referral to MARAC (multi agency risk assessment conference). The purpose of MARAC is to share information and establish a multi-agency action plan to support the victim and to make links with other public protection procedures, particularly safeguarding children, vulnerable adults and the management of offenders. We will continue to provide help and support in order to safeguard children. This will usually be led by the designated safeguarding lead. MARAC does not replace a referral to children's social care.</p>
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28. Related Policies

This policy relates to safeguarding and child protection concerns and sits within a suite of other safeguarding policies. Our policy applies to all staff (teaching and associate staff), governors and volunteers, temporary and supply staff working in our school. It will be reviewed at least annually by the **Local Governing Board** and is in line with the BSCB procedures and the expectations of Ofsted which inspects schools' safeguarding arrangements. Other policies that support this policy include:

Admissions and Appeals

Anti-Bullying

Attendance and Punctuality

Behaviour Policy

No Platform For Extremism

Positive Handling

Code of Conduct

Complaints Policy

Disciplinary Policy

Allegation Against Staff

Mental Health Policy

Data Security

Equal Opportunity

Educational Visits

PSHE

Safer Recruitment

SRE

Visiting Speakers

Whistleblowing

E-Safety and Data Protection Policy

PART TWO – THE KEY PROCEDURES RESPONDING TO CONCERNS ABOUT A CHILD

In our school ***<Insert name of school>**
Our DSL(s) are ***<Insert names>**
Our safeguarding governor is ***<Insert name>**

CONCERN ABOUT A CHILD:

Speak to Designated Safeguarding Lead (DSL) if urgent.
Record on electronic recording system
***<Insert name of system or>** Record in writing on
Notice of Concern Form and hand to DSL
***<modify this section as appropriate>**

**DSL(s) review concerns and decide next steps
referring to Right Help Right Time (RHRT)**

Consider discussing concerns with parent / carers and
seek consent where appropriate.
Consider completing Early Help Assessment (EHA).

At any point consider seeking advice:

Early Help Locality Teams

Children's Advice Support Service (CASS)
0121 303 1888

In case of emergency phone police on 999

THREE STEPS TO DELIVERING EARLY HELP IN EDUCATION

Universal / Universal+

Continue with early help
process using the EHA
as appropriate

Universal+/Additional

Continue with early help process
using the EHA as appropriate.
Consider RHRT - Family Connect
Form or Request for Support
Form

Complex & Significant

Request for Support
submitted to CASS for a
multi-agency strategy
discussion

29.0 Involving Parents/Carers

- 27.1 In general, we will discuss any Safeguarding or Child Protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.
- 27.1.2 However there may be occasions when the school will contact another school or agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 27.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy via our school website, newsletter, school prospectus.

30.0 Multi-Agency Work

- 28.1 We work in partnership with other agencies in line with Right Help Right Time to promote the best interests of our students and keep them as a top priority in all decisions and actions that affect them. Our school will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and Our Family Plan and make requests for support from Birmingham Children's Trust. These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888. Where the student already has a safeguarding Social Worker or Family Support Worker, concerns around escalation of risks must be reported immediately to the Social/Family Support Worker, or in their absence, to their team manager.
- 28.2 When invited the DSL will participate in a MASH strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the student are met.
- 28.3 We will cooperate with any Child Protection enquiries conducted by Birmingham Children's Trust. The school will ensure representation at appropriate inter-agency meetings such as Our Family Plan, Children in Need and Initial and Review Child Protection Conferences, and Core Group meetings.
- 28.4 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared with Birmingham Children's Trust at least 24 hours prior to the meeting **and will plan for DSL cover during school holiday periods.**
- 28.5 Where a student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

31.0 Our Role In Supporting Children

- 31.1 Our school staff will offer appropriate support to individual students who have experienced abuse, who have abused others (**child on child** abuse) or who act as Young Carers in their home situation. **Our school's contribution to the Local Domestic Abuse Prevention Strategy 2018-2023 will be through the adoption and implementation of Operation Encompass.**
- 31.2 An 'Our Family Plan' will be devised, implemented and reviewed regularly for these children. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.

- 31.3 Students who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within our school we will ensure that the needs of students who abuse others will be considered separately from the needs of their victims.
- 31.4 We will ensure the school works in partnership with parents/ carers and other agencies as appropriate.

