



Child Protection and Safeguarding Policy

September 2018

Overview

This policy has been written with regard to the guidance as set out in:

'Working Together to Safeguard Children August 2018'

'Keeping Children Safe in Education' September 2018

'Prevent Duty Guidance' July 2015

Counter terrorism and Security Act 2015

FGM Act (part of Serious Crime Act) 2015

Our policy is also written in accordance with the procedures of the Shropshire Safeguarding Children Board including the use of their Threshold Guidance document.

All schools must fulfil their duty to safeguard and promote the welfare of their pupils under section 175 the Education Act 2002 and where appropriate under the Children Act 1989 by:

- creating and maintaining a safe learning environment for children and young people; and,
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Aim

At Adcote School, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and this policy applies to all staff, including volunteers, supply staff and staff of contractors who have a full and active part to play in protecting pupils from harm. It applies both in school and when away on school trips. Safeguarding is everyone's responsibility and anyone can make a referral to children's services. It is our duty to respond promptly and appropriately to all concerns, incidents or allegations of abuse or neglect of a child.

We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development. Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with 'Working Together' 2018 and 'Keeping Children Safe in Education' September 2018.

Staff training will be carried out annually and designated lead training every 2 years.

This policy is available to parents upon request and is published on the school's website.

This policy is formed with reference to additional school policies:

- Safer Recruitment
- Whistleblowing
- Staff handbook including staff conduct
- Anti-Bullying Policy
- The Prevent Policy

Definitions of Abuse (from KCSIE 2018)

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

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

Sexual: Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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.

Safeguarding Roles and Responsibilities

All adults working with children have a responsibility and legal duty to protect children from abuse. Every member of the school community must inform the Designated Safeguarding Lead where they have concerns that child abuse is taking place. All staff must be familiar with the definitions and signs of abuse (see appendix) as stated in 'Working together' 2018.

The Designated Safeguarding Lead (DSL).

The DSL is the Deputy Head Louise Hudson. (An additional Designated Lead is Jackie Greenwood. She is the school Deputy DSL.)

She will:

- have her role explicitly defined in her job description
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- The designated safeguarding lead should undergo updated child protection training every two years
- liaise in accordance with the SSCB procedures when referring a pupil where there are concerns about possible abuse or harm.

Her role includes:

- acting as a source of support, advice and expertise for staff
- dealing with reports of abuse against children referring to Children Services
- dealing with complaints against staff (employees of Adcote School) and volunteers by children
- dealing with complaints against the Head by children – these will be raised by the DSL directly with the Chair of Governors and the link Governor for child protection
- making contact with the Shropshire's children's social care where there are concerns that a child may be in need of help or at risk
- making contact with the police if a criminal offence is suspected
- keeping the Head fully informed of all child protection issues that may arise (save where they involve the Head)
- ensuring all staff, full or part-time, permanent, temporary or voluntary staff receive annual training in basic child protection and their Prevent and FGM responsibilities.
- ensuring that all new staff and volunteers are properly inducted in child protection policies and practice
- keep detailed accurate secure written records of referrals and/or concerns and keep this information confidential
- representing the School at child protection conferences and providing information relevant to the case conferences
- liaising with the Nominated Link Governor for child protection on all matters relating to child protection
- ensure parents are informed of action taken under these procedures in relation to their child (where appropriate)
- ensure this policy is updated and reviewed annually and work with the governing body regarding this
- ensure that where a pupil leaves the School their child protection file is copied to the new establishment as soon as possible and all such records are separate from pupil records, until the child's 25th birthday.
- acting as the lead in ensuring Internet safety for all pupils

A Nominated Link Governor

This shall be a governor with special responsibility for child protection who will liaise with the DSL on matters relating to child protection issues and will participate in the annual review of the policy. Any concerns relating to the Head will be raised with the Nominated Link Governor and the Chair of Governors. Currently the Governor nominated is Ms Anna Fletcher. She will:

- attend safeguarding training/updates every two years
- be a member of the governing body nominated to liaise with the local authority (LADO) and/or partner agencies including police, on issues of child protection and in the event of allegations of abuse made against the headmistress, or member of governing body
- ensure that the school has a safeguarding policy, staff behaviour policy and procedures in place
- ensure that Adcote School operates safer recruitment procedures and makes appropriate staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Shropshire Council, Safeguarding, People's Services Directorate and SSCB procedures
- ensure that Adcote creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Safer Recruitment. Keeping Children Safe in Education Sept 2018)
- ensure that at least one member of an appointing panel will have attended safer recruitment training
- appoint a member of the senior management team to the role of designated safeguarding lead
- ensure that Adcote School keeps an up to date single central record
- monitor adequacy of resources committed to safeguarding, and the staff and governor training profile
- recognise that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- make sure that the safeguarding policy is available to parents on request
- ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, drug, to ensure safeguarding.

