

Worcestershire Children First Safeguarding Children Policy  
(Including Child Protection) – adopted by  
Pitcheroak School



September 2021

This policy is reviewed at least annually by the governing body and was

Last reviewed on: 14.09.2021

Next Review Date: September 2022

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## **Section 1**

### **Staff contact and details**

**Governors' Committee Responsible: Full Governing Board**

**Governor Lead: Mrs Julie Hick**

**Designated Safeguarding Lead of Staff: Mrs Patricia Baker**

**Prevent Lead: Mrs Patricia Baker**

**Child Exploitation GET SAFE lead: Mrs Patricia Baker**

**Status & Review Cycle: Statutory Annual**

**Next Review Date: September 2022**

## **Section 2**

### **Safeguarding Statement**

Pitcheroak School recognises the moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

Pitcheroak School Safeguarding /Child protection policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2020 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools ), the Non-maintained Special Schools (England) Regulations 2015 (for non-maintained special schools) and the guidance contained in [Working Together to Safeguard Children 2018](#), the DfE's statutory Guidance "[Keeping Children Safe in Education September 2021](#)"

**Key Personnel:**

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**The Designated Safeguarding Lead (DSL) is Mrs Patricia Baker**

Contact details:

email: pbaker@pitcheroak.worcs.sch.uk

Telephone: 01527 65576

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**The deputy DSL(s) is/are Ms Sheila Holden/Mrs Holly Townsend**

Contact details:

email: [sholden@pitcheroak.worcs.sch.uk](mailto:sholden@pitcheroak.worcs.sch.uk)      [htownsend@pitcheroak.worcs.sch.uk](mailto:htownsend@pitcheroak.worcs.sch.uk)

Telephone: 01527 65576

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**The nominated safeguarding governor is Mrs Julie Hick**

Contact details:

email: jhick@pitcheroak.worcs.sch.uk

Telephone: 01527 65576

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**The Headteacher is Ms Sheila Holden**

Contact details:

email: sholden@pitcheroak.worcs.sch.uk

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**The Chair of Governors is Mr Stephen Turner**

Contact details:

email: sturner@pitcheroak.worcs.sch.uk

Telephone: 01527 65576

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**Other named staff and contacts:**

- Designated Teacher for Children in Care Mrs Holly Townsend
- Online safety Co-ordinator Mrs Patricia Baker
- Safeguarding in Education Adviser, WCF Denise Hannibal
- Local Authority Designated Officer/Position of Trust Contact Sue Taylor on **01905 846211** to speak to the LADO on call
- Family Front Door: **01905 822666** (core working hours)  
Out of hours or at weekends: **01905 768020**

## Section 4 - Introduction

Pitcheroak School recognises the contribution it can make to protect and support pupils in school. The aim of this policy is to safeguard and promote our pupils' welfare, safety, health, and well-being by creating an honest, open, caring and supportive environment. The pupils' welfare is of paramount importance.

This policy is also based on the following legislation:

- Keeping Children Safe in Education has been extended from early years, schools and colleges to cover 16-19 academies (and apprenticeships). There is reference to the Education and Training (Welfare of Children) Act 2021 which amends the Education Act 2002 and the Apprenticeships, Skills, Children and Learning Act 2009 and places safeguarding duties on 16 to 19 academies and Special Post-16 institutions to ensure that safeguarding responsibilities are understood and prohibiting funding being given if safeguarding requirements not complied with.
- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
  - [West Midlands procedures:](#)
  - [WCF levels of need guidance:](#)

## Section 5 - Management of Safeguarding

Pitcheroak School policy applies to all staff, governors, volunteers, and visitors to the school. Child protection is everyone's responsibility. We will ensure that we comply with duties under all relevant legislation. We will ensure this policy and the school's procedures are effective and comply with the law at all times, this includes training for all staff.

We will ensure that all parents and working partners are aware of this policy by referencing it in the school prospectus, displaying appropriate information in the reception area and on the school website, issuing a leaflet to visitors and by raising awareness at meetings with parents/carers.

Raising concerns/complaints:

When concerns are raised or complaints made (from children, adults including parent/carers), a robust response will follow, as we recognise that this promotes a safer environment and we seek to learn from complaints and comments. The school will take action and seek to resolve the concerns in a timely way, keeping people informed as to progress wherever possible. The school's [complaints procedures](#) are available on the school website.

All staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues, using the school's confidential reporting ([Whistleblowing](#)) policy.

Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors. Where the Headteacher is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO).

[NSPCC's whistleblowing advice line](#) is a dedicated helpline available as an alternative route for staff to raise concerns over how child protection issues are being handled where they do not feel able to raise those concerns internally.

Staff can call 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

[NSPCC - When to call the police](#)

Statutory guidance contains further information on : [The Role and Responsibilities of the Designated Teacher](#)

## **Section 6 - Whole school Approach to Safeguarding**

Pitcheroak School will ensure a whole school approach to safeguarding is facilitated. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies operate with the best interests of the child at their heart. Where there is a safeguarding concern, the governing body and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

### **What school staff will do if they have concerns about a child**

Pitcheroak School adopts an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, action taken should always be in the best interests of the child.

If staff have any concerns about a child's welfare, they should act on them immediately by following the school's Safeguarding and Child Protection policy and speaking to the Designated Safeguarding Lead (or a deputy).

Options will then include:

- managing any support for the child internally via the school's own pastoral support processes.
- undertaking an Early Help assessment; or
- making a referral to statutory services, for example when the child might be in need, is in need or suffering, or is likely to suffer harm.

In line with good safeguarding practice, all external agencies and visitors are requested to complete a visit request form, ideally two weeks prior to the proposed visit. If the notice period is too short, the visit may not be able to be accommodated. The school reserve the right not to allow external practitioners to visit school if it is deemed disruptive to either learners or activities that are happening in the school at that time.

### **Early Help**

Any child may benefit from Early Help and Pitcheroak School staff are experienced and appropriately trained to identify the potential need for Early Help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;



- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Pitcheroak School's [Early Help Offer](#) is accessible on the school website. As part of the Early Help offer, children and young people may be supported by an Early Help assessment being completed.

