

Safeguarding Policy



Reviewed 29/8/22

Approved by the Governing Body on: 27/9/22

Signed Chair of Governors:

Exec Head Teacher: Kate Hazelwood

Date of next Review: September 2023

Vision Statement

We aim to create a safe, happy and nurturing environment for all our children!

Mission Statement

The Orchard School strives to provide the best quality teaching and learning with an inclusive and personalised curriculum, where all achievements are celebrated.

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Introduction

This document is the Safeguarding and Child Protection Policy for The Orchard School and any extended services that it provides.

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 and the requirements of the Local Multi Agency Safeguarding Arrangements

The policy is based on national and local child safeguarding legislation and guidelines and links to various other school policies (see section 18 below)

We will put in place appropriate support systems for pupils and parents/carers, including working with and/or referral to relevant outside agencies.

Aims

The Orchard School aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly training in recognizing and reporting safeguarding issues.

3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by Sandwell Children's Safeguarding Partnership.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- [Schedule 4 of the Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.
- [Statutory guidance on the Prevent duty](#), (April 2021) which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#). (June 2021)
- In terms of local safeguarding arrangements the policy is in line with and refers to the policies and procedures of the Sandwell Safeguarding Children's Partnership <https://www.sandwellcsp.org.uk/key-safeguarding-issues/sub-groups/>
- The [Child and Social Work Act 2017](#) requires all schools to ensure that relationships education be provided to pupils in primary education. that pupils learn about—
 - (i)safety in forming and maintaining relationships,
 - (ii)the characteristics of healthy relationships, and
 - (iii)how relationships may affect physical and mental health and well-being, and
 - (iv)the education is appropriate having regard to the age and the religious background of the pupils
 (This is all contained within the PSHE curriculum at the Orchard School)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- [Information sharing advice for safeguarding practitioners](#)
- [Mental Health and Behaviour in Schools: Departmental Advice](#)
- [Sexual violence and sexual harassment between children in schools](#)
- [GDPR legislation 2018](#)

4. Definitions

- **Safeguarding and promoting the welfare of children** means:
 - Protecting children from maltreatment
 - Preventing impairment of children's health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
 - Taking action to enable all children to have the best outcomes.
- **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.
- **Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.
- **Neglect** is a form of abuse and 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. Appendix 1 defines neglect in more detail.
- **Designated Safeguarding Lead (DSL):** All schools must have a senior member of staff who has experience and training regarding safeguarding children and oversees safeguarding processes and procedures in school.
- **Multi-Agency Safeguarding Hub (MASH):** This is the referral point within Sandwell for safeguarding concerns.
- **Multi-agency referral form (MARF):** Form used to refer safeguarding concerns

- **Youth produced sexual imagery** is the sharing of nude or semi nude imagery (photos or videos) by children.
- **Children** includes everyone under the age of 18.
- **Staff** refers to all those working for or on behalf of the school, full time, or part time, temporary or permanent, in either a paid or voluntary capacity.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Safeguarding partners:** Under new safeguarding arrangements referred to in KCSIE 2022 and the Children and Social Work Act 2017 there are no longer safeguarding children boards. There are 3 main safeguarding partners: Sandwell LA, The Police, and the Black Country & West Birmingham Clinical Commissioning Group. It has been agreed that the local safeguarding partnership will also include the Sandwell Children's Trust (chief executive), a senior representative for schools (Director of Education), and the voluntary sector (Chair of Sandwell Council of Voluntary Organisations). The wider partnership includes Public Health, a lay member and an independent chair and is referred to as the **Sandwell Safeguarding Children Partnership**.

5. Principles and Values

The Orchard school will make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. The school will ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. The school's child protection policy is made available to parents on request and published on the school website.

To create a safe environment for our children the Orchard school will adopt the safer recruitment procedures that help deter, reject and identify people who might abuse children, outlined in part 3 of Keeping Children Safe in Education.

Staff, volunteers, and governors will be provided with the framework, training and support they need to keep children safe and secure in our school.

The school recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse. We follow the procedures agreed by Sandwell's Children's Safeguarding Partnership. These include working with the Police, Sandwell Children's Trust, Child and Adolescent Mental Health Services, Attendance & Prosecution Service and the Inclusion Support Service. This includes contributing to the provision of a coordinated offer of early help.

