



The
Westminster
School

Child Protection and Safeguarding Policy 2020/2021

Safe Happy and Learning Together
Building foundations and providing
opportunities to create confident,
aspirational and independent members of
our community.



Approved by Governing Body on: 10/07/2020

Signed by Chair of Governors:

Head Teacher:

O Flowers

Lead Personnel:

J Turner

Date of Review:

01/09/2021

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body in July 2020.

It is due for review on September 2021.

Signature

Date

Head Teacher

Signature

Date

Chair of Governors

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Statement of Intent

This School recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop. The policy applies to all pupils at The Westminster School between the ages of 0-19 whose care and education comes within the remit of this school/college.

The staff and Governing Board of this School are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the School who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.

The Designated Safeguarding Lead will ensure that the school's Child Protection Policy is put on the agenda of the Governing Board once a year for discussion, monitoring, review and renewal. In this way the Governing Body authorises the DSL for Child Protection to carry out his/her responsibilities as outlined in the statutory responsibilities.

The Designated Safeguarding Lead for Child Protection in this school is:

NAME: **Joanne Turner**

The Deputy Designated Safeguarding Leads for Child Protection in this school are:

NAME: **Gemma Webb and Denise Taylor**

There will always be a designated safeguarding person on site at all times.

The Governing Board has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility.

The nominated governor for child protection is:

NAME **Sue Gough**

1. Introduction and definitions

- 1.1 This document is the Child Protection Policy for The Westminster School and any extended services that it provides.
- 1.2 The terms “children” and “child” refer to anyone under the age of 18
- 1.3 For pupils aged 18 or over, the school will follow Local Safeguarding procedures for Adults.
- 1.4 Safeguarding and promoting the welfare of children is defined by the Department for Education as:
 - protecting children from maltreatment
 - preventing impairment of children’s mental and physical health or development
 - ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
 - taking action to enable all children to have the best outcomes.
- 1.5 In accordance with the DfE’s guidance, “Sexual violence and sexual harassment between children in schools and Colleges” (2018), and for the purposes of this policy, the term ‘sexual harassment’ is used within this policy to describe any unwanted conduct of a sexual nature, both online and offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualized or offensive environment.
- 1.6 For the purpose of this policy, the term ‘sexual violence’ encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.
- 1.7 The term ‘teaching role’ is defined as planning and preparing lessons and courses for children; delivering lessons to children; assessing development, and reporting on the progress and attainment of children. These activities are not teaching work if the person carrying out the activity does so subject to the direction and supervision of a qualified teacher or other person nominated by the Headteacher to provide such direction and supervision.
- 1.8 Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
- 1.9 This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed annually by the Governing Body and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the school’s Leadership and Management.
- 1.10 The principles embedded in this policy link into other policies relating to Anti Bullying policy, Attendance policy, Behaviour Policy, Drugs and Substance Misuse, E-Safety, Health and Safety, Intimate Care, Safer Recruitment, Supporting Pupils with Medical Conditions, Whistleblowing, Staff Code of Conduct, SEN Information Reports and the Radicalisation and Extremism policy.
- 1.11 Covid-19 - This policy remains in force throughout the response to coronavirus. An addendum to the policy based on Covid-19 can be found on our website.

All staff have received, read and signed to say that they understand Keeping Children Safe in Education September 2020 Part 1.

2. Statutory Framework

- 2.1 In order to safeguard and promote the welfare of children, the School will act in accordance with the following legislation and guidance:
 - The Children Act 1989
 - The Children Act 2004

- Safeguarding Vulnerable Groups Act 2006
- Sandwell Safeguarding Children Board Inter-Agency Procedures
- Working Together to Safeguard Children (2018)
- What to do if you're worried a child is being abused: advice for practitioners
- The Education (Pupil Information) (England) Regulations 2005
- Keeping Children Safe in Education (September 2020)
- Information sharing advice for safeguarding practitioners
- Mental Health and Behaviour in Schools: Departmental Advice
- Section 26 of the Counter-Terrorism and Security Act (2015)
- The Prevent Duty (2015)
- Section 5B of the Female Genital Mutilation Act 2003
- The Education Act 2002 (section 175/157)
 - Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
 - Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- All Safe Environment Policies can be accessed on the School's website (Please see page 24 for Safe Environment Policies)
- Children and Social Work Act (April 2017)
- Sexual Offences Act 2003
- Sexual violence and sexual harassment between Children in Schools and Colleges advice document (May 2018)
- General Data Protection Regulation (Data Protection Act 2018)
- The Childcare (disqualification) Regulations (2018)
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- Voyeurism (Offenders) Act (2019)

2.2 On arrival to the school, all visitors are given an information leaflet highlighting our safeguarding procedures. The Safeguarding/Child Protection Policy is available on the school website or can be made available as a paper copy. Visitors are required to sign in using the Inventory system. "Working Together to Safeguard Children" (2018) requires all schools to follow the procedures for protecting children from abuse which are defined by Sandwell Safeguarding Children Board and have appropriate procedures in place for responding to all concerns of actual or suspected abuse including allegations against members of staff in a position of trust.

2.3 "Keeping Children Safe in Education" 2020 places a number of statutory duties on all schools including:

- Schools should be aware of and follow the procedures issued by Sandwell Safeguarding Children Board.
- Staff should be vigilant to signs of abuse and to whom they should report any concerns.
- Schools should have procedures in place which are disseminated to all staff for handling suspected or actual cases of abuse of pupils, including procedures to be followed in the case of allegations against persons in a position of trust.
- Every school should have Designated Safeguarding Lead who is a member of the senior management team and responsible for co-ordinating safeguarding/child protection work within the School and liaising with other agencies as appropriate.