Further information regarding services/support is available on the [Worcestershire Children First Early Help information page](#)

## **Section 7 - Head Teacher**

The Head Teacher of Pitcheroak School will ensure that:

- The safeguarding policies and procedures adopted by the Governing Body are effectively implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer in a timely manner.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.

## **Section 8 - Maintained school governors**

In accordance with the Statutory Guidance "Keeping Children Safe in Education" September 2021, Pitcheroak School governing body will ensure that:

- Child protection/safeguarding policy, procedures and training in place is always effective and comply with the law. The policy is made available publicly.

- The policy is reviewed at least annually or more often, for example in the event of new guidance or a significant incident.
- All governors have an enhanced DBS check completed.
- A section 128 check is carried out for all school governors (using the free Employer Secure Access sign-in portal via the Teaching Regulation Agency's), because a person subject to one is disqualified from being a governor.
- Safer recruitment practices operate, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Head Teacher, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers/ people in a position of trust.
- There is a senior member of Pitcheroak School leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role (at least one deputy) with appropriate arrangements for before/after school and out of term activities.
- The Designated Safeguarding Lead undertakes effective local authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments) etc.
- The Head Teacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every year); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy and Part 1 of Keeping Children Safe in Education 2021). Training should include FGM/Prevent/Child Exploitation.
- Any deficiencies or weaknesses in these arrangements brought to the attention of the Governing Body will be rectified without delay.
- The Chair of Governors (Mr Stephen Turner) (or, in the absence of a Chair, the Vice Chair Mr Douglas Mills) deals with any allegations of abuse made against the Head Teacher, with advice and guidance from the Local Authority Designated Officer (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - ["Guidance for Safer Working Practice for those who work with children in education settings October 2015"](#).
- Information is provided to the local authority (on behalf of the Worcestershire Safeguarding Children Partnership - WSCP) when requested, for example through the Annual Safeguarding Return (e.g. section 175 audit)
- Children are taught about safeguarding, including online safety. This is as part of providing a broad and balanced curriculum.
- There is an individual member of the Governing Body (Mrs Julie Hick) who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.
- Pitcheroak School contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018, including providing a co-ordinated offer of Early Help for children who require this. Early Help may be offered directly through the school Early Help provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the WCSP.

- GDPR - The governing body are aware that among other obligations, the [Data Protection Act 2018](#) and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold, safe and secure [Data protection: toolkit for schools](#) .
- Pitcheroak School complies with all legislative safeguarding duties, including the duty to report suspected or known cases of Female Genital Mutilation (FGM) and the duty to prevent young people from being drawn into terrorism. In conjunction with the Head teacher and DSL they should assess the level of risk within the school and put actions in place to reduce that risk.
- The school's ethos supports children to feel secure, encouraged to talk and are listened to.
- Children know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Curriculum activities and opportunities (specifically through PHSE/ICT/RSE), equip children with the skills they need to stay safe from abuse (including online) and to know where to get help.
- Every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies.
- Safer recruitment procedures operate and all appropriate checks are carried out on new staff and volunteers who will work with children including identity, right to work in the UK, enhanced DBS check including children's barred list (and further checks if the person has lived or worked overseas), references, and prohibition from teaching or managing in schools (s128 – including for Governors in maintained schools, since September 2018).
- As education safeguarding practitioners, staff will liaise with the three safeguarding partners, in line with Working Together 2018.
- Crime statistics in the local area are referred to, to identify local issues of concern <https://www.crime-statistics.co.uk>

## **Section 9 - The Designated Safeguarding Lead**

Pitcheroak School governing body ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of the Designated Safeguarding Lead (DSL). The DSL has lead responsibility for safeguarding and child protection (including online safety) and this role is explicit in their job description.

Deputy DSLs have been appointed, who have been trained to the same standard as the DSL. 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 will not be delegated.

The DSL and any deputies will liaise with the safeguarding partners, and work with other agencies in line with [Working Together to safeguard children](#) .

During term time, the DSL and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Where appropriate, the DSL will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The DSL and any deputies have undertaken training to provide them with the knowledge and skills required to carry out the role.

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

## **Section 10 - Multi-agency working**

It is recognised that school staff have a pivotal role to play in multi-agency safeguarding arrangements. The governing body ensure that we contribute to multi-agency working in line with statutory guidance *Working Together to Safeguard Children*.

The DSL, senior leaders and the governing body are aware of and follow local safeguarding arrangements and work with partners from WSCP to safeguard and promote the welfare of children, including identifying and responding to their needs. The Worcestershire Children First (WCF) Head teacher safeguarding steering group, who is represented by all phases of education, are part of the WSCP.

[Worcestershire Children First \(worcschildrenfirst.org.uk\)](http://worcschildrenfirst.org.uk)

Pitcheroak School works with WCF social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of Early Help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Pitcheroak School allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

## **Section 11 - What School Staff Need to Know**

**All** staff are made aware of systems within the school which support safeguarding. These are explained to them as part of staff induction and include the following:

- Safeguarding and Child Protection policy.
- Behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying),
- staff behaviour policy (code of conduct).
- safeguarding response to children who go missing from education; and
- role of the DSL (including the identity of the DSL and any deputies).
- Part one of Keeping Children Safe in Education (or Annex A, if appropriate) and Annex B.
- Online Safety policy.

Safeguarding and child protection training (including online safety) is regularly updated for **all** staff via annual training updates and for example, via email, e-bulletins and staff meetings to provide them with relevant skills and knowledge to safeguard children effectively.

**All** staff are made aware of the local Early Help process and understand their role in it.

**All** staff are made aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17(children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

**All** staff know what to do if a child tells them he/she is being abused, exploited, or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL (or a deputy) and children's social care. Staff are made aware that they should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

**All** staff are expected to reassure victims that they are being taken seriously and that they will be supported and kept safe.