School ensures that all staff understand the early help process and recognise the factors that make children more at risk of poor outcomes including poverty, stigma and isolation which may be brought about by factors such as family members in prison, homelessness. We will take timely action to support early intervention if this is necessary.

We are fully compliant with and promote Operation Encompass, which is a police and Education early intervention safeguarding partnership that supports children and young people exposed to Domestic Abuse. It aims to ensure Schools are notified in a timely manner of any Domestic Abuse incident where child/ren are present.

We have a PSHE curriculum which creates opportunities for children to develop the skills they need to recognise and stay safe from harm, create healthy and safe relationships, and to respect fundamental British values.

We are aware that some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory

practice and recognise children's diverse circumstances. We will ensure that all children have the same protection, regardless of any barriers they may face.

We will ensure staff are aware that wider environmental factors could be present in a child's life that are a threat to their safety and/or welfare. Extra-familial harm includes but is not limited to sexual exploitation, criminal exploitation, and serious youth violence.

All our pupils have special educational needs. We will also give special consideration to children who:

- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Have English as an additional language.
- Are known to be living in difficult, unsupportive situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual or criminal exploitation.
- Are asylum seekers.
- Are at risk due to either their own or a family member's mental health needs.
- Are looked after or previously looked after.
- Has or has ever had a social worker.

We understand the importance of our role in contributing to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic well-being.

We will support the mental health and well-being of pupils, identify when there are needs, and consider at what point they become a safeguarding issue. We will follow referral processes to gain the support required to help keep the child safe.

The school will ensure that parents understand the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. The school's safeguarding policy is made available to parents on request and published on the school website

5.1 Special educational needs

All children at the Orchard school have special needs and therefore may have an increased risk of abuse. As well as the possible issues above this is due to several factors specific to their special needs including:

- the need for personal care
- their communication difficulties making it impossible for them to tell anyone about abuse.
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to social isolation than those without SEN
- family stresses and difficulties due to the child's extra care needs

We will ensure that all pupils are supported and that communication barriers are minimised through appropriate mechanisms in place to assist these children where appropriate. For instance:

- Use of Makaton / BSL
- Suitable staff training
- Referrals to specialist agencies
- Use of signs and symbols.
- Appropriate IT aids

5.2 Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual.

Position of Trust (POT) cases will be referred via the MASH using a POT referral form. A MARF for the child will be completed. These should detail the alleged incident and have all relevant details regards the child and the adult who the allegations have been made about

6. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of Sandwell Safeguarding Children Partnership. Our policy and procedures also apply to extended school and off-site activities. The DSL ensures that all school staff and volunteers are alert to the potential abuse of children both within their families and from other sources including members of the school community

6.1 All staff

The DSL ensures that all school staff and volunteers are alert to the potential abuse of children both within their families and from other sources including members of the school community. Staff are made aware during training that pupils will not have the ability to directly express their concerns about abuse, and other factors such as behaviour / attendance patterns are possible indicators of abuse

The DSL will ensure all staff are aware of the school's reporting and referral procedure and the need for timely reporting. The Orchard school uses 'My Concern' to raise concerns and keep records of actions taken. Staff have their own log in and will be shown how to use the system as part of their induction to the Orchard school. Some staff, who do not have access to the school system, such as Mid-day supervisors, Supply Staff and visitors may use a welfare sheet to record any concerns they have. These are available in classrooms and offices and from the Play leader for lunchtimes. Support is available from the class teams, line managers, and the pastoral team if help is needed to complete the forms. These will be transferred to My Concern and actions logged.

A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future, in accordance with KCSIE (2022). Consideration should be given for referral to Children's Services if there are safeguarding concerns or there has been no contact with school. If a child stops attending altogether this will be reported to the Attendance and Prosecution Service with information regard to off rolling the child.

The school will robustly 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

The school will ensure they have systems in place to regularly update contact numbers for parents/carers and that there are at least two emergency contact numbers on file for every child on roll.

If any member of staff is concerned about a child the DSL (or deputy-DSL in their absence) must be informed immediately. 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.

The member of staff must record information regarding the concerns on My Concern or a welfare sheet, and ensure the written record is passed to the DSL on the same day. The recording must be a clear, precise, factual account of the observations.