- Staff with designated responsibility for safeguarding and child protection should receive appropriate single agency and multi-agency training approved by the Local Authority at least every two years and this should be updated annually.
- All other staff in School should receive training to raise their awareness of signs and symptoms of suspected or actual abuse and the procedures they should follow at least every three years and updated on an annual basis.
- That all schools and FE colleges should share information and work in partnership with other agencies when there are concerns about a child's welfare.
- 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 social workers and healthcare professionals, 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 will face disciplinary sanctions. From October 2015 there is a 'mandatory reporting duty' for all education providers.
- Child missing from education - schools' duty to inform the local authority (LA) if a pupil fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more.
- Staff to be aware of signs a child may be at risk from, or involved in serious violent crimes

2.4 A full copy of the document can be accessed by clicking on the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

3. Role and Responsibilities

3.1 The Governing Body

The Governing Board has a duty to:

- Ensure the child protection policy and procedures are in place and reviewed annually.
- Ensure safe recruitment procedures are in place and reviewed annually.
- Ensure position of trust procedures are in place and reviewed annually.
- Guarantee that a DSL who is a senior member of school leadership team is appointed and notify the LA of any changes in personnel to this role.
- Appoint one or more deputy DSLs to provide support to the DSL and ensure that they are trained to the same standard and that the role is explicit in their job description(s).
- Make sure that all staff (paid and unpaid) have an up to date enhanced Disclosure and barring service (DBS) certificate. All those carrying out teaching roles will require an additional check to ensure they are not prohibited from teaching.
- Ensure that enhanced DBS certificates will be in place for all serving governors and newly appointed governors within 21 days of their appointment. All Governors will be subject to section 128 checks
- Confirm a member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher.
- Make sure relevant safeguarding/child protection training is accessed by all school staff/volunteers according to their role and responsibilities.

- Ensure that they receive an annual report from the DSL regarding safeguarding/child protection work undertaken in the year which is shared with the LA or other appropriate body.
- Confirm that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required.
- Ensure there is a dedicated teacher for Looked after Children who have been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked after Children and Post Looked after children and engaging with the DSL.
- Support the Designated Member of Staff for Child Protection in carrying out his/her responsibilities as outlined in 'Keeping Children Safe in Education', (September 2020) and role in Job Description.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the schools policies and procedures.
- Ensure staff have due regard to relevant data protection principles which allow them to share personal data.
- Make sure all relevant persons are aware of the schools local safeguarding arrangements and the Sandwell Children's Safeguarding Partnership structure and organisation.
- Guarantee there are procedures in place to handle children's allegations against other children.
- As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place
- Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. This may include 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).
- Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
 - being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
 - 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 risk.
 - for schools, not providing pupils' personal data where the serious harm test under the legislation is met
- The Data Protection Act 2018 and 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.

3.2 The Headteacher

The Headteacher has a duty to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of 'Keeping Children Safe in Education' (2020), behaviour policy, attendance policy, online safety guidance and the identity of the DSL and any deputies.

3.3 The Designated Safeguard Lead

It is the role of the Designated Safeguarding Lead for Child Protection to:

- Ensure that he/she receives training at least every two years to keep his or her knowledge and skills up to date and this should be updated annually.
- Ensure that all staff who work with children undertakes appropriate training to equip them to carry out their responsibilities for safeguarding children at least every three years which will enable them to recognise the signs and symptoms of abuse including, but not limited to, Domestic Violence and Abuse (DVA), Child Sexual Exploitation (CSE), Female Genital mutilation (FGM), Honour-based Violence (HBV), Sexual violence (SV) and Forced Marriage (FM). This training should be updated annually.
- Ensure there are effective induction in safeguarding and child protection for all adults working in the school, be they staff or volunteers, including supply agency staff which are to be undertaken no longer than 10 working days of commencement of their contract.
- Make sure that concerns are raised by staff/volunteers when necessary.
- Ensure that the names and contact details of the DSL/Deputies are on display for all staff, parents, pupils and visitors to the School.
- Ensure that the Designated and Deputy Safeguarding Leads are not out of school (e.g. at training events) at the same time.
- Ensure that the telephone number for the contact centre is available and easily accessible to staff in case, for any reason, the DSL and Deputies are not contactable, in order to ensure there is no unwarranted delay in referral.
- Discuss concerns as required with outside agencies e.g. specific agency for single need (e.g. speech and language, inclusion support), early intervention multi-agency (e.g. Early Help process) or Multi Agency Safeguarding Hub (MASH) /existing social worker (child protection/significant harm concerns).
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. **NPCC- When to call the police** should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Complete all necessary paperwork and correspondence including referral forms to the Early Help team or MASH in regard to safeguarding and child protection referrals.
- Ensure that the School is represented by a Designated Lead for Child Protection at child protection conferences, core groups and multi-agency meetings about 'Children in Need'. It is the Designated Lead for Child Protection who should attend Child Protection Conferences rather than another representative. If this is not possible, one of the Deputy Designated Persons should attend. If none can attend

apologies must be given and a written report must be submitted prior to the conference.

- Compile and submit a written report regarding children who are subject to child protection conferences. This should be shared with parents before the conference takes place.
- Ensure there is appropriate representation on Core Groups when a child is on a child protection plan. If the most appropriate person is a class teacher, there must be joint working with the Designated Lead - consider appropriate safeguarding supervision arrangements.
- Ensure there are appropriately trained staff to lead on and that all staff are aware of the Early Help process.
- Ensure that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan.
- Ensure that welfare records are kept securely and confidentially (locked and with limited access or secure online).
- Ensure that safeguarding and child protection records are chronologically recorded, with significant incidents or events clearly highlighted. These records should be reviewed regularly and focus on outcomes for the child/children.
- Ensure that records are transferred when a child changes school.
- Put mechanisms in place to support the Designated Leads for Child Protection in specific regard to their welfare responsibilities e.g. weekly/monthly one to one meetings between the Designated and Deputy Designated Leads to offer mutual support.
- Keep the School's SLT, Governors, and Local Authority informed about safeguarding and child protection issues as requested.
- Keep up to date with local plans and the multi-agency arrangement of three safeguarding partners.
- Act as the main point of contact with Sandwell Children's Trust and with the three safeguarding partners.
- Provide guidance to parents, children and staff about obtaining suitable support.
- Discuss with new parents the role of the DSL and the role of safeguarding in the school. Make parents aware of the safeguarding procedures used and how to access the Safeguarding and Child Protection Policy.
- Refer cases of Radicalisation to the Channel Programme.
- Hold the details of the LA personal advisor and liaise with them as necessary.