### **Abuse and neglect**

All staff are made aware of indicators of abuse and neglect. As part of safeguarding training, staff are made aware of signs to look for to identify early signs of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation to safeguard children who may be in need of help or protection. If staff are unsure, they must speak to the DSL, or a deputy.

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues, that children are at risk of abuse online as well as face to face and, in many cases, abuse will take place concurrently via online channels and in daily life.

All staff are made aware of safeguarding issues that can put children at risk of harm including behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and sharing nudes and semi-nudes' images and or videos which can be signs that children are at risk.

Staff are also made aware of the following safeguarding issues:

## **Section 12 - Online Safety**

Pitcheroak School recognises the importance of children being safeguarded from potentially harmful and inappropriate online material. The school's whole school approach to online safety empowers us, to protect and educate pupils, students, and staff in their safe use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns, where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

•**content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

•**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.

•**conduct:** personal 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

•**commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If pupils or staff are at risk, this can be reported to the Anti-Phishing Working Group.

Pitcheroak School ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures including how online safety is reflected in other relevant policies. Consideration is given to online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the DSL and engaging with parents to raise awareness in order to support their children.

Refer to the school's [Online Safety policy](#) for further information.

## **Section 13 - Opportunities to Teach Safeguarding**

At Pitcheroak School, children are taught about safeguarding, including online safety. It is recognised that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for vulnerable pupils, victims of abuse and some pupils with Special Educational Needs and Disabilities, might be needed.

Teaching about safeguarding is considered as part of providing a broad and balanced curriculum and is delivered through Relationships Education (for all primary pupils), Relationships and Sex Education (for all secondary pupils), Personal, Social, and Health Education (for all pupils), Online Safety and Life-skills programmes. (The school's RSE curriculum is in line with statutory guidance: [Statutory guidance: relationships education relationships and sex education \(RSE\)and health education.](#))

## **Section 14 - Safeguarding in the Curriculum**

Given the diverse needs of pupils at Pitcheroak School, all curriculum plans are devised according to pupils' age, stage of development and cognitive ability. A Long Term Plan (LTP) is available on the school's website showing an overview of what is delivered at each key stage across school. The majority of safeguarding learning takes place through the PSHE/RSE and Computing/ICT curriculum areas. Each aspect on the LTP is described more fully in the half termly Medium Term Plans (MTP) which set out the learning objectives, activities and assessment criteria against which pupils' learning is judged.

The following areas are among those addressed in PSHE/RSE or Computing/ICT and in the wider curriculum:

- Bullying/Cyber Bullying

The PSHE Association Schemes of Work have been used for the basis of planning this aspect. This builds on work delivered in Reception and Key Stage 1 using the EYFS Framework and Development Matters and includes content under the following headings: Managing hurtful behaviour and bullying and Respecting self and others and Bullying, abuse and discrimination. In addition, dedicated activities are planned during the year for example in support of Anti-bullying week.

- **Drugs, Alcohol and Substance Abuse**

The PSHE Association Schemes of Work have been used for the basis of planning this aspect. This includes content under the following headings: Healthy lifestyles (physical wellbeing), Keeping safe, Drugs, alcohol and tobacco, Managing risk and personal safety and Social influences.

- **Online Safety / Mobile technologies**

The UK Council for Child Internet Safety (UKCCIS) framework 'Education for a Connected World' has been used for the basis of planning this aspect across key stages 2 and 3. This builds on work delivered in Reception and Key Stage 1 using the EYFS Framework and Development Matters and includes content under the headings of Self-image and identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, well-being and lifestyle, Privacy and security, Copyright and ownership. A project planning approach is used at Key Stages 4 and 5 with content linked, where possible, to accredited courses. Teachers also take the opportunity to reinforce key messages by planning individual or sequences of lessons related to specific situations that arise or topical events for example reported in the media.

- **Stranger Danger**

The PSHE Association Schemes of Work have been used for the basis of planning this aspect and includes content under the following headings: Keeping safe, Safe relationships and Managing risk and personal safety.

- **Fire and Water Safety**

In order to support planning based around the PSHE Association Schemes of Work which includes content under the heading: Keeping safe, pupils have undertaken visits to relevant community facilities and events for example the local fire station, West Midlands Fire Service safety town, Worcestershire school's safety day. Visitors have also been invited into school to support work, for example RNLI, St John Ambulance etc.

- **Peer to Peer Abuse (child on child)**

The PSHE Association Schemes of Work have been used for the basis of planning this aspect. This includes content under the following headings: Families and close positive relationships, Friendships, Managing hurtful behaviour, Safe relationships, Managing risk and personal safety, Forming and maintaining respectful relationships.

- **Sexual Violence and Sexual Harassment**

The PSHE Association Schemes of Work have been used for the basis of planning this aspect. This includes content under the following headings: Safe relationships, Managing risk and personal safety, Keeping safe, Consent, Managing hurtful behaviour, Positive relationships, Forming and maintaining respectful relationships.

- Road Safety

Skills in this area are developed as part of a planned programme based on the PSHE Association Schemes of Work under the headings: Keeping safe, Managing risk and personal safety. Road safety skills are practiced through role play and use is also made of the local community for real life experiences.

- Domestic Abuse

The PSHE Association Schemes of Work have been used for the basis of planning this aspect. This includes content under the following headings: Families and close positive relationships, Friendships, Managing hurtful behaviour, Safe relationships, Managing risk and personal safety, Forming and maintaining respectful relationships.

- Healthy Relationships / Consent

The PSHE Association Schemes of Work have been used for the basis of planning this aspect. This includes content under the following headings: Families and close positive relationships, Friendships, Managing hurtful behaviour, Consent, Safe relationships, Managing risk and personal safety, Forming and maintaining respectful relationships.

- So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)

The PSHE Association Schemes of Work have been used for the basis of planning this aspect. This includes content under the following headings: Keeping safe, Families and close positive relationships, Managing hurtful behaviour, Safe relationships, Managing risk and personal safety, Healthy Lifestyles, Forming and maintaining respectful relationships Bullying, abuse and discrimination.