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](#) (available on the [SCSP Website](#)) will guide you on what is the most appropriate level of support for families based on their level of need. The Single Point of Contact (MASH) education team are available for early advice and support prior to getting to the point when things need to go to MASH.

The DSL will decide whether the concerns should be referred to children's social care via the MASH. If it is decided to make a referral to children's social care this will be discussed with the parents and consent sought, 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.

When concerns have been raised regarding a child or they are subject to any multi-agency work a written record will be kept securely and separately from the child's main pupil record.

Whenever a child transfers to another school all school records, including safeguarding/child protection files will be sent to the receiving school in a secure manner and relevant agencies will be informed of the new school that the child has moved to.

The DSL takes responsibility for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

All staff and volunteers are made aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

In addition to these types of abuse and neglect, members of staff will also be alert to specific safeguarding issues. Please see appendix A

All staff will have awareness training and briefings so they are alert to the signs and symptoms of abuse, including those that may signal a child is at risk from or involved with serious crime. They are made aware of the associated risks and understand the measures in place to manage them (<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>).

All staff will be informed that Domestic Abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

All staff will be informed of the risks posed by adults or young people who use the internet to bully, groom or abuse children.

Staff will oversee the safe use of electronic and social media by staff and pupils and take immediate action if they are concerned regards any bullying or risky behaviours.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see Appendix A for details

All staff will read and understand part 1 and Annex A of the Department for Education's statutory

safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff should also understand the code of conduct, the role and identity of the DSL and deputies, and the online safety policy.

All staff working with children should understand the behaviour policy.

6.2 Volunteers, work experience and students

Volunteers and students have the responsibility to work within the school's code of conduct, KCSIE 2022, safeguarding/child protection policy and confidentiality/information sharing expectations. They will be briefed regarding their responsibilities and relevant policies by the DSL and/or the Headteacher/Deputy Headteacher

They should immediately share any concerns about a child's welfare with the DSL.

They should be aware that the main categories of abuse are: Physical abuse, Emotional abuse, Sexual abuse, Neglect

6.3 The designated safeguarding lead (DSL)

6.3.1 Availability

The DSL is a member of the senior leadership team. Our DSL is Barbara Ackerley, deputy head teacher. (see separate contacts list for details of how to contact). The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL of a deputy will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the deputies will act as cover.

If the DSL and deputies are not available, (for example, during out-of-hours/out-of-term activities), staff will be advised who will act as cover following prior agreement between the DSL and Head teacher.

6.3.2 Raising Awareness

Ensure the school's child safeguarding policies are known, understood and used appropriately.

Provide advice and support to other staff on child welfare and child protection matters. This includes ensuring that all staff are aware of the Early Help process appropriately trained staff can lead on this.

Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children at least every two years with regular updates at least annually which will enable them to recognise the signs and symptoms of abuse including Domestic Violence and Abuse (DVA), with knowledge of what are controlling behaviours and coercive control, , child to child abuse, Child or Criminal exploitation, Spiritual abuse, Female Genital Mutilation (FGM), Honour based Violence (HBV) , Forced Marriage (FM)and Sexual harassment and assault

Ensure there is 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 relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan, and that the action plan is implemented.

Ensure that the school's Child Protection Policy is updated and reviewed annually and work with the governing body regarding this.

Ensure parents/carers are aware of child safeguarding processes in school and have access to the Child Protection Policy should they wish to see this.

Where children leave the school, ensure their child protection file is copied for the new establishment as soon as possible but transferred separately from main student file ensuring secure transit and confirmation of receipt should be obtained. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

If a child leaves and the new school is not known, the appropriate process is used so that these children can be included on the database for Children missing in education

6.3.3 Working with other agencies

Refer cases of suspected abuse to the local authority children's safeguarding team (MASH) or support other staff members to refer.

Refer cases to the Channel programme where there is a radicalisation concern.

Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

Contribute to the multi-agency assessment of children.

Refer cases where a person is dismissed or has left employment at the school due to risk/harm to a child to the Disclosure and Barring Service.

Refer cases where a crime may have been committed to the Police.

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 at Child Protection Conferences, Core Groups, and multi-agency meetings about Children in Need. If the most appropriate person is a class teacher, there must be joint working with the DSL.

Discuss concerns as required with outside agencies e.g. specific agency for single need (e.g. Speech and language therapy, 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).