3.4 Other staff members, external providers and volunteers

Other staff members, external providers and volunteers have a responsibility to:

- Be alert to the potential abuse of children both within their families and from other sources including members of the School community.
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Inform the Designated Safeguarding Lead immediately if any member of staff is concerned about a child. There is an absolute responsibility for all members of the school to respond to any suspected or actual abuse of a child in accordance with these procedures.
- Record information regarding the concerns on the safeguarding software as soon as possible and before the end of the day. In the case of a serious concern, the DSL

must be notified immediately to ensure a timely response. If a concern is raised whilst a pupil is off site, the visit leader must phone the School immediately and inform the DSL of their concern. The DSL will then be responsible for deciding on the next course of action. A written record must be completed as soon as the staff member returns via the safeguarding software. The recording must be a clear, precise, factual account of the observations. This must be completed before the staff member leaves site. If the concern is raised during an offsite activity and a member of school staff is not present, the external provider must ensure that they telephone the School immediately and inform the DSL. They should also follow their own safeguarding procedures.

- Monitor the attendance of children on roll in the school in line with the Attendance Policy. When a safeguarding/child protection concern is raised, attendance concerns will be shared with partner agencies in accordance with local information sharing protocols.
- Challenge senior leaders over any safeguarding concerns, where necessary.
- Be aware of the Early Help process and understand their role in it.

4. Early Help

- 4.1 There may be emerging needs or adversities faced by children and their families that could be addressed through early help. Sandwell's Multi Agency Threshold document will guide you on what is the most appropriate level of support for families based on their level of need.
- 4.2 The Designated Safeguarding Lead will decide whether the concerns should be referred to children's social care via the MASH team. If it is decided to make a referral to children's social care this will be discussed with the parents, unless to do so would place the child at further risk of harm, place a vulnerable adult at risk or compromise any enquiries that may need to be made.

5. Abuse and Neglect

- 5.1 All staff and volunteers should be aware that the main categories of abuse are:
- Physical abuse
 - Emotional abuse
 - Sexual abuse
 - Neglect
- 5.2 Abuse can also be related to child sexual exploitation, child criminal exploitation, female genital mutilation and radicalisation. It should be noted that abuse can be by anyone including peer on peer abuse (see Appendix I). All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm - see **Appendices A,B and C for details.**
- 5.3 All staff should have an awareness of safeguarding issues, some of which are listed below. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (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. Staff should be aware that behaviours

linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking
- peer on peer abuse
- sexual harassment and sexual violence
- Upskirting
- Online safety

5.4 All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should follow the child protection referral procedures if they suspect peer on peer abuse.

5.5 Child sexual exploitation and (CSE) and Child Criminal Exploitation (CCE):

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

5.6 Mental Health:

- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, 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.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the designated safeguarding lead or a deputy.

6. Sexual harassment and sexual violence

6.1 Schools and colleges should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

6.2 Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information can be found on the TES, MindEd and the NSPCC websites.

6.3 Whilst not the focus of this advice, schools and colleges should be aware that their staff can be victims of sexual violence and sexual harassment. Schools and colleges should have arrangements in place to protect their staff from such abuse, including clear reporting and support mechanisms.

6.4 The initial response to a report from a child is important. 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. If staff have a concern about a child or a child makes a report to them, they should follow the school safeguarding referral process.

6.5 More detail can be found by clicking on the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

7. Safeguarding pupils/students who are vulnerable to extremism

- 7.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 7.2 The Westminster School follows the 2015 Prevent guidance which is the duty in the Counter Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.
- 7.3 The Westminster School values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 7.4 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Westminster School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 7.5 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix C.
- 7.6 The Governing Body, the Head Teacher and the Designated Safeguarding Leads will assess the level of risk within the School and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE/SHaLT curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 7.7 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL and report their concerns via the safeguarding software. The procedure for reporting such concerns is the same as any other safeguarding concern.

8. Safeguarding pupils/students who are vulnerable to exploitation, forced marriage, honour-based abuse, female genital mutilation or trafficking

- 8.1 Our safeguarding policy provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other. Our School keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

- 8.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues and includes such issues in an age appropriate way in their curriculum. Our School works with and engages our families and communities to talk about such issues.
- 8.4 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 8.5 Our Designated Safeguarding Person knows where to seek and get advice as necessary. Where staff have concerns regarding these issues, they should report it to the DSL immediately. Refer to **Appendix B** for further information.
- 8.6 Additional guidance can be found in our radicalisation policy.

9. Safeguarding pupils/students who are vulnerable to homelessness

- 9.1 The DSL and Deputy DSL(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.
- 9.2 Indicators that a family may be at risk of homelessness include the following
- Household debt
 - Rent arrears
 - Domestic abuse
 - Anti-social behaviour
 - Any mention of a family moving home because “they have to”
- 9.3 Referrals to the Local Housing Authority do not replace referrals to social care where a child is being harmed or at risk of harm. For 16 and 17 year olds, homelessness may not be family based and referral to social care will be made as necessary where concerns are raised.

10. County Lines Criminal Activity

- 10.1 For the purpose of this policy, ‘County lines criminal activity’ refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.
- 10.2 Staff will be made aware of children with absence marks who may have been trafficked for the purpose of transporting drugs.
- 10.3 Staff members who suspect a child may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.
- 10.4 The DSL will consider referral to the National Referral Mechanism on a case by case basis.
- 10.5 Indicators that a child may be involved in county lines active include the following:
- Persistently going missing or being found out of their usual area
 - Unexplained acquisition of money, clothes or mobile phones
 - Excessive receipt of texts or phone calls
 - Relationships with controlling or older individuals or groups
 - Leaving home without explanation
 - Evidence of physical injury or assault that cannot be explained
 - Carrying weapons
 - Sudden decline in school results
 - Becoming isolated from peers or social networks

- Self-harm or significant changes in mental state
- Parental reports of concern

11. Safeguarding pupils/students with family members in prison

- 11.1 Children with a family member in prison will be offered pastoral support as necessary
- 11.2 Children will receive a copy of 'Are you a young person with a family member in prison' from Action for Prisoners Families where appropriate and allowed the opportunity to discuss questions and concerns.

12. Children required to give evidence in Court

- 12.1 Children required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

13. Contextual safeguarding

- 13.1 Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff will always consider the context of incidents - this is known as contextual safeguarding.
- 13.2 Contextual safeguarding recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.
- 13.3 It is important to remember that children may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence

14. Children missing from education

- 14.1 All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.
- 14.2 Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.
- 14.3 Staff should be aware of the schools unauthorised absence and children missing from education procedures. The school will inform the Local Authority of any child who fails to attend regularly or has been absent without schools permission for a continuous period of 10 days.
- 14.3 Attendance concerns should be raised with the Attendance officer - Denise Taylor.