- Child Exploitation of Children

Through the planned curriculum based on the PSHE Association Schemes of Work, pupils are taught about respecting and asserting themselves, recognising the characteristics of positive relationships and of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse and exploitation. They are also taught to recognise warning signs, including online, and the skills and strategies to respond to exploitation including how to report abusive behaviours or access support for themselves or others.

- Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)<sup>1</sup>.

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

Pupils are involved in a range of planned and opportunistic experiences which support their holistic development and provide an opportunity for British Values to be promoted.

Staff seek to develop pupils' communication skills so that they have a means to express their thoughts and choices. Pupils' views are valued and acted upon where possible and are sought for example, via class and school council. (Democracy)

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Pupils are taught specifically about the importance of rules for safety, good order and fairness/equality. These are communicated visually and revisited regularly. The connection between class and school rules and the rules/laws we are required to follow in our community is also reinforced. (Rule of Law)

Pitcheroak School encourages pupils to be as independent as possible and aims to develop their confidence and self-esteem so that they feel able to assert themselves and persevere to achieve whatever they want. (Individual Liberty)

Through Religious Education, dedicated 'Language' days and whole school celebrations, the cultural and religious practices of a variety of different countries are explored. This provides an opportunity for pupils to recognise diversity of choices, preferences and beliefs and to understand the importance of showing respect for the differences and similarities between others. (Mutual respect and Tolerance of those with different faiths and beliefs)

As appropriate to pupils' ages and levels of understanding, and in particular where pupils are made aware of events reported through the media, specific sessions are planned and information shared, questions answered usually using resources adapted by staff to ensure they are accessible to pupils.

## **Section 15 - Information Sharing**

Pitcheroak School recognise the importance of information sharing between practitioners and local agencies. We have ensured arrangements are in place for sharing information within our school and with WCF children's social care, the safeguarding partners, other organisations, agencies, and practitioners, as required.

Staff are proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

Pitcheroak School governing body are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold, safe and secure.

The relevant staff:

- are confident in the processing conditions which allow the storage and sharing of information for safeguarding purposes, including information, which is sensitive and personal, and is treated as 'special category personal data'.
- have an understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at further risk.
- are aware of not providing pupils' personal data where the serious harm test under the legislation (refer to Disclosure and Barring service website on GOV.UK.) is met. For example, in a situation where a child is in a refuge or another form of emergency

accommodation, and the serious harms test is met they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools will seek independent legal advice.

- understand, **The Data Protection Act 2018 and UK GDPR do not prevent 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 safeguard and promote the welfare and protect the safety of children.**

## **Section 16 - Records, Monitoring and Transfer**

All staff are clear about the need to record and report concerns about a child or children within the school. The record should be made using the electronic system CPOMS and should include the child's words as far as possible and should be timed, dated and signed.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

The DSL is responsible for such records and for deciding at what point these records should be passed over to other agencies.

Records relating to actual or alleged abuse or neglect are stored apart from the main pupil or staff records. The main pupil records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child protection records are stored securely using the electronic system CPOMS. With intelligent role-based access, CPOMS allows school to securely control who has access to what information and when and the DSL has full control over system permissions.

Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals (eg child who repeatedly goes missing) and ensuring these are acted upon. Each stand - alone file has a chronology of significant events.

A record of any allegations (proven) made against staff is kept in a confidential file by the Head Teacher.

All concerns, discussions and decisions made, and the reasons for those decisions, are recorded in CPOMS. Information is kept confidential and stored securely.

If in doubt about recording requirements, staff should discuss with the DSL (or deputy).

When children transfer from Pitcheroak School, the safeguarding records are also transferred. Ideally this should take place within 5 days of transferring (or of the start of term). Safeguarding records will be transferred separately from other records and

best practice is to pass these directly to a DSL in the receiving education setting, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named DSL. Files requested by other agencies e.g. Police, will be copied.

## **Section 17 - Procedures for Managing Concerns**

Pitcheroak School adheres to child protection procedures that have been agreed locally through Safeguarding Worcestershire <https://www.safeguardingworcestershire.org.uk/>

Where children and families in need of support are identified, responsibilities in accordance with the [West Mercia Consortium inter-agency procedures](#) and the [WSCP Levels of Need Guidance](#) will be carried out.

The DSL is first point of contact for concerns and queries regarding any safeguarding matter in school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to a deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

All concerns about a child or young person are to be reported without delay and recorded in writing using the online CPOMS system or the proforma (see Annex D) if unable to login to CPOMS.

The DSL will consider what action to take and have appropriate discussions with parents/carers prior to referral to children's social care or another agency unless, to do so would place the child at risk of harm or compromise an investigation.

All referrals will be made in line with [local procedures](#) as detailed on the [Worcester Children First Website](#).

If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to Children's Services immediately. It is recognised that anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Head teacher. Concerns should always lead to help for the child at some point.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the DSL, their deputy and the Head teacher are all unavailable.
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Head teacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact Children's Services directly with their concerns.

## **Section 18 - Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

### **Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

### **Serious violent crime**

All staff are made aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

All staff are made aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools is provided in the Home Office's [Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance](#).

## **Section 19 - Child Abduction and Community Safety Incidents**

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 people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

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.

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, we provide community safety lessons delivered by teachers and supported by other organisations for example local police (PCSO's). 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](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

## **Section 20 - Children Missing from Education**

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation. It is important the school's response to children missing from education supports identifying such abuse and also helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

Children considered as 'Missing from Education' are children of compulsory school age who are:

- not on a school roll

- not being educated other than at school
- identified as having been out of any educational provision for a substantial period of time (4 weeks)

Children go missing from education for a number of reasons including:

- they don't start school at the appropriate time and so they do not enter the educational system
- they are removed by their parents
- behaviour and/or attendance difficulties
- they cease to attend, due to exclusion, illness or bullying
- they fail to find a suitable school place after moving to a new area or being evicted from a property
- the family move home regularly
- problems at home

The law requires all children between the ages of 5 and 16 to be in full time education.