Be aware of contact details and referral routes to support families. This includes referral routes to local housing authority for families who are or are at risk of being homeless, referral routes for children in households where there is domestic abuse, child criminal exploitation, children missing from education.

The Designated Safeguarding lead will ensure that staff have the skills, knowledge and understanding necessary to keep children who are Looked After safe and ensure that appropriate staff have the information, they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

6.3.4 Record keeping / Monitoring.

Ensure that welfare records are kept securely and confidentially (locked and with limited access or records prior to Mark 2021). Since March 2021 records are kept electronically on My Concern.

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 children. Weekly meetings are held by the pastoral team and DSL and termly meetings with wider SLT, Children's community nurses, CAMHS, Social care. In addition monthly meetings are held with Early Help.

Ensure a child's protection file is transferred to their new school/academy within 5 days when a transition occurs. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained. The DSL will ensure that the receiving DSL is aware of any child with a safeguarding concern. This is usually done in the summer term prior to transferring to secondary school or the weeks prior to the pupil moving if mid year.

The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

Keep the school's SMT/SLT, Governors, Local Authority and Sandwell Safeguarding Children's Partnership informed about safeguarding and child protection issues as requested.

6.3.5 Training

The designated safeguarding lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years. The DSL will attend Prevent training. In addition to their formal training, as set out above, their knowledge and skills will be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually.

6.4 The Governing Body

The governing body will ensure that:

- the Safeguarding Policy and procedures Including safer recruitment, multi-agency working, information sharing, are in place and reviewed annually. They will hold the head teacher to account for implementation.
- 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.
- DBS certificates are in place for all serving governors and newly appointed governors within 21 days of their appointment
- the Single Central register is monitored to ensure it meets statutory requirements
- position of trust procedures are in place and reviewed annually
- Safer recruitment procedures are in place and reviewed annually (see appendix E re safer recruitment)
- Make sure staff are aware of and understand the provisions the school makes to make sure children remain safe online (filtering websites etc)
- a Designated Safeguarding Lead (DSL) is appointed and is a member of the Senior Leadership Team. There should also be one or more deputy designated safeguarding lead(s) as appropriate. Any deputies appointed will be trained to the same standard as the designated safeguarding lead.

- there is a dedicated teacher for Looked After and Previously Looked After Children who has been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked after Children and engaging with the DSL (if not the same person).
- when services or activities are provided separately by a third party, the school and governing body seeks assurance that the organization / group concerned has appropriate safeguarding training and policies / procedures in place and that written agreements make clear the lines of accountability. Consideration should be given, when approving a letting, as to the backgrounds of the individuals making use of the premises. A risk assessment should be conducted prior to any letting taking place; the ultimate responsibility for approving lettings rests with the Governing Body of the school.
- they receive a termly report from the DSL regarding safeguarding/child protection work including details of early help involvement and the lead professional roles which have been undertaken by school staff.
- a member of the governing body is appointed to take lead responsibility for child protection issues within the school, liaise with the Headteacher/DSL about them, and provide information and reports to the governing body.
- the chair of the Governing Body is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher.
- that relevant safeguarding/child protection training is accessed by all school staff/volunteers according to their role and responsibilities. This includes training requirements for the governing body itself (see training section below)
- all governors will read Part One of the latest version of Keeping Children Safe in Education annually.

6.5 The headteacher

The headteacher is responsible for the implementation of this policy, including:

Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction

Ensuring that procedures for handling cases of suspected abuse are consistent with those agreed by Sandwell Safeguarding Children Partnership and easily available to all staff and volunteers for reference.

Communicating this policy to parents when their child joins the school and via the school website.

Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.

Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly (see separate training section for details)

Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer.

Making sure each child in the Early Years Foundation Stage is assigned a key person.

Ensure that when services or activities are provided separately by a third party, the school has sought assurance that the organization / group concerned has appropriate policies and procedures in place and that written agreements make clear the lines of accountability.

6.6 Parental responsibilities

At the Orchard school we have an open-door policy where we encourage parents to share any concerns regarding their own child/ren or any other child/children who they feel may be at risk of harm.

All concerns will be explored in a sensitive and timely manner. Parents /carers should ensure their child attends school and that they arrive on time or are ready for local authority transport on time and are collected on time or are available to receive their child from Local authority transport at the end of the day.