15. Alternative Provision

- 15.1 The school will remain responsible for a child's welfare during their time at an alternative provider.
- 15.2 When placing a child with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and has appropriate safeguarding policies and procedures in place.

16. Work Experience

- 16.1 When a child is sent on work experience, the school will ensure that the provider has the appropriate safeguarding policies and procedures in place.

17. Private Fostering

- 17.1 Where the school becomes aware of a child being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

18. Dealing with a Disclosure

- 18.1 Where a pupil actually discloses that he/she has been abused all staff (including supply staff and volunteers) must follow these guidelines:

RECEIVE

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

REACT

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

REASSURE

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.

- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

RECORD

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

REFER

- Immediately inform the Designated Safeguarding Lead for child protection, Joanne Turner, or in their absence the Deputy Designated Safeguarding Leads for child protection, Gemma Webb and Denise Taylor, who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact Sandwell Childrens Trust on 0121 569 3100, where you will be able to speak to a qualified social worker.

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

18.3 If you are unhappy about the response you receive from your Designated Senior Person for child protection contact the MASH Contact Centre on 0121 569 3100 where you may be put through to speak to a qualified social worker.

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

19. Making a Referral

19.1 A referral involves sharing information in line with Multi Agency Threshold Document to either the Early Help Team, with the consent of the parents/carers, Multi Agency Safeguarding Hub (MASH) or the Police in matters of immediate risk (see Appendix F). Parents/carers should be informed if a referral is being made except in the circumstances outlined in communication with parents. (It puts a child at further risk of harm).

19.2 Inability to inform parents for any reason should not prevent a referral being made to children's social care via the MASH Service. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom.

19.3 If low level multi agency support is required for a child and/or their family, the Designated Safeguarding Lead for child protection will, with consent of the parent/carer, refer to the Early Help Team to enable the most appropriate services and

support to be identified. This will be targeted multi-agency support to help the family resolve any identified concerns.

- 19.4 If the concerns are more complex and require statutory intervention then the Designated Safeguarding Lead for child protection will refer the matter to children's social care via the MASH service where a decision will be made whether any enquiries are needed under Section 17 (child in need enquiry) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at **Appendix E** detailing the referral procedure.

How to make a referral to Childrens Social Care

- **Step 1** - Complete a Multi-Agency Referral Form (MARF) and send into the MASH secure email address on the front of the form. Be prepared to give as much of the following information as possible using the SAFER guidelines (see **Appendix D**). If the child is aged 10-17, and there are any Child Sexual Exploitation (CSE) concerns then a CSE screening tool should always be completed and attached to the MARF form.
- **Step 2** - If a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a MARF is completed) the referrer should consider telephoning 999 and children's social care's contact centre (0121 5693100). A MARF will also need to be completed without delay.

Accurately record the action agreed following the referral or that no further action is to be taken and the reasons for this decision noting with whom discussions were held and who made the decisions on the students chronology.

- 19.5 Concerns re: Terrorism/Radicalisation:
- Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 or contact made with the Local Authority;
 - **Under 18:** Email West Midlands Police at CTU_GATEWAY@west-midlands.pnn.police.uk, Multi-Agency Safeguarding Hub (MASH) at Access_Team@sandwellchildrenstrust.org and Sandwell Council at Prevent_Inbox@sandwell.gov.uk
 - **18 and over:** Email West Midlands Police CTU_GATEWAY@west-midlands.pnn.police.uk and Sandwell Council at Prevent_Inbox@sandwell.gov.uk

20. Confidentiality

- 20.1 Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.
- 20.2 All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly children's social care and the Police.
- 20.3 If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.
- 20.4 Staff/volunteers who receive information about children and their families in the course of their work should share that information within the expectations of the school's confidentiality policy and other relevant policies e.g. the safeguarding and safeguarding and child protection policy and Local Authority procedures.

21. Communication with Parents

- 21.1 The School will always discuss concerns with parents/carers unless to do so would:
- place the child at risk of significant harm or further risk of significant harm
 - place a vulnerable adult at risk of harm
 - compromise and enquiries that need to be undertaken by children's social care or the police
- 21.2 The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

22. Record Keeping

- 22.1 When a child has made a disclosure, the member of staff/volunteer should:
- make brief notes as soon as possible after the conversation using the appropriate form utilised by the School
 - not destroy the original notes in case they are needed by a court
 - record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
 - record statements and observations rather than interpretations or assumptions
 - distinguish fact from opinion.
 - Any hand written notes must be retained by the DSL.
- 22.2 The importance of good clear child welfare and child protection record keeping has been highlighted in the learning from serious case reviews. Good up to date record keeping of concerns and action taken is essential for two main reasons:
- It helps schools identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating safeguarding or child protection concern.
 - It helps schools monitor and manage their safeguarding policy and practice.
- 22.3 A record of concern, suspicion or allegation should be made at the time of or as soon as possible after the event using the online safeguarding software. Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure. Dates and times of events should be recorded as accurately as possible.
- 22.4 A record should be made of any visible marks or injuries to a child that give cause for concern, this may be completed on a body map. The child should not be examined intimately or pictures taken of any injuries/marks.
- 22.5 All records need to be recorded on the safeguarding software before the end of the working day. No copies of notes should be retained by the member of staff or volunteer. These must be given to the DSL in person. They should not be passed to other members of staff or left on desks.
- 22.6 Children **MUST NOT** be asked to write a written statement themselves or to sign any records.

- 22.7 All records of a child protection nature (handwritten or typed) are given to the DSL before the end of the working day. A chronology of significant events will be maintained online.
- 22.8 The Designated Safeguarding Lead will ensure that all safeguarding records are managed and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.