The Head

The Head will be informed of all allegations against staff, volunteers and the DSL. If the Head is absent, allegations should be reported to the Chair of Governors. When dealing with any allegations made by the children against the DSL – these will be recorded and raised directly with the Chair of Governors. The Head will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff
- the policy is updated annually, and be available publicly either via the school website or by other means
- designated staff review the six monthly updates of the SSCB procedures
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings and be appropriately trained
- a list of all staff and volunteers, and their safeguarding training dates is maintained
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils

- she undergoes child protection training which is updated regularly, in line with advice from the LSCB

Form Coordinators and Personal Tutors:

As part of their pastoral role will:

- act as sympathetic adults whom children may approach with their concerns
- inform DSL of any child protection issues brought to their attention.

All staff

All staff, teaching and non-teaching, volunteers and others working in school need to:

- undergo induction and have read part 1 of DfE Keeping Children Safe in Education September 2018
- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies
- know that they can make their own referral to children's social care
- be alert to signs and symptoms of harm and abuse
- know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
- know what and how to record concerns
- all staff members should undergo child protection training which is updated regularly, in line with advice from the SSCB. (Safeguarding updates will be given at each term's opening staff meeting.)

Specific legal duties to report

New legislation has recognised and criminalised the following types of abuse and placed duties on education settings to report offences to the authorities:

- **Female Genital Mutilation (FGM)**

If we become aware of any cases where girls are at risk of FGM or have actually been harmed, we will contact the Police immediately and follow up with a referral to Compass to ensure that we are meeting our reporting duties. Since 2003 it has been the legal duty for a teacher to refer, in person, any concerns relating to FGM. Please refer to <https://www.gov.uk/government/publications/female-genital-mutilation-leaflet>

We may not seek parental consent if this may put the girl at increased risk.

- **Domestic abuse and honour based violence HBV**

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

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

Radicalisation and the Prevent Duty

The government set out its definition of British values in the 2015 Prevent Strategy – this promotes the values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

If a member of staff has a concern about a particular pupil/s they should follow the school's/settings normal safeguarding procedures, including discussing with the school's/settings designated safeguarding lead as set out in the Child Protection/safeguarding policy.

Prevent Duty

The school recognises its statutory duties in regard to the Counter- Terrorism and Security Act 2015 and the emphasis on the Governing Body to "have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism". Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences.

The school aims – where appropriate – to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

Risk Assessment

General safeguarding principles apply to keeping children safe and as with other safeguarding risks, there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour or absences which could indicate that they may be in need of help or protection. The Designated Safeguarding Lead – along with other staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. It is mandatory for staff to report any cases or suspicions of radicalisation to the police using the Chanel programme.

Working in Partnership

This Prevent Duty builds on existing local partnership arrangements and the Shropshire Safeguarding Children Board (SSCB) are responsible for co-ordinating what is done by local agencies for the purpose of safeguarding and promoting the welfare of children in their local area. The School will work with partner agencies to seek advice, support and guidance drawing on multiagency expertise, to support pupils at risk of harm via social media and the use of the internet. In additions, where appropriate, the school will consider

engagement with parents and carers to assist families who raise concerns and provide them with appropriate support.

The designated lead should contact West Mercia Prevent Team On 01386 591835 or by email prevent@warwickshireandwestmercia.pnn.police.uk

There is a separate policy 'The Prevent Duty' stored on the 'R' drive.

Staff Training

The school's Designated Safeguarding Lead has attended awareness training (WRAP) with Shropshire Safeguarding Children's Board and the WRAP team came on site to train all staff in March 2016. All staff must complete the 'Prevent Duty' online training course and records of the training are stored in the main school Office. Training is provided through our Educare software package which is regularly checked by the DSL.

Child Protection Procedures

Stage 1: Initial concern or complaint

It can take a great deal of courage for a child to talk to an adult about their abuse because the child is 'telling' on someone more powerful than they are. Therefore this should be kept in mind: the child may have to betray a person who is not only close to them but also loved by them and they are risking a great deal in the hope that you will believe what they say.