We expect parents/carers to notify us of any changes in family circumstances and inform us of any changes of address and 2 contact numbers. We also expect parents to notify school of any bruises or injuries sustained at home or in their care.

6.7 Children's Responsibilities

In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best, be nurtured and where possible to talk freely about any concerns or worries.

We provide opportunities that enable our children to take and make decisions for themselves. Children will always be taken seriously and listened to if they seek help from a member of staff. Our school encourages all pupils to share any worries or concerns with any adult in the school at any time.

7. Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

Only essential and relevant information should be shared, and this should only be with an appropriate other professional / agency. All information should be stored securely.

Timely information sharing is essential to effective safeguarding.

If staff need to share personal safeguarding information about a child, they should obtain parental consent unless gaining consent would place the child at risk or it is impossible to gain consent.

Staff should never promise a child / parent that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

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 staff Code of Conduct, the Safeguarding Policy, Keeping Children Safe in Education, and Working together to safeguard children 2018.

Confidentiality is also addressed in this policy with respect to record-keeping in section 11, and allegations of abuse against staff in appendix D

8. Recognising abuse and taking action

Staff, volunteers, and governors must follow the procedures set out below in the event of a safeguarding issue. See appendix G for a procedural flowchart.

The school will always discuss concerns with parents/carers and consent for any referrals should be sought unless to do so would place the child at risk of significant harm.

However, inability to inform parents for any reason should not prevent a referral being made. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom.

Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

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

8.1 If a child is suffering or likely to suffer harm, or is in immediate danger.

Make a referral to children's social care and/or the police **urgently** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral**, but it is best to discuss the case immediately with the DSL before referring. The DSL can then support the referral process. Use the SAFER guidelines for making good referrals (see Appendix C). If the child is aged 10 or over a CSE screening tool should also be completed.

Immediate danger

If a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a Multi-Agency Referral Form (MARF) is completed the referrer should phone the Children's Social Care's Contact Centre (0121 569 3100) and if necessary the police: call 999. A MARF will also need to be completed without delay.

At risk of harm

Complete a MARF and send into the MASH secure email address on the front of the form.

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 appropriate school form.

If a multi-agency investigation is necessary and the child requires a physical examination it is necessary to have an 'appropriate adult' present (a parent / social worker / adult support worker the child knows)

8.2 Referral for Early Help support

If you have any concerns about a child's welfare and lower level multi agency support is required the DSL will, with consent of the parent/carer, refer to the Early Help Team via the local Community Operating Groups (see contact detail at end of this policy) to enable the most appropriate services and support to be identified. This may be targeted multi-agency support to help the family resolve the concerns.

8.3 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Deal with the issue immediately and do not ask them to come back later instead. Allow them time to talk freely and do not ask leading questions.

- Ask open questions (eg. 'can you explain to me...') if you need to clarify something.

- Stay calm and do not show that you are shocked or upset.

- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.

- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.

- Do not ask the pupil to repeat their disclosure for any other member of staff; it is your responsibility to share the 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.

Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.

Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 8.1), and tell the DSL as soon as possible that you have done so

8.4 Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, children and young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Staff should report any concerns regarding Children at risk of CSE to the DSL

8.5 Sexual Violence and Harassment

Our children are not at a developmental level where they would deliberately commit sexual harassment or violence against another pupil or staff, though they may copy actions that they have seen. Staff should remain alert to the possibility of sexual violence against a vulnerable pupil by a person in the family / community. This may be apparent in pupils by inappropriate sexual behaviour or injuries noted to the vulval / anal area when changing a child.

An investigation by the DSL will be necessary if such issues arise, with referral onwards if necessary, to social care and the police.

8.6 Serious Violence

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

Indicators of serious violence are subtle in young children and may include a significant decline in performance, signs of self-harm or significant change in well-being, or signs of assault or unexplained injuries

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

8.7 Child criminal exploitation (CCE) and County lines

Criminal exploitation of children can occur through gang recruitment or may be a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs exploit children to carry drugs and money from urban areas to suburban and rural areas, market, and seaside towns. Whilst our children would not knowingly take part in this activity, they could be part of such a scheme with their careers. Key to identifying potential involvement in county lines are missing episodes when the victim may have been used for the purpose of transporting drugs. A referral to the National Referral Mechanism will be considered by our school.