23. Allegations Involving School Staff/Volunteers/Supply Staff

- 23.1 An allegation relates to an adult who works with children (in a paid or unpaid capacity) and they have:
- 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; or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 23.2 In these circumstances, the allegation should be taken seriously and the Head Teacher, who has the responsibility for managing allegations against persons in a position of trust in school, should be informed immediately.
- 23.3 It is not the responsibility of the person receiving the allegation to make any enquiries or discuss the allegation with any one other than the Head Teacher.
- 23.4 As with all other concerns about the welfare of children, the member of staff receiving the allegation should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.
- 23.5 Under no circumstances should the informant be asked to make a written record of the allegation or asked to sign any documentation. This is the responsibility of the person receiving the allegation.
- 23.6 The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will consult with the Local Authority Child Protection Officers, when appropriate, and if necessary, a referral will be made to the LADO (Local Authority Designated Officer). The School reserves the right to use CCTV images to investigate and report allegations (Ref CCTV Policy).
- 23.7 If the Head Teacher is implicated in the concerns, Chair of Governors should be informed immediately or, in their absence, the Vice Chair.
- 23.8 Supply staff:
- Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the 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.

- Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children’s social services. The school will usually 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 or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. 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 an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency’s human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

The Chair of Governors in this school is:

NAME: Sue Gough CONTACT NUMBER: 0121 561 6884

The Vice Chair in this school is:

NAME: Pat Evans CONTACT NUMBER: 0121 561 6884

The same process will be followed by the Chair or Vice Chair of Governors as that followed by the Head Teacher.

- 23.8 To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document ‘***Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings***’.
- 23.9 If you have safeguarding or child protection concerns relating to the parents/carers of children and you are aware that they work with children, young people or vulnerable adults, you must inform the Designated Safeguarding Lead for child protection. This will allow for consideration to be given as to whether the position of trust process needs to be applied.
- 23.10 If it is decided that the allegation meets any of the three criteria outlined above, procedures will be followed in accordance with inter-Agency Procedures. If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school’s internal procedures. The Head Teacher should, as soon as possible, and after consulting with the Local Authority Designated Officer inform the person against whom the allegation has been made of the concern.
- 23.11 ‘Staff’ are defined as any person working at The Westminster School and include, but not limited to teaching staff, support staff, supply staff, externally contracted staff, visiting organisations etc.

Further information can be found in our “Procedures for Managing Child Protection Allegations/Concerns Against Staff” Policy.

24. Protecting yourself against Allegations of Abuse

- 24.1 'Keeping Children Safe in Education' 2020 says that all staff members should be aware of systems within the School which support safeguarding and these should be explained to them as part of staff induction. This includes the School's various policies such as the Intimate Care Policy, the Behaviour Policy and the Staff Code of Conduct.
- 24.2 You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:
- Work in a room where there is a glass panel in the door or leave the door open
 - Make sure that other adults visit the room occasionally
 - Avoid working in isolation with children unless thought has been given to safeguards
 - Never give out personal mobile numbers or private email addresses
 - Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management) and always have 2 adults in the car.
 - Do not arrange to meet pupils outside of school activities
 - Never 'befriend' or chat to pupils on social network sites
 - Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent but under 18 years of age.
- 24.3 In the event of an allegation being made against you, further guidance can be found in the LADO Guidance for Employees/Volunteers Subject to POT procedures - January 2019

For more information or advice contact 0121 569 4770

25. Physical Interventions

- 25.1 It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves or others), it may be necessary for some physical contact to take place.
- 25.2 Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:
- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
 - Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
 - Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.
- 25.3 The general guidance on The Use of Reasonable force: Guidance for Head Teachers, staff and Governing Bodies (2013) and continues to be supplemented by a specialist guidance document, namely 'Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autism Spectrum Disorders' applies to all special school settings. Section 246 of the Apprenticeship, Skills Children and Learning

Act 2009 requires the Governing Board to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each student incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

- 25.4 This is separate guidance on the use of force by staff in Further Education colleges; www.aoc.co.uk and applies to school pupils who receive some of their education in an FE college.

26. Training

- 26.1 All staff members will complete Level 1 safeguarding and child protection training. This will take place every September. Staff members who join mid-way through the year will complete online training as designated by the DSL.
- 26.2 Induction training will cover:
- The Child Protection and Safeguarding Policy
 - The Behaviour Policy
 - The Staff Code of Conduct
 - The safeguarding response to children who go missing from education
 - The identity of the DSL and any deputies
 - The role of the DSL and deputy DSLs
- 26.3 Child protection and Safeguarding training will cover Level One content and also cover, at a minimum:
- The issues surrounding sexual violence and sexual harassment
 - Contextual safeguarding
 - How to keep previously LAC safe
 - Child criminal exploitation and the need to refer cases to the National Referral Mechanism
- 26.4 The DSL and their deputies will undergo online safety training to help them recognise the additional risks that children with SEND face online to ensure they have the capability to support these children to stay safe online.

27. Statutory School Policies

- 27.1 A full list of statutory policies can be found at:

<https://www.gov.uk/government/publications/statutory-policies-forschools> (Note that none of these policies relate to safeguarding and child protection.)

28. Other Recommended Safe Environment Policies

Anti-bullying	PSHE curriculum
Drugs and substance misuse	Race, Disability and Equality Policy
E-Safety (including Acceptable Use Policies and Use of Digital Images)	Recruitment and selection
First Aid (including management of medical conditions, intimate care)	Physical Intervention
Management of allegations against staff	Whistle blowing
Peer on Peer Abuse	Health and Safety
Data Protection and Freedom of Information	Supporting Children with Medical Conditions