32.0 Responding To An Allegation/**Concern Raised About A Member Of Staff, Including Supply Teachers, Other Staff, Volunteers And Contractors**

See also Birmingham Safeguarding Children Partnership Procedures on Allegations against Staff and Volunteers.

- 32.1 This procedure must be used in any case in which it is alleged that a member of staff, Governor, visiting professional or volunteer has:
- Behaved in a way that has harmed a student or may have harmed a student
 - Possibly committed a criminal offence against or related to a student
 - Behaved in a way that indicates s/he is unsuitable to work with young people.
 - **Behaved towards a child or young person in a way that indicated s/he may pose a risk of harm to children.**
- 32.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse students. **In our school we also recognise that concerns may be apparent before an allegation is made.**
- 32.3 **The school's Allegation Against Staff policy provides a clear procedure for sharing confidentiality of such concerns.**
- 32.4 All staff **working** within our organisation must report any potential safeguarding concerns about an individual's behaviour towards students immediately.
- 32.4.1 **Allegations or concerns about staff, colleagues and visitors (recognising that schools hold the responsibility to fully explore concerns about supply staff) must be reported directly to the Principal who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.**
- 32.4.2 **If the concern relates to the Principal, it must be reported immediately to the Chair of the Governing Body, who will liaise with the Designated Officer in Birmingham Children's Trust (LADO) and they will decide on any action required.**
- 32.4.3 **If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.**
- 32.5 Low Level concerns
KCSIE (Sept 21) recommends that 'schools and colleges need to report and record all concerns and allegations against adults, including low level concerns'.
- 32.5.1 **A low level concern means the allegations against that member of staff do not meet the harms threshold and this person does not pose an immediate risk towards the students.**

The adult in question may have acted in a way that:

- **Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work**

- is otherwise not considered serious enough to consider a referral to the LADO

32.5.2 Examples of low-level concerns include:

- Being over-friendly with children
- Having favourites
- Engaging with a child one to one in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

These examples exist on a wide spectrum, from behaviour that is seemingly harmless, to seemingly inappropriate behaviour that is actually innocent. However, it could be behaviour that is intended to enable abuse and grooming in the future.

32.5.3 All low level concerns must be shared responsibly with the right person, recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or behalf of schools from potential false allegations or misunderstandings.

32.6 Storing and use of Low-Level concerns and follow up information

32.6.1 LLC forms and follow up information will be stored in accordance with the school's GDPR and data protection policies.

32.6.2 The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the member of the Leadership team dealing with the concern.

32.6.3 LLC will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures.

32.7 Process

32.7.1 Staff are requested to complete the Low Level concern form in as much detail as possible and submit to the Principal or DSL. If the concern is regarding the Principal this will be reported to the Chair of Governors.

33.0 **Children With Additional Needs**

34.1 Our School recognises that all students have a right to be safe. Some students may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

34.2 When the school is considering excluding, either for a fixed term or permanently, a vulnerable student or one who is the subject of a Child Protection Plan or where there is an existing Child Protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the Governing Body.

34.0 **Children In Specific Circumstances**

34.1 **Private Fostering**

34.1.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of Birmingham Children's Trust) for the care of a child under the age of 16 (under 18, if disabled)

by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

34.1.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

34.1.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children/young people who need alternative care because of parental illness;
- Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children/young people;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children/young people staying with families while attending a school away from their home area.

34.1.4 There is a mandatory duty on the school to inform Birmingham Children's Trust of a private fostering arrangement - this is done by contacting CASS (0121 303 1888). The Trust then has a duty to check that the child/young person is being properly cared for and that the arrangement is satisfactory.