8.8 Breast Ironing

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period (ranging from a few weeks to years) for the breasts to disappear or delay the development of the breasts entirely. In some families, large stones, a hammer, or spatula that have been heated over hot coals can be used to compress the breast

tissue. Other families may opt to use an elastic belt or binder to press the breasts to prevent them from growing. Breast flattening usually starts with the first signs of puberty, it is usually carried out by female relatives.

Law in the UK

CPS legal guidance makes clear to police and prosecutors that breast-ironing is a crime that can be prosecuted under existing law, even if it is said that the victim has consented. The offences to be considered by prosecutors include child cruelty and causing or allowing a child to suffer serious harm. Both crimes are punishable by up to ten years in prison. Assault charges would also be available to prosecutors.

Health Implications

Due to the type of instruments that may be used, the type of force and the lack of aftercare, significant health and developmental issue may occur, such as: Severe Pain, Fever, Asymmetry or disappearance of breast/s, Itching, Tissue damage, Infection, Discharge of milk, Breast cancer, Abscesses or cysts, There may also be an impact on the child's social and psychological well-being

Justifications

In many cases, the abuser thinks they are doing something good for the girl by delaying the effects of puberty and the practice is designed to: prevent pregnancy and rape, make teenage girls look less "womanly" and no-longer sexually attractive to men, enable the girl to continue her education, prevent early marriage

Prevalence

There has not been extensive research done on breast flattening and the few studies that have been carried out indicate that the practice occurs predominantly in Cameroon. Other countries include Togo, Chad, Kenya, Guinea Bissau, South Africa, Cote d'Ivoire, Benin and Zimbabwe.

Signs that a girl could be at risk.

- A girl is embarrassed about her body.
- A girl from an affected community is withdrawn from PSHE and/or Sex and Relationship Education as her parents wish to keep her uninformed about her rights and her body.
- One of both parents or elder family members consider breast flattening integral to their cultural identity.
- The family indicate that there are strong levels of influence held by elders who are involved in bringing up female children and support breast flattening.
- A girl may disclose to a teacher, social worker, GP or another medical professional.
- A girl may be fearful of changing for physical activities due to scars showing or bandages being visible.

If any member of staff is concerned that a girl is at risk of breast flattening, they must speak to the DSL immediately. The DSL will contact the MASH and make a referral.

8.9 Children requiring mental health support

We recognise that we have an important role to play in supporting the mental health and wellbeing of our pupils and we support children in a nurturing environment in small class groups.

Staff have received training in attachment theory and emotion coaching. The assistant head teacher is the mental health lead and has completed trauma informed training. The Deputy Head responsible for Safeguarding and children who are looked after and previously looked after is also Trauma informed trained in addition to being a mental health first aider.

The school is committed to supporting pupils' well-being and has received the Well-being charter mark for the second time in in July 2021.

We understand 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.

Where it is felt appropriate staff are able to raise their concerns with senior staff (including the DSL) and work with the relevant health staff (Childrens community nurses, child and adolescent mental health team, social care, educational and clinical psychologists and Consultant Paediatricians and Psychiatrists.) .

We are aware of the additional stresses and anxiety experienced by pupils at the Orchard school relating to their Autism, attachment and trauma experiences and Sensory processing difficulties.

8.10 If you discover that FGM has taken place or a pupil is at risk of FGM.

FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in *appendix B*.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. The teacher must report their concerns and share the information with the DSL. They will be supported by the DSL to fulfil their duty to report FGM cases to the police and social care.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil must speak to the DSL and follow local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

8.11 'Honour based abuse'

So-called 'honour-based' abuse encompasses 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. All forms of so-called HBA are abuse (regardless of the motivation) and will be handled and escalated as such. If staff have any concerns, they will speak to the designated safeguarding lead. See *appendix B for additional information*.

8.12 If you have concerns about extremism.

All schools are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 to have "due regard" to the need to prevent people from being drawn into terrorism. This duty is known as the **Prevent** duty.

For schools and childcare providers to fulfil the Prevent duty, it is essential that staff can identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be part of schools' and childcare providers' wider safeguarding duties.

The school's 'single point of contact' (SPOC) for preventing violent extremism is the DSL.