29. Useful Telephone Numbers

Sandwell Contact Centre - 0121 5693100

West Midlands Police - 101

Local Authority Child Protection Officers for Education - 0121 569 8144

Local Authority Designated Officer - 0121 569 4770

CSE Team - 0845 352 8690

Prevent (Extremism) Coordinator Sarfraz Khan - 0845 352 7701

Tipton COG - 0121 569 7291

Wednesbury COG - 0121 569 7294

West Bromwich Central COG - 0121 569 7293

West Bromwich North COG - 0121 569 7292

Oldbury COG - 0121 569 7295

Rowley COG - 0121 569 7296

Smethwick COG - 0121 569 7297

30. Useful links offering support and guidance

Abuse or Safeguarding issue	Link to Guidance/Advice
Abuse	www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2
	www.gov.uk/domestic-violence-and-abuse
	www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief
	www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/
Bullying	www.gov.uk/government/publications/preventing-and-tackling-bullying
Children and the courts	http://formfinder.hmctsformfinder.justice.gov.uk/ywp-5-11-eng.pdf
	http://formfinder.hmctsformfinder.justice.gov.uk/ywp-12-17-eng.pdf
Children missing from education, home or care	www.gov.uk/government/publications/children-missing-education
	www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care
	www.gov.uk/government/publications/missing-children-and-adults-strategy
Children with family members in prison	www.nicco.org.uk/
Child Exploitation	www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines
	www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners
	www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance
Domestic Violence	https://blackcountrywomensaid.co.uk/
Drugs	www.gov.uk/government/publications/drugs-advice-for-schools
	www.gov.uk/government/publications/drug-strategy-2017
	www.talktofrank.com/
“Honour Based Abuse”	www.gov.uk/government/collections/female-genital-mutilation
	www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation
	www.gov.uk/forced-marriage
Health and Wellbeing	www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced
	www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources
	www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
	www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
Homelessness	www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities
Online	www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
Private fostering	www.gov.uk/government/publications/children-act-1989-private-fostering
Radicalisation	www.gov.uk/government/publications/prevent-duty-guidance
	www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

	http://educateagainsthate.com/
Violence	www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence
	www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020
	www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations
	www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges
	www.gov.uk/government/publications/serious-violence-strategy

Abbreviations

COG - Community Operating Group

DfE - Department for Education

DSL - Designated Safeguarding Lead

EH - Early Help

LA - Local Authority

LAC - Looked After Child

MARF - Multi Agency Referral Form

MASH - Multi Agency Safeguarding Hub

NSPCC - National Society for Prevention of Cruelty to Children

SLT - Senior Leadership Team

SSCB - Sandwell Safeguarding Childrens Board

Appendix A - Definitions of Abuse and Neglect

Physical Abuse

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

Signs of possible physical abuse

Any injuries not consistent with the explanation given for them

- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness

Possible effects of physical abuse

Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another.
- It may involve serious bullying (including cyber bullying),
- causing children frequently to feel frightened or in danger, or
- the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders

- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Possible effects of emotional abuse

If a child suffers sustained emotional abuse there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities,
- encouraging children to behave in sexually inappropriate ways,
- grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child Sexual Exploitation (CSE) is also included in this category and if practitioners believe a child or young person is at risk of or is being sexually exploited then they should complete the CSE screening tool and contact Sandwell's CSE team.

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

Possible effects of sexual abuse

Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem has all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse, once recognised, can be strengthened by the support of a non-abusive adult

carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Possible effects of neglect

Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

Appendix B

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves various degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. If a member of staff identifies causes for concern linked to possible CSE they will alert the DSL immediately.

Female Genital Mutilation

Some of the following signs may be indicators of risk of FGM or a child has undergone FGM.

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school.
- The child may talk about a special procedure /ceremony taking place.
- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with menstrual or bladder problems.
- Children finding it difficult to sit still and look uncomfortable or complaining about pain between the legs.
- Spend longer in the bathroom or toilet.
- Appear withdrawn, anxious or depressed.
- Have unusual behaviour after an absence from school or college.
- If a child suspects FGM is going to happen she may run away from home or miss school.
- Talking about somebody doing something to them that they aren't able to talk about

In Africa, FGM is known to be practiced among certain communities in 29 countries: Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Cote d'Ivoire, Democratic Republic of Congo, Djibouti, Egypt, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Somalia, Sudan, Tanzania, Togo, Uganda and Zambia.

Certain ethnic groups in Asian countries practice FGM, including in communities in India, Indonesia, Malaysia, Pakistan and Sri Lanka.

In the Middle East, the practice occurs in Oman, the United Arab Emirates and Yemen, as well as Iraq, Iran, the State of Palestine and Israel.

In Eastern Europe, recent info shows that certain communities are practising FGM in Georgia and the Russian Federation.

In South America, certain communities are known to practice FGM in Columbia, Ecuador, Panama and Peru.

And in many western countries, including Australia, Canada, New Zealand, the United States, the United Kingdom and various European countries, FMG is practiced among diaspora populations from areas where the practice is common.

- Abuse linked to a Belief in Spirit Possession whereby the perpetrators believe that an evil spirit has entered a child and is controlling him or her. Sometimes the term “Witch” is used and is defined here as the belief that a child is able to use an evil force to harm others. Terms used may be black magic, kindoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases genuine beliefs can be held by families, carers, religious leaders, congregations and the children themselves that evil forces are at work. Abuse often occurs when an attempt is made to “exorcise” or “deliver” the child.

Honour based abuse

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. It is important to be 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 should be 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 designated safeguarding lead (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.

Appendix C

Indicators of vulnerability to radicalisation

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

8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix D - Safer Guidelines

Aide-memoire for Professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, significant harm

Situation

- I am (give your name / designation / base). I am calling about (child's name(s) / date of birth / address, or mother's details if an unborn child).
- I am calling because I believe this child is at risk of harm.
- The parents are/aren't aware of the referral.

Assessment and actions

- I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered).
- Or: I fear for the child's safety because (provide specific facts - what you have seen, heard and/or been told).
- A CAF has/hasn't been completed/followed prior to this referral.
- The child is now (describe current condition and whereabouts).
- I have not been able to assess the child but I am concerned because ..
- I have (actions taken to make the child safe).

Family factors

- Specific family factors making this child at risk of significant harm are (base on the Assessment of Need Framework i.e. parenting capacity, family/environment, child's developmental needs)
- Additional factors creating vulnerability are ...
- Although not enough to make this child safe now, the strengths in the family situation are