If a member of staff hears suspects or has cause for concern that abuse is taking place, they must:

- Remain calm, approachable and receptive. Do not pre-judge, make assumptions or speculate. Do not make negative comments about the alleged abuser.
- Listen carefully, without interrupting. You must not ask leading questions.
- Make it clear that you are taking the matter seriously
- Reassure the pupil and explain that you need to pass on the information to the DSL who will ensure the right action is taken. You must not guarantee absolute confidentiality.
- Let them know what may happen as a result of their disclosure.

What to do next:

- You must make an immediate, careful record of what has been said, using the child's actual words wherever possible (not your interpretation of them). If you record opinions, ensure these cannot be confused with the facts.
- Immediately contact the DSL and the Head (if the Head is absent contact the Chair of Governors).
- If the allegations involve the DSL, immediately contact the Head without first informing the DSL.
- If the allegation involves the Head, immediately contact the DSL (who will raise the matter directly with the Chair of Governors) without first notifying the Head.

- A decision will be made based on your report, judging whether the issue should be referred to outside agencies or not. In the absence of the DSL the Chair of Governors should be informed immediately.
- Record, in writing, the fact that you have reported the situation to the DSL; this is for your own protection.
- Remain caring and supportive to the child.

There is no more to your role. Further guidance found in appendix B

Stage 2: Action by the DSL

The DSL will be informed immediately by an employee, pupil or parent of the School or other persons, in the following circumstances:

- suspicion that a child is being abused
- there is evidence that a child is being abused
- in the event of a complaint made by a child against an employee of the School

The DSL will:

- take into account Shropshire Safeguarding Children Board's local interagency procedure
- keep a full record of reports made in a separate confidential file
- consider the wishes of the pupil concerned (taking into account the pupil's maturity and understanding), provided they have been properly informed and consulted. Circumstances may arise where the pupil's wishes need to be overridden.
- consider the parents' wishes, provided informing the parents does not put the pupil at risk and they have no interest which would conflict with the pupil's best interests.
- consider the nature and seriousness of the concern or complaint and whether to make a referral (under stage 3 below) to child protection agencies.
- keep the Head informed (except where the allegation involves the Head in which case the Chair of Governors will be informed)
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate

Locally agreed procedures are:

To contact the FPOC (First Point Of Contact) team, the single point of co-ordination for Shropshire Children Services on 03456789021. It is an integrated team including CAMHS, Early Help, Youth workers, and the Family Information Service. This service provides an advice and information service. Child protection referrals can still be made direct to the Initial contact team on 0345 678 9021. All referrals must be made to the Early Help team within 24 hours of the disclosure being made.

You can also contact:

NSPCC On 0800 800 5000

Childline on 0800 1111

Where there are concerns about a member of staff being involved contact the Local Authority Designated Officer (LADO) on 0345 6789021

Stage 3: What Happens Next?

Once a concern or complaint has been reported to the DSL, the DSL will make a decision in conjunction with the Head (unless the allegation involves the Head) about whether to make a referral.

Decision making – ‘Accessing the right service at the right time’

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

Children In Need:

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989

Please note: Children who reach the threshold of a ‘Child in need’ should be referred to the early help team via Compass.

Practitioners working with families at a Universal, Early Help or Targeted level will need to get the consent of the family before any information is held or shared with other agencies. If the practitioner does not gain the family’s consent and in future has ongoing concerns, they should consider contacting Compass for advice and guidance.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

If a child is deemed to be ‘at risk’, then an immediate referral must be made to the Initial contact team (FPOC 0345 678 9021). See below.

This Shropshire Threshold guidance identifies four levels to ensure all children receive the support and intervention they need to achieve a positive life experience. Of central importance in understanding where a child’s needs might lie on this continuum, is the

cooperation and engagement of parents and carers and we aim to develop good, professional relationships to ensure that we have a shared understanding of each child's needs.

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

Partnership with families

A copy of this policy is made available to all parents as well as details of the complaints procedure. In general any concerns will be discussed with parents and we will offer support.

All conversations, whatever the outcome, should be recorded appropriately in order to show that they took place, identify what was agreed and evaluate how effectively they enabled needs to be met.

Practitioners working with families at a Universal, Early Help or Targeted level will need to get the consent of the family before any information is held or shared with other agencies. If the practitioner does not gain the family's consent and in future has ongoing concerns, they should consider contacting Compass for advice and guidance.

With the exception of child protection matters, referrals to Compass cannot be accepted without parents having been consulted first.

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

- Place the child at increased risk of Significant Harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential Police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm.

The child's interest must be the overriding consideration in making such decisions. Decisions should be recorded.