35.0 Links to additional information about safeguarding issues and forms of abuse

35.1 Staff who work directly with children/young people, and their leadership team should refer to this information

35.2 Guidance on children in specific circumstances found in Annex A of KCSIE (**latest edition**), and additional resources as listed below:

Issue	Guidance	Source
Abuse	http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect Children who abuse others/ West Midlands Safeguarding Children Group	West Midlands Safeguarding Children Procedures
Bullying	http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#	West Midlands Safeguarding Children Procedures
Children and the Courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds	MoJ advice
Missing from Education, Home or Care	http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education	West Midlands Safeguarding Children Procedures

	http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme	
Family Members in Prison	https://www.nicco.org.uk/	Barnardos in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html Http://westmidlands.procedures.org.uk/polar/regional-safeguarding-guidance/children-of-parents-who-misuse-substances	Birmingham Police and Schools Panels
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	West Midlands Safeguarding Children Procedures
Child Exploitation	http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018) https://www.birmingham.gov.uk/downloads/file/11545/birmingham-criminal-exploitation-and-gang-affiliation-practice-guidance-2018	West Midlands Safeguarding Children Procedures WMP, BCSP, BCT
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & Wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://www.birmingham.gov.uk/downloads/file/9462/medicine-in-schools-feb-2018	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
Online	Searching, screening and confiscation (policeandschools.org.uk) https://www.birmingham.gov.uk/downloads/file/8446/sexting-flow-chart-feb-2017 http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf Online safety: Children exposed to abuse through digital media/West Midlands Safeguarding Children Group https://www.gov.uk - Teaching online safety in schools	BCC Education Safeguarding Birmingham Police and Schools Panels
Private Fostering	https://www.birmingham.gov.uk/downloads/file/2792/private-fostering-in-birmingham-information-for-professionals	BCC
Radicalisation	http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism	West Midlands Safeguarding Children Procedures
Violence	http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity	West Midlands Safeguarding Children Procedures

	https://www.birmingham.gov.uk/downloads/file/8321/responding-to-hsb-school-guidance https://www.birmingham.gov.uk/downloads/file/9504/children-who-pose-a-risk-to-children http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary-menu.html http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence https://www.gov.uk/government/policies/violence-against-women-and-girls Honour-based violence/ West Midlands Safeguarding Children Group	BCC Education Safeguarding Birmingham Police and Schools Panels
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Part 3: Quality Assurance, Learning from Cases and Continuous Improvement

Quality assurance

Quality assurance is about assessing the quality of the work we undertake in safeguarding children and understanding the impact of this work in terms of its effectiveness in helping children and young people feel safe.

- This Quality Assurance Framework is aimed at: Ensuring that data and quality assurance outputs are regularly reviewed through S175 audit and related governance and challenge arrangements.
- Ensuring that the safeguarding data schools generate is of good quality and contributes to a culture of continuous learning and improvement whereby key learning is embedded into practice, policies and guidance (see Appendix 7).

The BSCP has recommended that “in reviewing the safeguarding data safeguarding governors and governors should be given reports detailing the number of early help interventions in school and multi-agency early help interventions, the number of requests for support being made and the number being accepted.”

This means that in our school we will:

- complete the S175 audit on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements.
- contribute quality data to inform multi-agency audits and practice reviews.
- participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better.

Safeguarding leads will not only assess, plan, do and review plans but also regularly audit the quality of these against the agreed quality assurance framework:

1. How much did we do? (Numbers)
2. How well did we do it? (Whole school; File and themed audits, partner agency, pupil/parent feedback)
3. Are there opportunities to learn and improve? (Could Do Better Still; reflective-learning case studies; local Safeguarding-Practice-Reviews, complaints; inspections)
4. Is anyone better off? (Impact)

<p>Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews</p> <p>We will ensure that the DSL updates all staff at least annually about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews.</p> <p>We will collaborate with Birmingham Safeguarding Children Partnership to share information.</p>	<p><i>This means that in our school:</i></p> <p><i>Senior leaders will analyse safeguarding data and practice to ensure that all staff receive updates about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews at least once per year.</i></p> <p><i>Where a case is relevant to our school, we will ensure that we fully support Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews with all necessary information and implement the resulting actions and learning.</i></p>
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DEFINITIONS AND INDICATORS OF ABUSE**1. NEGLECT**

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

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

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

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

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

2. PHYSICAL ABUSE

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

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

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted

- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

3. SEXUAL ABUSE

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

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

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

4. SEXUAL EXPLOITATION

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

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

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

5. EMOTIONAL ABUSE

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

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

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

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

6. RESPONSES FROM PARENTS/CARERS

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

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

7. DISABLED CHILDREN

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

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child

- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

DEALING WITH A DISCLOSURE OF ABUSE

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

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the student. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the student. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the student that it is not her/his fault.
- Encourage the student to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the student is trying to tell you.
- Praise the student for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the student that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the student may retract what s/he has told you. It is essential to record in writing all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the student again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the student's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible.