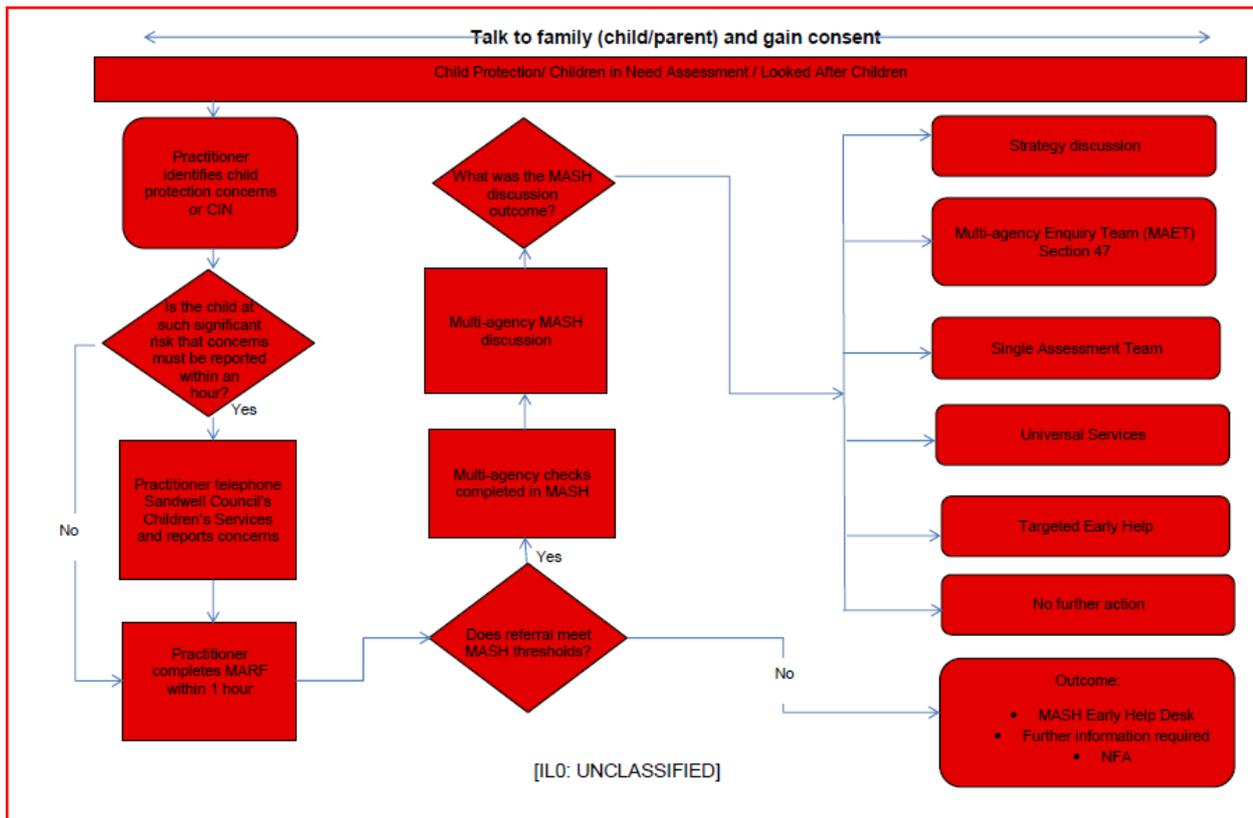
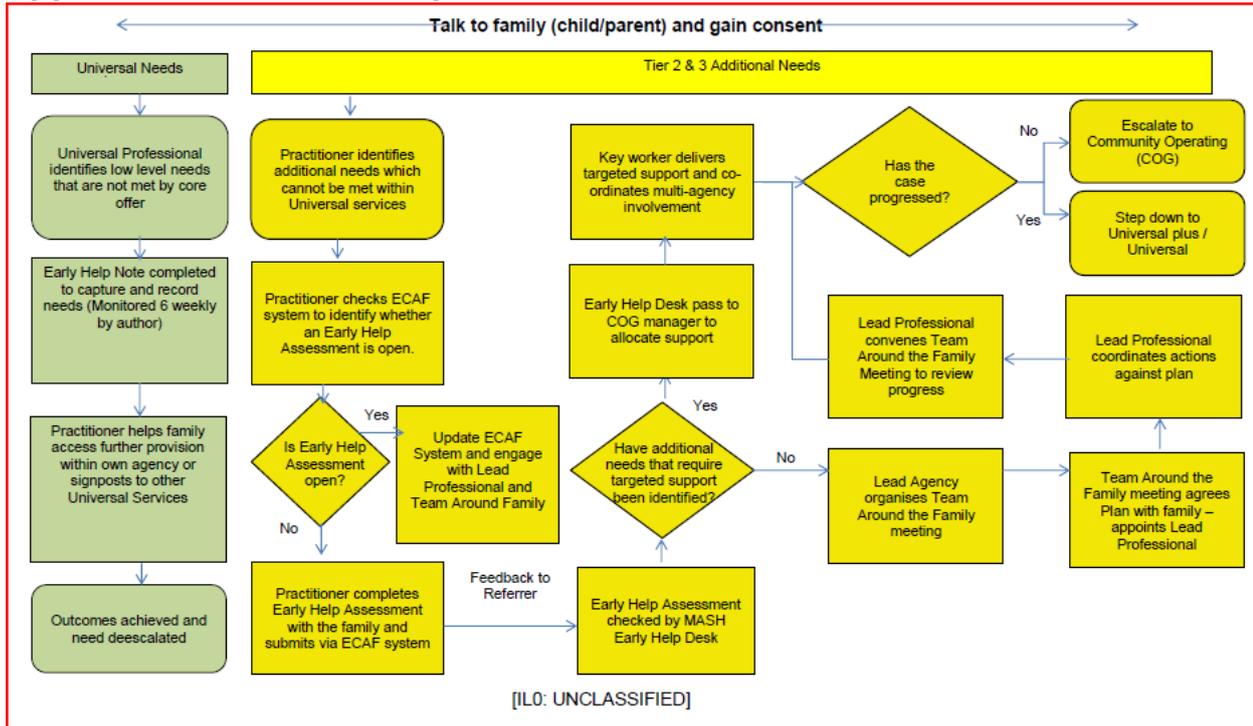
Expected response

- In line with "Keeping Children Safe in Education" 2018 Working Together to Safeguard Children" 2015 and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).
- Other recommendations.
- Ask: Do you need me to do anything now?