If consent is withheld by the parent:

- If it is felt that the child's needs can be met through Early Help, then discussion with the family should take place about the completion of an Early Help Assessment and provision of services through an Early Help Plan. Early help consultations are available from the Early Help Advisors for support in managing these situations.
- For another agency familiar with the child and family to make the approach about information sharing to the family.
- No assessment should take place. The rationale for this decision will be recorded on the concerns form.
- The combination of the concerns and the refusal to consent to enquiries being made may result in the concerns being defined as child protection concerns. In this

case, information sharing may proceed without parental consent. The consultation and the decision to proceed without consent must be recorded on the case papers.

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

When making a level 4 referral to Compass we will ensure we have a record of all details required detailed on the Shropshire Multi - agency referral form (Appendix F)

All further responsibility for gathering information and deciding what happens next will rest primarily with Children's Services. In some cases, an initial assessment might reveal the child to have needs which can be met by providing specific support. In other, more serious cases, the information provided to agencies by the DSL will trigger a full child protection investigation.

Contact details:

Initial Contact Team/ FPOC	0345 678 9021
Out of hours emergency	0345 6789040
Shropshire Designated Officer (former LADO)	03456 789021
Protecting Vulnerable People (West Mercia Police):	0300 333 3000
NSPCC:	0800 800 5000
Childline:	0800 1111

Reporting FGM West Mercia Police have trained, specialist officers who can be contacted by calling 101

Record Keeping

When a concern about a child's welfare or safety is raised it will be discussed with the designated lead and recorded. The designated lead will make a decision about whether the concern should be shared with another agency (see **decision making**) or kept on record in case future concerns arise. The reason for the decision will be noted alongside the record.

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

This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. (Appendix D)

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

When information is being accumulated prior to possible referral we will start a chronology of events – see **Appendix E**. The designated lead will regularly review all child protection chronologies to decide if the accumulation of events is having a detrimental impact on a child and must be referred to Compass. If the designated lead decides not to refer, the reason will be noted on the child's chronology.

Specific safeguarding issues

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Staff are made aware of specific safeguarding issues (see appendices) through child protection training, reading up to date guidance such as Keeping Children Safe in Education September 2018 and accessing SSCB procedures via their website.

Adcote School ensure that the designated lead is continually updated in all areas below. They must be familiar with the referral pathways and specific toolkits and guidance available on the SSCB website.

- child missing from education
- child missing from home
- child sexual exploitation (CSE)
- Child criminal exploitation: County lines
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- trafficking
- So called 'Honour based' violence
- Sexual violence and sexual harassment between children in schools
- Peer on peer abuse
- Hazing/initiation
- Children and the court system
- Children with family members in prison

Peer on Peer Abuse

Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy and the Anti Bullying policy. A bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, it will be referred to the local authority. The staff will take all steps to minimise the occurrence of peer on peer abuse. The KCSIE (2018) guidelines state:

‘Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Where an allegation is made against a pupil of the School, the School’s Reward and Sanctions Policy shall apply. The School will take advice from Children Services as to appropriate action to ensure the safety and welfare of all members of the School community involved including the alleged abuser. Parents will be informed as soon as possible, unless it is not in the best interests of the child to do.

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age. This abuse may be ‘gendered’ even with an all-female environment. Staff must be vigilant and ensure that the above guidelines are reinforced.

Peer-on-peer abuse can relate to various forms of abuse (not just sexual abuse and exploitation, some forms of peer on peer abuse are:

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing,

indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

It is vital that staff at Adcote School understand that the child who is perpetrating the abuse may also be at risk of harm. Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this.

Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse as a whole.

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

Safeguarding children with special educational needs and disabilities

It is recognised that children with special educational needs or disabilities (SEND) can present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers.

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

Children Missing Education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Staff should follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

Child Sexual Exploitation

CSE is a form of sexual abuse. It includes the coercion, manipulation or deception of a child to take part in sexual activity, in exchange for something the victim needs or wants. It does not always involve physical contact.

Warning signs include: unexplained gifts, older boyfriends/girlfriends, changes to emotional well being, substance misuse, missing school regularly.

Allegations against staff (including volunteers)

The School's procedure for managing allegations against staff follows the Department for Education guidance KCSIE 2018 and LSCB local arrangements.

The School's whistleblowing policy (see section in Staff Handbook) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

The procedure below is followed when staff or volunteers have (or alleged to have):

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicated that he or she would pose a risk of harm if he or she work regularly or closely with children.