We will ensure that staff and governors have training at induction and at least annually thereafter in the possible indicators of this, and how to manage concerns regarding extremism.

If you are concerned about extremism:

- If a child is not in immediate danger, where possible speak to the DSL first to agree a course of action. If the DSL is not available speak to a deputy.
- Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 or Prevent_Inbox@sandwell.gov.uk
- Concerns of a serious safeguarding nature should be referred in the usual way to the Multi-Agency Safeguarding Hub.

- If a child is at immediate risk to harm themselves or others or at risk of imminent travel that is of concern, then you should call 999.

See appendix B for further information about Prevent.

8.13 Child on Child abuse

We understand that children can abuse other children (often referred to as Child on Child abuse) and that it can happen both inside and outside of school or and online. It is important that all staff recognise the indicators and signs of Child on Child abuse and know how to identify it and respond to report it.

We understand, that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding Child on Child abuse they should speak to their designated safeguarding lead (or deputy).

Staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it

Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (teenage relationship abuse).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

We recognize that child on child abuse can occur between and across different age ranges

Prevention, assessing and minimising the risks

At The Orchard School we will minimise the risk of allegations against other children by:

- Providing a developmentally age appropriate PSHE, RSE, British Values curriculum which develops children's understanding of acceptable behaviour and keeping themselves safe.
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued.

- Delivering targeted work on assertiveness, protective behaviors and keeping safe to those children identified as being at risk.
- Developing robust risk assessments & providing targeted work for children identified as being a potential risk to other children.
- Providing Training and awareness sessions for staff.

Procedure to manage Child on Child allegations.

- ALL allegations will be taken seriously. Consideration will be given to the child's age, maturity and understanding, and their type of special needs.
- Most cases of pupils hurting or negatively affecting the learning and wellbeing of other pupils will be dealt with under our school's behaviour policy, but this safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
 - Is serious, and potentially a criminal offence.
 - Could put pupils in the school at risk.
 - Is violent.
 - Involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, up skirting (see section 8.9 above), or sexually inappropriate pictures or videos (including sexting)
- When an allegation is made by a child against another child the member of staff should consider whether this raises a safeguarding concern or can be managed through a change in classroom practice/ level of supervision
- If there is a safeguarding concern the designated safeguarding lead (DSL) will be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the multi-agency agency safeguarding hub (MASH) to discuss the allegation and seek advice. A safeguarding referral will subsequently be made if appropriate.
- If the allegation indicates that a potential criminal offence has taken place, this will be referred to the MASH where the police will become involved.
- Following advice from Social Care and/or the police, parents of both the abuser and the abused child, should be informed and kept updated on the progress of the referral.
- The DSL will make a record all details in both children's files.
- It may be appropriate to exclude the pupil being complained about for a period according to the school's behaviour policy and procedures.
- Where neither social services nor the police feel a safeguarding referral is needed a thorough school investigation should take place into the matter using the school's usual behaviour procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

8.14 Youth produced sexual imagery

At The Orchard School we know and understand that sharing photos and videos online is part of daily life for many children/ young people, enabling them to share their experiences, connect with friends and record their lives.

Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Instagram, WhatsApp or Facebook Messenger.

There are concerns about children/young people producing and sharing nude or partial nude imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation.

Managing a sexting incident

Our school will deal with all incidents of youth produced sexual imagery as a safeguarding concern. We will be guided by the principle of proportionality and our primary concern will be the welfare and protection of the children/young people involved.

We will adopt the recommended procedures regarding the law and handling incidents outlined in the UK Council for Child Internet Safety on Sexting in schools and DfE guidance "Searching, screening and confiscation" (February 2014).

We will:

- Respond immediately to disclosures or incidents in line with our school's safeguarding procedures. Staff will
 - notify the DSL immediately of any concern, incident or disclosure.
- Handle devices and imagery according to DfE guidance (Searching, Screening and confiscation 2014)
- Risk assesses situations
- Involve other agencies, including escalation to the police and children's social care as required. (It may not
 - be necessary to involve other agencies)
- Record incidents
- Involve parents
- Seek to support children/young people
- Support children/young people to report youth produced sexual imagery online.
- Provide preventative education about the issues surrounding sexting as part of our PSHE and RSE education.

We will explain to children that the law is in place to protect children and young people rather than criminalise them.