NB - it is not the education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately after a Disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust without delay, by the Principal, DSL or in exceptional circumstances by the staff member who has raised the concern.

Students making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a student who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Principal.

CHILD ON CHILD ABUSE

(Please also refer to the Child on Child Abuse/Sexual Harassment and Violence Policy)

Holyhead believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. Holyhead recognises that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, online abuse, verbal abuse, threats or intimidation, blackmail or extortion, sexual abuse, sexting, indecent exposure, sexual exploitation, and abuse in intimate personal relationships between peers.

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

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other student in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Government guidance suggests that girls, the LGBT community and those children with SEND need are at greater risk of sexual violence and sexual harassment within school. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection. Both the victim and the parent/carers will be offered appropriate internal and external support.

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual violence and harassment by phone is on the increase. This includes when abuse takes place in intimate, personal relationships between peers. Even though the child themselves may not consider themselves to be victimised they should be regarded as in need of protection. Online safety is taught within the curriculum and staff are provided with training around safeguarding issues such as sexual violence and sexual harassment in respect of peer on peer abuse. Staff are also provided with training to address contextual safeguarding. This means assessments of children will consider wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. Wherever a referral is made, the school will provide as much contextual information as possible as part of the referral process.

Sharing nudes and semi-nudes (previously known as 'sexting')

In cases where nudes or semi-nude images and/or videos have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Staff are trained to be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence;
- sharing nude and semi-nude images/videos (also known as sexting or youth produced sexual imagery); and
- initiation-type violence and rituals.

Our safeguarding procedures operate with the best interests of the child at heart. School leaders and governors will ensure that there are suitable systems and means by which children can say what is happening to them and know that they will be heard. We adopt a zero-tolerance approach, and that even if there are no reported cases, staff must not take the view that it does not happen in our school.

Abuse is abuse and will never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Child on child sexual violence and sexual harassment

We recognise that child on child sexual violence and sexual harassment can happen in or outside of school, as well as online and as such we adopt an “it could happen here” approach. All reports or disclosures will be taken seriously and victims are supported throughout. As a school we will also refer to the separate DfE Sexual Violence and Sexual Harassment guidance (September 2021).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

Our staff are trained to recognise the scale and impact of harassment and abuse, and that non-recognition /downplaying the scale and scope may lead to a dangerous culture in the school. Staff are encouraged to remain vigilant and, rather than waiting for a disclosure, recognise that children may not always make a direct report and information may come from overheard conversations or observed behaviour changes. As a school, we recognise that how well we respond will influence the confidence of others to report what is happening to them. As a school we regularly review decisions and actions to update and improve our policies and practice.

We also recognise the importance of the post incident response, recognising that for the victims of sexual assault there can be a number of physical and mental health implications which may require additional support. This may also require the school to support the alleged perpetrator with further information about harmful sexual behaviour and provide signposting to sources of support.

Minimising the risk of safeguarding concerns towards students from other students

On occasion, some students may present a safeguarding risk to other students. These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a safeguarding concern it will then be passed to the DSL/ senior leadership team; principal and, in extreme cases, the Governing Body. At the principal's discretion, the police may be informed, in certain circumstances and parents informed (of both the pupil being complained about and the alleged victim) at the earliest opportunity. The school will follow the NPCC ‘When to call the police’ guidance.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

The DSL should contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files. It may be

appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of child on child abuse the school has an ethos of promoting friendship and cooperation. Through assembly time, PSHE, RSE and other curriculum areas the children are taught tolerance, empathy and understanding.

Action to take in the case of an incident of sharing youth produced sexual images or videos

Step 1 – Disclosure by a student

Disclosures should follow the normal safeguarding practices and protocols. A student is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the student disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Are the school child protection and safeguarding policies and practices being followed? For example, has the DSL been consulted and is their advice and support available?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the student need immediate support and or protection?
- Are there other students and or young people involved?
- Do they know where the image has ended up?

This situation will need to be handled very sensitively. Whatever the nature of the incident, ensure school safeguarding and child protection policies and practices are adhered to.