All staff, governors and volunteers (including those senior pupils in a position of responsibility) have a responsibility to familiarise themselves with this policy so that they can understand what to do if they receive an allegation against a member of staff or have concerns about the behaviour of a member of staff. The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. The School will liaise with Shropshire's LADO, police and children's services as to managing confidentiality as appropriate.

Procedure for managing allegations against staff

1. An allegation made against teachers and other staff (including volunteers who work with children) must be reported immediately to the Head. Should the initial allegation first be made to the DSL, she must request the person raising the allegation to report it to the Head or if that is not possible to pass details of the allegation to the Head immediately.

Where an allegation is made against the Head, the Designated Safeguarding Lead must inform the Chair of the Governing Body, as well as the Shropshire Safeguarding Designated Officer (formerly LADO) on 03456 789021

If the allegations involve the DSL or the Chair of Governors, the person must immediately inform the Head without first informing the DSL or the Chair of Governors.

2. The Designated Officer will be informed of all allegations which appear to meet the above criteria.

3. The Head will discuss the matter with the Designated Officer – immediately or within one working day at the latest and where necessary, the Designated Officer will obtain further details of the allegation and the circumstances in which the allegation was made. The School will act in accordance with any advice given by the Designated Officer and will not investigate allegations or inform any individuals without the Designated Officer's consent and not before it is reported to the Shropshire DO (former LADO). The school will co-operate at all times with the LADO. If a crime may have been committed, the matter should be reported to the police.

4. The School may take action in the event of allegations against staff in accordance with its disciplinary procedures. The report will be submitted to the Teaching Regulation Agency (TRA) where a teacher has been dismissed or would have been dismissed had they not resigned for "unacceptable professional conduct" or "conduct that may bring the profession into disrepute" or a "conviction at any time for a relevant offence". Where a

dismissal does not reach the threshold for earlier DBS referral consideration will be made for TRA referral.

5. If the member of staff (including a volunteer or Governor) is deemed unsuitable to work with children and the School may cease to use their services, the School will make a detailed and prompt report to the Disclosure and Barring Service (DBS) within one month of any person (whether employed, contracted, a volunteer or a student) who is considered no longer suitable to work with children. A referral to the DBS may now require a referral to be made to the TRA as well.

6. Should an allegation involve a member of the Boarding house team, the Boarders will be accommodated in other house if necessary whilst the investigation takes place.

Suspension

Suspension will not be an automatic response to an allegation but will be considered where the circumstances warrant it, including:

- there is cause to suspect a child or other children at the School is or are at risk of significant harm
- the allegation warrants investigation by the police
- the allegation is so serious that it might be grounds for dismissal
- it is necessary to progress the investigation.

If suspension is deemed appropriate, the reasons and justifications will be recorded by the School and the individual will be notified of the reasons usually within one working day.

Duty of care

The School recognises that it has a duty of care towards its employees and will ensure support is in place for individuals facing an allegation. Individuals should be informed of concerns or allegations and given an explanation of the likely course of action as soon as possible, unless external agencies object to this. A representative will be appointed by the School to keep the individual informed of progress of the case and to consider what other support is available and appropriate for the individual.

Record keeping of allegations.

The School will keep a clear and comprehensive record of any allegation made, the action taken and decisions reached. The School will provide the accused person with a copy of the record following consultation with the appropriate agencies and agreement has been reached as to what information can be disclosed. The record will be kept confidentially on the personnel file.

Malicious or unfounded allegations

The Head will consider whether to take disciplinary action in accordance with the School's Rewards and Sanctions Policy where an allegation by a pupil is shown to be malicious or deliberately invented. The allegation will also be removed from the personnel records and will not be included in references.

Timescales

It is in everyone's interest for cases to be resolved as quickly as possible consistent with a fair and thorough investigation.

Whistleblowing (Refer to the Whistleblowing Policy in the Staff Handbook)

The whistleblowing policy is to enable members of staff to raise concerns internally and in a confidential fashion about fraud, malpractice, breach of trust, negligence, health and safety, criminal offences, miscarriages of justice, and failure to comply with legal obligations or unethical conduct. The policy also provides if necessary, for such concerns to be raised outside the organisation. All staff have a responsibility to speak up about safeguarding welfare matters within the School and to external agencies where necessary.