Pitcheroak School duties regarding children missing education, including information schools **must** provide to the local authority when removing a child from the school roll at standard and non-standard transition points can be found in the department's statutory guidance:

[Worcestershire children first children missing from education guidance.](#)

[Statutory guidance children missing in education](#)

- general information and advice for schools and colleges can be found in the [Government's Missing Children and Adults Strategy](#).

### **Elective Home Educated**

Many home educated children have an overwhelmingly positive learning experience. Pitcheroak School expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, we know this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended, which means the LA must be informed of all deletions from the admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will work with other key professionals to coordinate a meeting with parents/carers where possible.

### **Section 21 - Children with Family Members in Prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO (National Information Centre on Children of

Offenders) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## **Section 22 - County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher education institutions, pupil referral units, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Should Pitcheroak School identify a child may be at risk of exploitation, the DSL will work with and support and consider completion of a GET SAFE risk assessment which will be referred to Worcestershire Children First GET SAFE team for further assessment and support. The DSL will also consider referral to Worcestershire Children First Family Front Door as part of the school’s and local safeguarding procedures. More information can be found : [Get Safe - keeping children and young people safe from criminal exploitation](#)

## **Section 23 - Domestic Abuse**

### **Ending Domestic abuse Save Lives**

The cross-government definition of domestic violence and abuse: 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. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

Exposure to domestic abuse and/or violence can have a serious, long lasting

emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

At Pitcheroak School, 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 DSL. MARAC does not replace a referral to children's social care.

[Worcestershire children first Domestic abuse guidance](#)

## **Section 24 - Operation Encompass**

Pitcheroak School are receiving Operation Encompass Notifications. Operation Encompass is a police and education early information sharing partnership enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with a school's trained Key Adult (Designated Safeguarding Lead) prior to the start of the next school day after officers have attended a domestic abuse incident thus enabling appropriate support to be given, dependent upon the needs and wishes of the child. Children experiencing domestic abuse are negatively impacted by this exposure; domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling immediate support, making a child's day better and giving them a better tomorrow.

Since 24<sup>th</sup> February 2020 school have received the full MO (Modus Operandi). This information has been shared for the purpose of safeguarding children and young people and should be used by the school solely for that purpose, specifically to fulfil the responsibilities under Working Together to Safeguard Children July 2018 and Keeping Children Safe in Education September 2021. It should not be shared with any individual outside of the school or other partner agencies without the expressed permission of West Mercia Police. Of particular importance, this information should not be shared or discussed with any: parent, carer, family member or any other person who could have been involved in the incident. This information must not be used to do an investigation as this can impede any Police investigation. The Police must not be contacted to request additional information.

### **The DSL's responsibility – the DSL should:**

- View the Operation Encompass website ([www.operationencompass.org](http://www.operationencompass.org)) for further information;
- Ensure the Safeguarding Education Adviser has up to date contact information;
- Ensure the Operation Encompass referral record document is retained in the same way as other child protection documents, in a secure place;
- Identify and brief a colleague who can deputise in his/her absence;
- Ensure that all teaching staff are aware of Operation Encompass and understand the confidential nature of any information passed to them and that this information must be treated in the same way as any other child protection information;



- Inform parents that the school is part of Operation Encompass (using the template letter supplied);
- Inform the governing body that the school is part of Operation Encompass and the governors with responsibility for safeguarding should have a working knowledge of the principles;
- Include details of Operation Encompass in the school prospectus and on the school website to ensure that all new parents are informed of the school's involvement.
- Consider displaying Operation Encompass posters around the school.

**On receiving a Domestic Abuse notification, the DSL should:**

- complete the incident record on CPOMS
- notify class teachers or Heads of Department
- If there's no change to the child's behaviour - just monitor and log the DA
- If the child displays poor behaviour choices /seems upset/withdrawn, offer the relevant support needed

**Bear in mind**

- The victim of the incident may be anxious that the information will be shared inappropriately.
- Notification may not give details as to which parent is the perpetrator/victim – any disclosure to the 'wrong' parent could heighten risk.
- Need to be aware who is 'connected' to the child – e.g. Teaching Assistant/Lunchtime supervisor may be child's relative / friend of the family.

**Inappropriate sharing of information could heighten the risk for the victim and/or the child.**

**Section 25 - Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties:

[Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school staff will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL (or a deputy) should ensure appropriate referrals are made, based on the child's circumstances. The Department for Education and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on [the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation](#).

## **Section 26 - So- called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as **breast ironing**. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. Schools are aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and are handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the DSL (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers.

### **FGM mandatory reporting duty for teachers**

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

can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

Teachers must **personally** report to the police cases where they discover that an act of FGM appears to have been carried out. Unless a teacher has good reason not to, they will still consider and discuss any such case with the school's DSL (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

### **What should schools do?**

Pitcheroak School will contact Family Front Door when they have a concern about a child. They should contact Family Front Door if the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister – schools should make a child protection referral and inform the Police as required by the mandatory reporting duty. Schools should not:

- Contact the parents before seeking advice from children's social care;
- Make any attempt to mediate between the child/young person and parents.

It is important to keep in mind that the parents may not see FGM or Breast Ironing as a form of abuse; however, they may be under a great deal of pressure from their community and or family to subject their daughters to it. Some parents from identified communities may seek advice and support as to how to resist and prevent FGM for their daughters, and education about the harmful effects of FGM and Breast Ironing may help to make parents feel stronger in resisting the pressure of others in the community. Remember that religious teaching does not support FGM or Breast Ironing.

### **The 'one chance' rule**

In the same way that we talk about the 'one chance rule' in respect of young people coming forward with fears that they may be forced into marriage, young people disclosing fears that they are going to be sent abroad for FGM are taking the 'one chance', of seeking help.

It is essential that we take such concerns seriously and act without delay. Never underestimate the determination of parents who have decided that it is right for their daughter to undergo FGM. Attempts to mediate may place the child/young person at greater risk, and the family may feel so threatened at the news of their child's disclosure that they bring forward their plans or take action to silence her.