Step 2 – Searching a device

It is highly likely that the image will have been created and potentially shared through mobile devices. The image may not be on one single device, but may be on a website or on a multitude of devices; it may be on either a school- owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

When searching a mobile device the following conditions should apply:

- The action is in accordance with the school's child protection and safeguarding policies
- The search is conducted by the head teacher or a person authorised by them
- A member of the safeguarding team is present
- The search is conducted by a member of the same sex

If any illegal images of a child are found you should consider whether to inform the police. As a general rule it will almost always be proportionate to refer any incident involving "aggravated" sharing of images to the police, whereas purely "experimental" conduct may proportionately be dealt with without such referral, most particularly if it involves the child sharing images of themselves.

Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

If an “experimental” incident is not referred to the police the reasons for this should be recorded in writing.

Always put the child first. Do not search the device if this will cause additional stress to the student/person whose image has been distributed.

If there is an indecent image of a child on a website or a social networking site then you should report the image to the site hosting it. In the case of a sexting incident involving a child or young person where you feel that they may be at risk of abuse then you should report the incident directly to CEOP www.ceop.police.uk/ceop-report, so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

Step 3 – What to do and not do with the image

If the image has been shared across a personal mobile device:

Confiscate and secure the device;

- Don't view the image unless there is a clear reason to do so;
- Don't send, share or save the image anywhere;
- Don't allow students to view images or send, share or save them anywhere.

If the image has been shared across a school network, a website or social network:

- Block the network to all users and isolate the image;
- Don't send or print the image;
- Don't move the material from one place to another;
- Don't view the image outside of the protocols of your safeguarding policies and procedures.

Step 4 – Who should deal with the incident?

Whoever the initial disclosure is made to must act in accordance with the school safeguarding policy, ensuring that the DSL or a senior member of staff is involved in dealing with the incident.

The DSL should always record the incident. Senior management should also always be informed. There may be instances where the image needs to be viewed and this should be done in accordance with protocols. The best interests of the child should always come first; if viewing the image is likely to cause additional stress, staff should make a judgement about whether or not it is appropriate to do so.

Step 5 - Deciding on a response

There may be a multitude of reasons why a student has engaged in sexting – it may be a romantic/sexual exploration scenario or it may be due to coercion.

It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident. However, as a school it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

If indecent images of a child are found:

- Act in accordance with your child protection and safeguarding policy, e.g. notify DSL
- Store the device securely
- Carry out a risk assessment in relation to the young person (see Appendix B of the Safeguarding Children in Education Guidance for a Sexting Risk Assessment pro-forma and flow chart)
- Make a referral if needed
- Contact the police (if appropriate)
- Put the necessary safeguards in place for the student, e.g. they may need counselling support, immediate protection and parents must also be informed.
- Inform parents and/or carers about the incident and how it is being managed.

Step 6 – Contacting other agencies (making a referral)

If the nature of the incident is high-risk, consider contacting Children's Social Care. Depending on the nature of the incident and the response you may also consider contacting local police or referring the incident to CEOP.

Understanding the nature of the incident, whether experimental or aggravated, will help to determine the appropriate course of action.

Step 7 – Containing the incident and managing pupil reaction

Sadly, there are cases in which victims of sexting have had to leave or change schools because of the impact the incident has had on them. The student will be anxious about who has seen the image and where it has ended up. They will seek reassurance regarding its removal from the platform on which it was shared. They are likely to need support from the school, their parents and their friends. Education programmes can reinforce to all students the impact and severe consequences that this behaviour can have. Consider engaging with your local police and asking them to talk to the students.

Other staff may need to be informed of incidents and should be prepared to act if the issue is continued or referred to by other students. The school, its students and parents should be on high alert, challenging behaviour and ensuring that the victim is well cared for and protected. The students' parents should usually be told what has happened so that they can keep a watchful eye over their child, especially when they are online at home.

Creating a supportive environment for students in relation to the incident is very important.

Step 8 – Reviewing outcomes and procedures to prevent further incidents

As with all incidents, a review process ensures that the matter has been managed effectively and that the school has the capacity to learn and improve its handling procedures. Incidents of sexting can be daunting for a school to manage, especially if the image has been widely shared between pupils in school.