Professional development

- The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child protection training that equips staff to recognise and respond to pupil welfare concerns.
- Staff must be given mandatory induction, which includes familiarisation with child protection policy, staff behaviour policy, the Designated Safeguarding Leads in the school their responsibilities and procedures to be followed. Induction is given about our policies and procedures and all aspects of Annex A are covered.
- All staff should read at least part one of Keeping Children Safe in Education 2018 and sign a centrally held record to say they have done so. Staff should be directed to Annex A
- Training, including multi-agency training, should be undertaken by staff and governors to ensure their knowledge and skills are up to date every 3 years.
- Regular safeguarding updates are sent by DSL to staff. DSL attends Local Safeguarding board meetings termly.
- Regular updates are given on PD days in whole staff meetings by DSL.
- A report of the school's training needs assessment is presented to the governors annually so that they can ensure that training is appropriately provided for all staff.
- A training register is kept to indicate when staff and governors have been trained and this in turn informs the annual report to governors.

Safer recruitment training has been attended by:

- Mr R Walker (Bursar)
- Mrs D Browne (Head)
- Miss L Hudson (Deputy Head)

Safer recruitment procedures can be found in the separate policy and in appendix C.

Prevention in the Curriculum

The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

The PSHE programme in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- safely explore their own and others' attitudes
- recognise and manage risks in different situations and how to behave responsibly
- judge what kind of physical contact is acceptable and unacceptable
- recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
- use assertiveness techniques to resist unhelpful pressure.
- Internet Safety

The ICT policy outlines how pupils will be kept safe by education in personal e-safety, including use/misuse of social media.

The school has filtering software in place to protect pupils.

Use of Mobile Phones and Cameras

Photographs will only be taken of children with their parents' permission (provided in writing via consent form). Photographs will only be taken by a designated staff member/s. Where photographs are taken by staff to give evidence of children's progress, photos can only be taken on school cameras. They must then be downloaded onto school computers, where they will be monitored. Photos cannot be used or passed on outside the school. Personal video cameras (inc. mobile phones) must not be used.

Pupils should not take photographs of other pupils within the school setting on their mobile phones for the purpose of sharing on social media. If found doing so, the photographs will be deleted and the phone confiscated.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. Where pupils are placed with a private fosterer, Adcote School will ensure that Children Services are aware. The fosterer will be asked to provide records of inspections carried out by Children Services. The school Designated Lead will also carry out an inspection of the foster home to ensure accommodation and standards of care are appropriate.

Policy reviewed by L Hudson Date September 2018
Due for review annually. Next review date September 2019

Appendix A:

Further Guidance for Staff

Any concern should be discussed in the first instance with the designated lead or in their absence the head as soon as possible. **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.**

Immediate response to the pupil

It is vital that our actions do not abuse the pupil further or prejudice further enquiries, for example:

- listen to the pupil, if you are shocked by what is being said, try not to show it
- it is OK to observe bruises but not to ask a pupil to remove their clothing to observe them

If a disclosure is made:

- accept what the pupil says
- stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did she do next?" It is our role to listen - not to investigate
- use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
- be careful not to burden the pupil with guilt by asking questions like "why didn't you tell me before?"
- acknowledge how hard it was for the pupil to tell you
- do not criticise the perpetrator, the pupil might have a relationship with them
- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".

Recording information

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.
- If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow" Do not take photographs!
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').
- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.

Supporting pupils

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.
- We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.

The school will support all pupils by:

- discussing child protection cases with due regard to safeguarding the pupil and her family
- supporting individuals who are or thought to be in need or at risk in line with SSCB procedures
- encouraging self-esteem and self-assertiveness
- challenging and not condoning aggression, bullying or discriminatory behaviour
- promoting a caring, safe and positive environment.

Confidentiality

A pupil's views will be considered by the designated lead in deciding whether to inform the pupil's family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality

Staff should understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and head teacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

Staff must be aware that they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe.

Appendix B:

What is child abuse?

The NSPCC defines child abuse as:

"...the term used when an adult harms a child or a young person under the age of 18. Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse."

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

activities, such as involving children 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.

A child who is being abused in any of the ways described above may be:

- Frequently dirty, hungry or inadequately dressed
- Left in unsafe situations, or without medical attention
- Constantly "put down," insulted, sworn at or humiliated
- Apparently afraid of parents or carers
- Severely bruised or injured
- Displaying sexual behaviour which doesn't seem appropriate for their age
- Growing up in a home where there is domestic violence
- Living with parents or carers involved in serious drug or alcohol abuse

Remember, this list does not cover every child abuse possibility. You may have seen other things in the child's behaviour in circumstances that worry you.