## **Section 27 - Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Staff at Pitcheroak School understand they could potentially play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

## Section 28 - Preventing Radicalisation

Pitcheroak School know children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk of harm forms part of our whole safeguarding approach which includes and considers the following:

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is 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.

As defined in the Government's Counter Extremism Strategy, <https://www.gov.uk/government/publications/counter-extremism-strategy>.

As defined in the Revised Prevent Duty Guidance for England and Wales, <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>.

As defined in the Terrorism Act 2000 (TACT 2000), <http://www.legislation.gov.uk/ukpga/2000/11/contents>

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in

identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or deputy) making a Prevent referral.

The school's DSL (and any deputies) are aware of local procedures for making a Prevent referral.

## **Section 29 -The Prevent Duty**

Pitcheroak School recognise we are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of our functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty is part of our school's wider safeguarding obligations. DSL's and other senior leaders are familiar with the revised [Prevent duty guidance: for England and Wales](#).

## **Section 30 - Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors outlining their roles and responsibilities under the duty.

## **Section 31 - Relationships and Sex Education**

Staff should have regard to the DfE statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' June 2019 (Last updated July 2019) by including opportunities in the curriculum, specifically through PSHE and ICT, for children to develop the skills they need to recognise and stay safe from abuse and to know who they should turn to for help. This includes covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which became compulsory from September 2020. The statutory guidance can be found here:

[Statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education.](#)

The Department for Education has produced a one-stop page for teachers on GOV.UK, which can be accessed here: [Teaching about relationships sex and health](#). This includes teacher training modules on the RSHE topics and non-statutory implementation guidance. Links to other resources that may be useful, can be found at the end of this document.

## **Section 32 - Child on Child Abuse (Peer on Peer)**

All staff are made aware that children can abuse other children (often referred to as peer on peer abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

All staff understand the importance of challenging inappropriate behaviours that are actually abusive in nature and that downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boy being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff understand, that even if there are no reports in school, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child on child abuse, they should speak to the DSL (or a deputy). Due to the sensitive nature and specific issues involved with child on child abuse, separate policy guidance is necessary. Staff are therefore referred to the school's Child on Child Abuse policy.

## **Section 33 - Child on child sexual violence and sexual harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both

physically and verbally) and are never acceptable. As with all safeguarding, staff are advised to maintain an attitude of '**it could happen here**'.

**Pitcheroak School** will respond to all reports of child on child sexual violence and sexual harassment.

For detailed information on what sexual violence and sexual harassment constitutes, important context to be aware of, related legal responsibilities for schools, advice on a whole school approach to preventing child on child sexual violence and sexual harassment and more detailed advice on responding to reports see DfE advice: [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#).

Due to the specific issues involved with sexual violence and/or sexual harassment, separate policy guidance is necessary. Staff are therefore referred to the school's Child on Child Abuse policy which includes sexual violence and sexual harassment.

It is important to note that the initial response to a report from a child is crucial. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

## **Section 34 - Children with Additional Vulnerabilities**

There are many children who have additional needs or whose living arrangements may mean that they are more vulnerable to harm, for example children with special educational needs, disabled children, children in public care or privately fostered children. It is essential that the school knows who shares parental responsibility for children and has effective relationships with partner agencies in relation to these children (for example, Virtual School for Children in Care).

Pitcheroak School will ensure that staff have sufficient knowledge and guidance so that they are aware of the additional challenges faced by these children and the impact of their additional vulnerabilities.

### **Looked after children and previously looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The governing body will ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. Staff should be particularly alert where there is no single point of contact for the school as a child has a number of care-givers and involved professionals and avoid the assumption that state approved care-givers are providing safe care for the child. The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

## **Special Educational Needs and Disability (SEND) (refer to Annex C)**

We recognise that children with special educational needs and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- children with SEN and disabilities can be disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers which can lead to over reliance on parental accounts and interpretations.

Teachers and other staff in schools are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with pupils. Given that a significant number of pupils at Pitcheroak School are either non-verbal or experience difficulty in explaining using verbal means, changes in behaviour may be even more important when considering whether a pupil is at risk of or has experienced significant harm.

Whilst at times, it is immediately apparent that a non-disabled child has suffered significant harm, it is not always so for a child with SEND and lengthy enquiries are often necessary. Where there are safeguarding concerns about a disabled child, there is a need for greater awareness of the possible indicators of abuse and/or neglect, as the situation is often more complex. However, it is crucial when considering whether a disabled child has been abused and/or neglected that the disability does not mask or deter an appropriate investigation of child protection concerns. Any such concerns for the safety and welfare of a disabled child should be acted upon in the same way as that for a non-disabled child.

## **Section 35 - Allegations Against Staff**

Pitcheroak School have procedures in place for dealing with allegations against a member of staff, supply teacher, volunteer or contractor. These procedures are consistent with local safeguarding procedures and practice guidance and guidance in KCSiE. It is important that all cases, where it is alleged that a teacher, other member of staff (including supply staff) or a volunteer has:

- behaved in a way that has harmed, 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 indicates he or she would pose a risk of harm if they work regularly or closely with children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

should be reported to the Headteacher or, where the Headteacher is the subject of an allegation, the chair of governors and that this should be done without delay. Even apparently less serious allegations must be followed up. If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.



Pitcheroak School will ensure all staff understand the arrangements for managing allegations. (Refer to the school's [Allegations Against Teachers and other Staff Policy](#)).

### **Supply teachers**

In some circumstances Pitcheroak School will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply because agencies will have their own policies and procedures; for example, supply teachers provided by an employment agency or business.

Whilst Pitcheroak School are not the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The school will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The school expect to be fully involved and will co-operate with any enquiries from the LADO, police and/or children's social services. The school will take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using a supply agency, we will inform the agency of our process for managing allegations.

**Governors.** If an allegation is made against a governor, we will follow the local procedures. Where an allegation is substantiated, we will follow the procedures to consider removing them from office.

### **Section 36 - Managing Professional Disagreements**

On occasions there will be disagreements between professionals as to how concerns are handled, and these can impact on effective working relationships. The school will support staff to promote positive partnerships within school and with other agencies and will ensure that **staff** are aware of how to escalate concerns and disagreements if appropriate and use the WSCP escalation procedures if necessary.