Further information is available from the NSPCC

APPENDIX 4

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation is defined in KCSiE 2022 as: the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
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. KCSiE 2022 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no 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 is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- **Personal Crisis**– the 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’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 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 may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

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

- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Holyhead is David Knox who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Holyhead in relation to protecting student from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and Assembly Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students into the Channel¹ process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

APPENDIX 6

¹ Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Emergency planning and response for education, childcare, and children's social care settings **(publishing.service.gov.uk)**

Security-related incidents in schools and colleges

A school/college's security policy should complement their safeguarding policy, particularly where it puts in place measures to protect students; and address the threat of serious violence. It should form part of your suite of policies to ensure the health, safety and well-being of students and staff including in relation to the online environment.

Vulnerable Children and Young People

In all circumstances, **vulnerable children** and young people should be prioritised for continued face-to-face education and childcare. Schools must have regard to the statutory safeguarding guidance when taking any emergency and risk management actions, and should refer to the now updated and update safeguarding procedures in line with DfE updates:

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children - GOV.UK (www.gov.uk)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

It is important that early years settings, schools (including mainstream and specialist settings) and further education providers put in place systems to keep in contact with vulnerable children and young people if they are not attending, particularly if they have a social worker. This includes:

- notifying their social worker (if they have one) and, for looked-after children, the local authority virtual school head
- agreeing with the social worker the best way to maintain contact and offer support
- keeping in contact with vulnerable children and young people to check their wellbeing and refer onto other services if additional support is needed

Safeguarding Partners and designated safeguarding leads

Schools, including maintained nursery schools, and colleges must continue to have regard to statutory safeguarding guidance **Keeping children safe in education**, and they will have a trained designated safeguarding lead (DSL) (or deputy) available on site. In cases where there may be operational challenges, 2 options to consider are:

- a trained DSL (or deputy) from the setting can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other settings, schools or FE providers (who should be available to be contacted via phone or online video)

Where a trained DSL (or deputy) is not on-site, in addition to one of the 2 options, a senior leader should take responsibility for co-ordinating safeguarding on site.

Remote Education: keeping children safe online - All schools and colleges should continue to consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school's or college's staff behaviour policy (sometimes known as a code of conduct) should be followed. This policy should amongst other things include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools and colleges should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely online. As

with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the **guidance for safer working practice for those working with children and young people in education settings** published by the Safer Recruitment Consortium may help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

Schools and colleges should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age appropriate practical support from the likes of:

- **Childline** - for support
- **UK Safer Internet Centre** - to report and remove harmful online content
- **CEOP** - for advice on making a report about online abuse

Schools and colleges are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- **Let's Talk About It** has advice for parents and carers to keep children safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep

children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:

- **Guide for parents and carers child online safety** includes security and privacy settings, blocking unsuitable content, and parental controls.

The department encourages schools and colleges to share this support with parents and carers.

Other Information

1. Key definitions

For the purpose of this policy, the following definitions will be utilised:

- **Education hub:** a cluster of schools and colleges collaborating and sharing resources, staff and pupils in a local area.
- **Children of key workers:** children of parents who work in the following industries:
 - Health and social care, e.g. doctors and nurses
 - Education and childcare, e.g. teachers and DSLs
 - Local and national government, e.g. administrative occupations
 - Food and essential goods retail, e.g. supermarket workers and grocers
 - Public safety and national security, e.g. police and ministry of defence workers
 - Transport, e.g. freight transport workers and train drivers
 - Utilities, communication and financial services, e.g. bankers, oil workers, and telecommunications (999 and 111 critical services)
- **Vulnerable children:** those who have a social worker and those with EHC plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the LA. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.
- **Volunteer staff:** staff who are working in a school that is not their usual place of work.

2. The role of the DSL and their deputies

In light of the current crisis, the school has additional measures in place to ensure the safety and wellbeing of its students – this approach is led by the DSL.