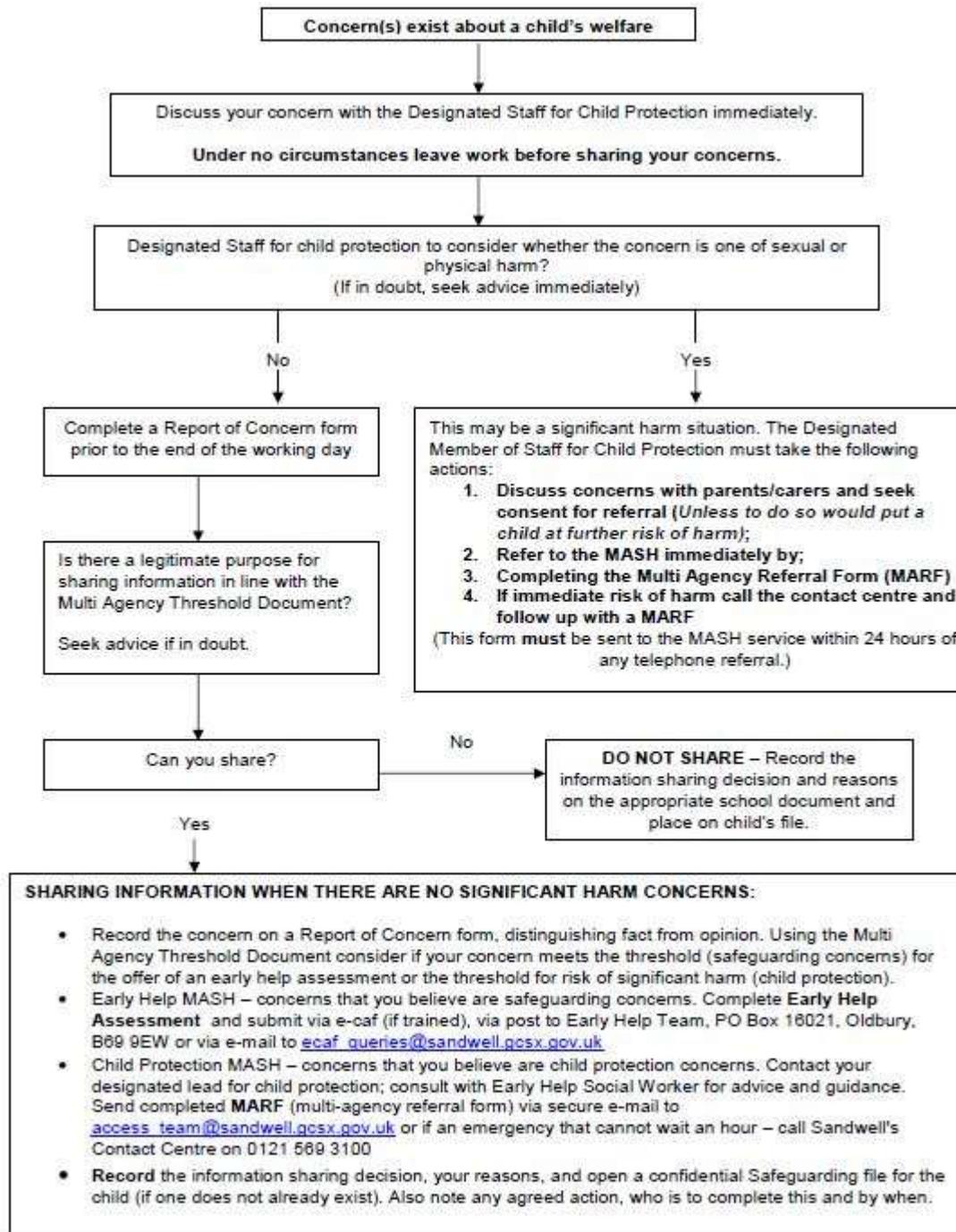
Referral and recording,

- I will follow up with a written referral (CAF Part 1 Notification) and would appreciate it if you would get back to me as soon as you have decided your course of action.
- Exchange names and contact details with the person taking the referral.
- Now complete the CAF Part 1 Notification ensuring that it is sent within 24 hours and record details and time and outcomes of telephone referral.

Appendix E - Process Map



Appendix F - Safeguarding and Promoting Children’s Welfare Procedural Flowchart



Appendix G: Preventing Violent Extremism - Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for The Westminster School is **Joanne Turner**, who is responsible for:

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

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

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

Appendix H - Sexting

There is no clear definition of 'sexting'. Guidance refers to the term 'youth produced sexual imagery' rather than 'sexting' and involves young people sharing sexual images that they, or another young person, have created of themselves.

Making, possessing and distributing any imagery of someone under the age of 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. This is outlined in the protection of Children Act 1978(England and Wales) and the Sexual Offences Act 2003 (England and Wales).

If an incident involving youth produced sexual imagery comes to your attention in school, the Child Protection Policy should be followed.

- The incident should be reported to the DSL as soon as possible using a yellow welfare Concern Notification slip.
- A meeting should be held by the DSL and relevant school staff.
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- If any devices need to be seized and passed onto the police then the device should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. Schools have power under the Education Act 2011 to search, screen and confiscate devices.
- Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.

This advice is developed further in the 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' guidance produced by the UK Council for Child Internet Safety.

(www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF)

Further information and advice can also be found on the following internet sites:

www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx

www.ceop.police.uk/safety-centre

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/1

www.thinkuknow.co.uk

Appendix I - Peer on Peer Abuse

Introduction

At The Westminster School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Purpose and Aim

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

At The Westminster School we have the following policies in place that should be read in conjunction with this policy:

- Child Protection Policy
- E-safety Policy
- Engagement and well-being Policy

Framework and Legislation

This policy is supported by the key principles of the Children's Act (1989), Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2020).

Introduction to abuse and harmful behaviour

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2020). It is important to consider the forms abuse may take and the subsequent actions required.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- **An Imbalance of Power:** Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting

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

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

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

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

Prejudiced Behaviour

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

Teenage relationship abuse

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

Upskirting

Changes to the Voyeurism (Offences) Act 2019 now criminalises the act of 'upskirting' and it is now listed as a form of peer on peer abuse. Upskirting is defined as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders.

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with

it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on your next course of action

If you believe any young person has been a victim of peer on peer abuse you must make a safeguarding referral to your DSL. Refer to the Child Protection policy for further information about referral procedures.

For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of RSE and SHaLT that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be

necessary through an early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multiagency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a consequence such as exclusion or internal exclusion for a period of time to allow the young person to reflect on their behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

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Stop bullying.gov

<http://www.stopbullying.gov/what-is-bullying/definition/index.html#types>

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EACH resources for LGBT

CEOP

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sextingmean>