### **Section – 37 The Use of 'reasonable force' in Schools and Colleges**

There are circumstances when it is appropriate for staff of Pitcheroak School to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical

contact to ensure the pupil's safety or that of others. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. '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 pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The school is clear that use of any form of physical intervention will be a last resort after all other attempts have been made to de-escalate and make safe a situation.

(Refer to the school's [Positive Handling and Physical Intervention Policy](#))

- DfE advice for schools is available Use of reasonable force in schools guidance <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## **Section 38 - Private fostering - LA notification when identified**

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school understands it's responsibility to notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

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

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases, so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. If we become aware of a privately fostering arrangement, we will check that Children's Services have been informed.

See DfE statutory guidance [Children Act 1989 Private fostering](#), for comprehensive guidance on private fostering.

## **Section 39 - Children Looked After and Previously Children Looked After**

The most common reason for children becoming looked after is because of abuse and/or neglect. The governing body will ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, we ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. We also ensure that information is sought about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

## **Section 40 – Contextual safeguarding**

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Children's social care assessments should consider where children are being harmed in contexts outside the home. Pitcheroak School provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here :[Contextualised Safeguarding](#)

## **Section 41 - Mental Health**

Pitcheroak School are 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.

Pitcheroak School recognise that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem however school staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Pitcheroak School have access to a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the [mental health and behaviour in schools guidance](#). Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing, and resilience among children. See Rise Above for links to all materials and lesson plans.

If Pitcheroak School have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following the procedures outlined in this policy and speaking to the DSL or a deputy.

Pitcheroak School will seek advice and guidance from [Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools](#)

## **Section 42 - Children Potentially at Greater Risk of Harm**

Whilst all children should be protected, Pitcheroak School recognise there are some groups of children who are potentially at greater risk of harm.

Children who need a social worker (Child in Need and Child Protection Plans)

Sometimes children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the DSL may hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Findings from the Children in Need review, ['Improving the educational outcomes of Children in Need of help and protection'](#) contains further information; the conclusion of the review, ['Help, protection, education'](#) sets out action Government is taking to support this.

## **Section 43 - Use of School Premises for Non-School Activities**

Pitcheroak School will ensure that if the school facilities/premises are hired out to organisations or individuals (for example to community groups, sports associations and service providers to run community or extra-curricular activities), we will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body under the direct supervision or management of school staff, the school's arrangements for child protection will apply.

Where an external body is providing community or extra-curricular activities the governing body will seek assurance that appropriate safeguarding and child protection policies and procedures are in place (including inspecting these as

needed); and ensure that there are arrangements to liaise with the school on these matters where appropriate. Pitcheroak School will ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this will lead to termination of the agreement.

## **Other Relevant Policies**

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond compliance with child protection procedures. The safeguarding duty is relevant for the discharge of all functions and activities. This policy needs to be considered in conjunction with the following policies:

- Alcohol, Drug and Substance Use
- Allegations of abuse against teachers and other staff
- Anti-Bullying (including Cyber Bullying)
- Behaviour
- Bereavement
- Child on Child including Sexual violence and sexual harassment between children
- Children Missing Education (DfE)
- Complaints Policy and Procedure
- Educational Offsite Visits
- Elective Home Education (DfE)
- Equal Opportunities
- Fire Safety
- First Aid in schools
- GDPR and Data Protection
- Guidance for safer working practices for those working with children and young people in education settings
  - Health and Safety
  - Intimate Care
  - Lockdown procedures
  - Lone worker
  - Looked After Children and previously Looked After Children
  - Managing violence and aggressive pupils
  - Medicines Management in special schools
  - Mental Health and Behaviour in Schools (DfE)
  - Online Safety including Safe and Appropriate Use of Images
  - Positive Handling, physical intervention, care and control and the use of force (DfE Guidance "Use of Reasonable Force" and "Screening, Searching and Confiscation")
- Prevent duty

- Race Equality
- Recruitment and Selection (WCC)
- Relationships and Sex Education
- Remote Learning
- Safe touch guidance
- Self-harm
- Social media
- Special Educational Needs and Disability
- Staff well-being
- Supporting Pupils/Students with Medical Conditions
- Volunteer
- Whistleblowing (WCC)
- Work Experience
- Working in Worcestershire schools including Code of Conduct

## **ANNEX A**

### **Safer Recruitment**

#### **Safer Recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out, in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

The SCR will be monitored and checked by the DSL/HT/Safeguarding Governor on a regular basis, throughout the academic year: Example half termly.

#### **Appointing new staff**

When appointing new staff, we will:

- Verify their identity (KSCIE 21 Paragraph 213 - Best practice is checking the name on their birth certificate)
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

- Secretary of State section 128 direction. A section 128 direction prohibits or restricts an unsuitable individual from participating in the management of an independent school, including academies and free schools. An individual who is subject to a section 128 direction is unable to:
  - take up a management position in an independent school, academy, or in a free school as an employee.*
  - be a trustee of an academy or free school trust; a governor or member of a proprietor body of an independent school; or*
  - be a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities.*
- Ask for written information about previous employment history and check that information is not contradictory or incomplete.
- Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (August 2018).

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

### **Individuals who have lived or worked outside the UK**

Individuals who have lived or worked outside the UK **must** undergo the same checks as all other staff in schools or colleges (set out in paragraphs 213). This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools and colleges **must** make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, schools and colleges should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world

### **Governance**

- All members of the governance will have an enhanced DBS check without barred list information and section 128 check. They will have an enhanced DBS check with barred list information if working in regulated activity.



## Annex B

### CHILDREN AND YOUNG PEOPLE WITH A DISABILITY

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Some children, because of their learning and/or physical disability, are vulnerable and may find it more difficult to recognise and report abuse.