Symptoms and signs of abuse

The NSPCC also lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age),
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home or school, suicide attempts
- self-inflicted wounds
- relationships between child and adults which are secretive and exclude others

In addition; other signs can be:

- sudden or unexplained changes in behaviour
- the child taking a parental role at home and functioning beyond their age level

- the child not being able to have friends (particularly in adolescence)
- alluding to secrets which they cannot reveal
- telling other children or adults about the abuse
- reluctance to get undressed for sporting or other activities where changing into other clothes is normal

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs.

Female Genital Mutilation

Female Genital Mutilation (FGM) involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. It is prevalent in twenty-eight African countries as well as parts of the Middle East and Asia. It is mandatory for staff to report any cases or suspicions of FGM to the police. It is usual to discuss this with the DSL too.

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

Circumstances and occurrences that may point to FGM happening:

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

Signs that may indicate a child has undergone FGM:

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

Forced Marriage

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings.

Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly (WT, March 2015).

Child Sexual Exploitation

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

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

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour
- repeat sexually transmitted infections
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile)
- changes in the way they dress
- having older boyfriends
- involvement in abusive relationships, being intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- injuries from physical assault, physical restraint, sexual assault.

Preventing Extremism and Radicalisation

This aspect of the policy referring to Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children. It draws on

- DfE Guidance 'Keeping Children Safe in Education, July 2018'
- DCSF Resources 'Learning Together to be Safe', 'Prevent: Resources Guide', 'Tackling Extremism in the UK'

When operating this policy we use the following accepted Governmental definition of extremism which is: '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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

The full Government Prevent Strategy can be viewed at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategyreview.pdf

There is no place for extremist views of any kind in our school, whether from internal sources: pupils, staff or governors, or from agencies or individuals beyond the school community. Our pupils see Adcote as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this continues. We are a richly varied community underpinned by strong British traditions and values, in which girls of all faiths and none learn to live alongside one another, valuing the contribution of all the cultures represented in our school. We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Rewards and Sanctions policy.

If staff suspect radicalisation or have any concerns about extremism, they should report their concerns immediately to the DSL. Further help can be obtained at:

Shropshire Constabulary non-emergency number: 101

Email: contactus@westmercia.police.uk

Anti – Terrorism Hotline: 0800 789 321

DfE dedicated telephone helpline for non-emergency advice for staff and governors: 020 7340 7264 and mailbox counter-extremism@education.gsi.gov.uk.

Extremism material online: Report online content which you think might be illegal or which you find offensive, to this dedicated web page. www.direct.gov.uk/reportingonlineterrorism.

Summary

All of the above are forms of child abuse and staff must to be alert to them. Further information can be accessed via Part 1 of the document 'Keeping Children Safe in Education July 2018: information for all staff' which is available on the school intranet. All staff at the school, and governors, are required to read this document and the office keeps a log to record that this has been done.

Appendix C:

Recruitment, General Supervision and Code of Conduct

- When recruiting staff and volunteers the School must ensure all appropriate checks are made including enhanced DBS checks, completion of the 'disqualification by association' form, ensuring compliance with Independent Schools Standard Regulations, the Early Years Foundation Stage statutory framework and the details recorded in the School's central register
- For volunteers, checks that regular training as specified by Shropshire Safeguarding Children Board must be completed.
- The School must keep a careful check on all visitors and guests whether their visit is by invitation or unsolicited.
- The School must ensure that there are sufficient staff (male/female balance) to run all activities.
- All school staff must be an adult role model for children and young people: courteous, friendly and kind. No member of staff should make suggestive or discriminatory comments.
- All school staff should respect children and young people at all times regardless of their sex, ethnicity, disability or sexual orientation.
- No member of school staff must ever allow or engage in inappropriate verbal or physical contact of any description. It is easy for certain types of behaviour to be misinterpreted.
- All school staff should be firm and fair with children. Favouritism should be avoided, as should singling out troublemakers. No member of school staff should allow children or adults to engage in abusive activities such as initiation rites, ridiculing or bullying.
- All members of staff should redirect excessive attention-seeking behaviour into positive activity where possible.
- The School must develop an ethos that allows staff to feel comfortable and caring enough to point out any inappropriate attitudes or behaviour to each other.
- All school staff should avoid unobserved one to one contact with a child or young person for example entrance examinations, one to one tuition or coaching sports. When such a situation is unavoidable, the door must be left open and a colleague must be within sight and hearing.
- Staff should not engage in inappropriate email or text or other form of electronic communication with pupils (see the Staff Code and Whistleblowing Policies)
- No male member of staff may enter a girl's bedroom
- All school staff should report disclosures or concerns to the DSL.
- No member of school staff should drive or walk a young person home on their own unless the circumstances are exceptional. In any one to one situation that is not a clear and proper part of your work you put yourself at risk of false allegations.