During partial school closure, the DSL and their deputies are responsible for:

- Ensuring they or their deputies are available at all times, either in school or via telephone or online communication.
- Sharing their time and resources with other schools, where necessary.
- Being responsible for amending Appendix 6 (this section) in line with the continual changes to education policy released by the DfE and communicating all changes to staff and volunteers.
- Identifying vulnerable children and communicating additional safeguarding provisions to pupils and their families.
- Working with the VSH and wider LA to protect vulnerable children.
- Ensuring staff are aware of reporting channels for safeguarding concerns.
- Sharing their contact information with the school community.
- Ensuring there is a consistent approach to safeguarding children throughout the coronavirus pandemic.
- Providing students with clear communication channels so they can report any concerns they have, including reports of peer-on-peer abuse.
- Ensuring any student who is not formally considered as vulnerable, but who may still be vulnerable, has access to school where required.
- Identifying a suitable member of the SLT to assume the role of temporary DSL should both themselves and their deputies become unable to work.

- Providing all volunteers and volunteer staff with copies of this policy.
- Adhering to safer recruitment procedures and carrying out risk assessments on volunteers where required.
- Seeking assurances from employers of volunteer staff, to ensure they have up-to-date safeguarding training and are safe to work with children.
- The DSL will report back to the governing board on all relevant safeguarding concerns experienced during partial school closure.
- The DSL will work with the local safeguarding partners to ensure students remain safe during partial school closure.

3. Attendance

- The school will no longer use its regular attendance register to record attendance during partial school closure.
- The school will report to the DfE the number of students in school and whether they remain partially closed using [the online form](#). This form will be submitted by 12:00pm each weekday.
- The school will record and investigate any absences where it expected a child to attend school and did not or where parents have arranged care for their child who subsequently did not attend.

4. Staff training and safeguarding induction

- The school will ensure that all existing school staff have read part one of 'Keeping children safe in education' (KCSIE) and are suitably trained in this policy and any local safeguarding arrangements.
- The DSL and **Principal** will ensure any volunteer staff from other schools are suitably trained in safeguarding and ensure that they have read KCSIE and are aware of the school's safeguarding policy and procedures and any additional local safeguarding arrangements.
- The **Principal** will risk assess any volunteers and volunteer staff working with students and use their professional judgement to assess whether they are suitable to work with students.
- The school will follow safer recruitment processes, in line with the relevant policy, when acquiring new staff.
- Anyone who has not undergone suitable DBS checks will not be left unattended with students.
- The school will report anyone to the TRA who they consider a safeguarding risk by emailing Misconduct.Teacher@education.gov.uk – all referrals received by the TRA will continue to be considered.
- The school will have a rotary system which allows the **Principal** to be aware of who will be in school at any one given time.
- The school will keep a record of each record of attendance for staff and students within school and any additional risk assessments made on staff in a secure file, e.g. the SCR.

5. Mental health

- The school understands how the coronavirus pandemic can cause students and staff to feel anxious and concerned and will offer any essential support required to those in need.
- The Principal will encourage line managers to hold one-to-one meetings with their staff over the phone or via a video call to ensure they feel supported during this stressful time.
- Students will be provided with different resources they can access (via studentportal) to help them cope with their mental health, including ChildLine and other online services.

- Face-to-face support will only be provided where necessary or unavoidable.
- The school will have due regard for the **Social Emotional Mental Health (SEMH) Policy** when identifying early signs of mental health issues in students.

6. Supporting pupils at home

- The DSL will ensure every student has their contact information so they know how they can talk to them about any safeguarding concern.
- Students are provided with online safety information by their teacher.
- Students will be directed to practical online support, such as ChildLine, where they feel unsafe and require support outside of school.
- Parents are given a list of websites their child will be accessing and any information of online sessions with staff their child will be participating in during partial school closure.
- Parents are provided with the contact details of the DSL so they can report any concerns they have.

8. Child-on-child abuse

- The DSL will implement robust reporting procedures for **child-on-child** abuse during partial school closure and communicate these to all staff, students and parents.
- Reports made regarding child on child abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant authority, e.g. the police or CSCS where required.
- Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated.
- Students will be provided with the contact details of relevant bodies who can provide support to them during this time, e.g. ChildLine.
- The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made.
- Individuals will be given a copy of the Trust's **Complaints Procedures Policy** to assist them with the appeals process.
- Communications will be made online or by telephone, unless face-to-face contact is unavoidable.

9. Monitoring and review

- The DSL is responsible for continually monitoring DfE updates and updating this appendix in line with any government changes and guidance from the local safeguarding partners.
- Any changes to this appendix will be communicated to all staff, parents and relevant stakeholders.