Disabled children are particularly vulnerable to abuse and/ or neglect because:

- Many disabled children are at an increased likelihood of being socially isolated with fewer outside contacts than non-disabled children
- Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour
- They have an impaired capacity to resist or avoid abuse
- They may have speech, language and communication needs which may make it difficult to tell others what is happening
- They often do not have access to someone they can trust to disclose that they have been abused
- They are especially vulnerable to bullying and intimidation

What does this mean for practice?

- Professionals from all agencies/disciplines must be aware that the belief that disabled children are not abused or beliefs that minimise the impact of abuse on disabled children can lead to the denial of, or failure to report abuse or neglect.
- Essentially disabled children at risk of or who have experienced abuse should be treated with the same degree of professional concern accorded to non-disabled children.
- Additional resources and time may need to be allocated, if an investigation of potential or alleged abuse is to be meaningful. This is a basic premise and should not be ignored at any stage of the safeguarding process.
- Basic training and awareness raising of the susceptibility of disabled children to abuse is essential for all those working with disabled children, including ancillary staff such as bus drivers, care assistants, escorts and personal assistants.
- Reporting safeguarding concerns needs to be encouraged at all levels of professional involvement, and prompt and detailed information sharing is vital.

- The impairment with which a child presents should not detract from early multi-agency assessments of need that consider possible underlying causes for concern.

All practitioners need to be aware of the possible indicators of abuse and/or neglect for disabled children. These include:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be 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 e.g. deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. specialist footwear or orthotics, misappropriation of a child's finances
- Invasive procedures which are unnecessary or are carried out against the child's will.

## **Annex C**

### **TEMPLATES**

#### **List of templates**

- Record of complaint
- Record of allegation of abuse
- Transfer form for child protection records between educational establishments
- Safeguarding Lead Supervision notes
- Personal File Checklist

## Record of Complaint

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**Date of complaint:**

**A: Source of complaint:**

Parent (in writing, including email)

Parent (in person)

Parent (telephone call)

Staff member

Anonymous

Ofsted

Other

**B: Nature of complaint:**

(Reference the EYFS Safeguarding and Welfare Requirements or Childcare Register Requirements)

**Please give details of the complaint:**

**C: How the complaint was dealt with:**

Internal investigation

Investigation by Ofsted

Investigation by other agencies

(please state)

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Please give details of any internal investigation or attach any outcome letter from Ofsted:

**D: Actions and outcomes:**

Internal actions

Actions agreed with Ofsted

Changes to conditions of registration

Other action taken by Ofsted

No action

Actions imposed or agreed with other agencies

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Please give details:

<b>Has a copy of this record been shared with parents? Yes/No</b>	
<b>Name of recorder:</b>	<b>Date :</b>
<b>Position:</b>  <b>Name:</b>  <b>Signature:</b>	<b>Outcome notified to parent:</b>  <b>Date:</b>

**CONFIDENTIAL - Record of Allegation of Abuse**

---

<b>Member of staff who is subject of allegation</b>	
Name	
Address	
DOB	
Position	
<b>Person making allegation</b>	
Name	
Relationship to the child	
Made in writing or verbally?	
<b>Child's details</b>	
Name	
Age and DOB	
Address	
Parent/carer name and address if different from above	
<b>Details of alleged incident/s</b>	
Date of alleged incident/s	
Nature of allegation	
Other relevant information	
Was alleged perpetrator present on the date of incident/s?	
Did the child attend childcare provision on this/these date/s?	

**Actions**

Name of contact at Family Front Door/LADO

Date and time

Date and time Ofsted informed

Further actions advised by Children's Social Care and/Ofsted

**Person completing this form**

Name

Position

Date

Signature



## Transfer Form for Child Protection Records between Educational Establishments

---

**(Please print all information)**

Name of Child

.....

Date of Birth

.....

Unique reference number (schools only)

.....

Home address

.....

.....

Name of originating establishment

.....

Address of originating establishment

.....

Name of current Child Protection Lead

.....

Date file exchanged by hand

.....

**OR** Date file posted by special delivery

.....

**OR** Date information received electronically

.....

Name of receiving establishment

.....

Address of receiving establishment

.....

Name of receiving Child Protection Lead

.....

Date file received by hand

.....

**OR** Date received by recorded delivery

.....

**OR** Date information received electronically

.....

Signature of receiving Child Protection Lead .....

Date.....

**Upon receipt, the receiving setting should**

- Sign this form and keep a copy with the child's CP records
- Ensure the original form is returned to the originating establishment without delay

**The originating establishment should keep the returned form securely**

## Safeguarding Lead Supervision Notes

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DSL Name	
Date of supervision	
Date of last supervision	
Supervisor	

Today's agenda	
----------------	--

Actions agreed from last supervision	
1	
2	
3	
4	
5	

Discussion points from today's meeting:

Update from previous meeting

Main points from today's meeting

Identified training needs

Concerns

Further discussion points

Reflection

Analysis

--

Agreed actions from today's meeting	
1	
2	
3	
4	
5	

Staff signature.....

DSL signature.....

Review date.....

# Personnel File Checklist

Name		
	Date	Evidence seen
Application Form		
Photo ID seen		
ID checked including address (state what document has been seen ie driving licence)		
Date started school		
Job Title		
Section 128 check (new Govs only)		
Qualifications evidenced: QTS number Date seen (retain a copy in file)		
Prohibition Order Check		
Criminal record certificate from country from which the candidate has travelled (where possible) OR A letter of professional standing from the professional regulating authority in the country in which the applicant has worked OR Risk assessment completed		
Childcare Disqualification Declaration		
Barred List check		
Date DBS original Disclosure Certificate checked		
DBS Disclosure number		
Right to Work in the UK Date passport/visa/work permit evidenced (retain a copy in file)		
Medical Screening Form issued		
Date Medical Clearance received		

Date satisfactory reference <b>one</b> received and checked		
Date satisfactory reference <b>two</b> received and checked		
Starter form completed and sent to WCC		
Copy of terms and conditions of employment received		
Annual salary statement (teachers only)		
DBS online application completed		
Reference No:		

## **Annex D**

### **Further information and resources**

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Refer to pages 140 – 142 for links to a range of toolkits and support documents.