Appendix 4.

FILE TRANSFER RECORD AND RECEIPT

PART 1: To be completed by sending / transferring school or college

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING CP FILE:	
ADDRESS OF SCHOOL SENDING CP FILE:	
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving school or college

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS OF SCHOOL RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving School: Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.

Appendix F
Shropshire Multi-Agency Referral Form
MARF

BEFORE PROCEEDING PLEASE ensure you have referred to the [Threshold Document](#), if you still remain unsure that a referral is needed you can book a Social Work consultation through First Point of Contact (FPOC).

You MUST inform those with parental responsibility of your referral and seek consent.

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

- **Place the child at increased risk of Significant Harm**
- **Place any other person at risk of injury**
- **Obstruct or interfere with any potential Police investigation**
- **Lead to unjustified delay in making enquiries about allegations of significant harm**

The child's interest must be the overriding consideration in making such decision. Decisions should be recorded

If the matter is urgent or you are concerned about an immediate risk or significant harm to a child it is essential that you telephone the First Point of Contact (FPOC) to share your concerns.

First Point of Contact (FPOC)	0345 678 9021
Out of hours Emergency Duty Team	0345 678 9040

Following a verbal referral the MARF should be fully completed and password protected and forwarded within 24 hrs to the Compass Team email account:
initialcontact@shropshire.gov.uk

Note: Personal or sensitive information should only be sent by secure email or encrypted

Have you obtained parental consent to make this referral and share information?
--

Yes		No	
If you haven't obtained parental consent , why not?			
1. Child / Young Person Details			
Child's First Name		Child's Surname / Last Name	
Any alternative name			
Date of Birth or Estimated Date of Delivery	Gender (M/F)	Religion	Language or preferred method of communication e.g. sign language
Name of Parents / Carers: Include all adults involved in the care of the child	Date of Birth	Contact Telephone Number	
Who holds parental responsibility?		Does the child have any special needs disability?	
		Yes No	
Home Address:		Any other relevant addresses:	
Post Code		Post Code	
1. Ethnic Origin			
White	White British	White Irish	Gypsy or Irish Traveller
Mixed / Multi Ethnic Group	White and Black Caribbean	White and Black African	White and Asian
Asian / Asian British	Indian	Pakistani	Bangladeshi
Chinese	Any other White background, please write below	Any other Mixed Multi Ethnic background, please write below	Any other Asian background, please write below
1. Other Significant Family Members / Adults and children e.g. siblings, grandparents and any other people residing in the home			
Name	Relationship	Contact Phone Number	Address

1. Contact information: **of other agencies involved if known** (please add others you think may be relevant)

Agency	Name	Address	Telephone
GP			
Health Visitor			
School			
School Nurse			
Other Agency			

1. Have you had a consultation with Children's Services about your current concerns? If so what advice were you given?

--

1. Have you discussed Early Help with the family prior to making this referral?

Yes If yes did the family consent?	No If Early Help wasn't discussed why not?

1. Why are you referring this child to Children's Services today?

What evidence / information are your concerns based on, please identify your specific concerns and comment on what you think the family need from Children's Services. State how long you have known the child and in what capacity, i.e. as teacher, doctor etc

1. Which level threshold level do you feel this referral meets

Level 1 Universal	Level 2 Early Help	Level 3 – Targeted Early Help	Level 4 –Complex Significant Needs

For guidance please refer to the [Threshold Document](#):

1. Is there a perceived risk of violence or other matters that could place those making contact with this family in danger

Yes No

If yes, please specify what the identifies risk is:

If you are making a Child in Need referral, agreement **must** be sought from the parent/carer (and where appropriate the young person). If parental agreement is not obtained it will not be possible to progress a Child in Need referral.

If you are making a referral of a child protection concern and are unsure about whether to advise the parent/carer about the referral, you should consult your agency about this issue. If you remain unsure about whether the parent/carer should be contacted/informed about the referral i.e. due to evidence being compromised, or someone being placed at risk, please consult Children's Services in the first instance.

1. Referrer details	
Name and Status	
Email Address	
Work Address	
Contact Telephone Number	
Signature	
Date	

The MARF should be fully completed and password protected and forwarded within 24 hrs of a telephone referral to the Compass Team email account:
initialcontact@shropshire.gov.uk