All children should be able to attend school and learn in a safe environment. When this is compromised by the actions or behaviours of their peers this will be dealt with predominately through our behaviour policy.

Prevention is a fundamental method of minimising risks and we will do this by:

- Ensuring all staff have training on child on child on child abuse as part of their safeguarding training.
- We will adopt the 'whole school approach' to tackling sexism and any form of discrimination. sexism.
- We will challenge inappropriate behaviours between children
- providing developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe

8.15 Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

Appropriate safeguarding responses are in place to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

See appendix B for additional details.

8.16 Assessment of risk outside the family home (Contextual safeguarding)

Children may be vulnerable to abuse or exploitation from outside their families. These threats may occur in educational establishments, within peer groups or more widely from within the community and/or online. Children can be vulnerable to multiple threats including exploitation by criminal gangs and organised crime groups, online grooming, extremist ideologies.

Professionals should consider whether wider environmental factors are present that threaten a child's safety and welfare.

8.17 Low level Concerns

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for abuse. [The Orchard school understands that many serious safeguarding concerns such as child sexual abuse, can often begin with low-level concerns, e.g. being overly friendly with a child.]

We determine a low-level concern is any concern where an adult working in or on behalf of the school or college may have acted in a way that:

- is not consistent with our Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children *and*
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

See separate "Low Level Concerns Policy for procedures to follow regarding such concerns

9. Helping children to keep themselves safe.

Children are taught about healthy and respectful relationships and how to keep themselves safe through personal, social, health education (PSHE) and relationship and sex education (RSE) topics. Teaching needs to be appropriate for developmental level and readiness.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Children are taught to understand the importance of privacy and modesty around personal care and dressing (see personal care policy), and how to behave appropriately with adults around touching and being touched (see Touch policy) and being able to say no if inappropriately approached.

Children are taught to accept responsibility for their actions and to respect each other.

Children, where appropriate, are taught about e-safety, and tackling bullying.

Pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

10. Communication with Parents

- The school will always discuss concerns with parents/carers and consent for any referrals should be sought unless to do so would place the child at risk of significant harm; place a vulnerable adult at risk of harm; or compromise any enquiries that need to be undertaken by Children's Social Care or the Police
- In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.
- The school will employ the services of an interpreter if required.

11. Record Keeping

- A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. 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 will make a written record within the hour recording the disclosure using the child's own words where relevant, 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, together with a note of when the record was made.

- These should be made on My concern by class and office-based staff. Supply staff, contractors, multiagency staff and contractors can share their concerns on the schools paper welfare sheet. A record of concern /welfare sheet is available on the school server (in General>blank forms>Safeguarding> welfare) and in each class and office.
- 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 on My Concern the child **should not** be examined intimately nor photos taken of any injuries/marks. The DSL or deputies should be requested to see any marks on children that are if concern to staff or parents.
- All paper records must be signed and dated clearly with the name of the signatory clearly printed.
- Children **MUST NOT** be asked to make a statement themselves or to sign any records.
- All records of a child protection nature (handwritten or typed) are given to the DSL, deputies or Pastoral team before the end of the working day. These should be filed securely in individual pupil files in Chronological order and a Chronology of significant events should be maintained at the front of the file.
- No copies should be retained by the member of staff or volunteer.
- The DSL will ensure that all safeguarding records are managed and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.
- If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In addition:

Appendix E sets out our policy on record-keeping specifically with respect to safer recruitment

Appendix D sets out our policy on record-keeping with respect to allegations of abuse made against staff.

12. Support for those involved in a child protection issue.

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- nominating a link person who will keep all parties informed and be the central point of contact.
- where a member of staff is the subject of an allegation, a separate link person will be nominated to avoid any conflict of interest.
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
- offering details of helplines, counselling, or other avenues of external support

maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.

13. Allegation against a staff member or volunteer

See appendix D for detailed procedures- and the Managing Allegations Policy

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 a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

- behaved or may have behaved in a way that indicates they may not be suitable to work with children

In these circumstances, any allegation or concern should be taken seriously and the headteacher/principal (School Governance Lead), who has the responsibility for managing allegations against persons in a position of trust in school, will be informed immediately.

When dealing with allegations we will ensure that we apply common sense and judgement. We will ;

- deal with them quickly, fairly and consistently
- provide effective protection for child/ren and support the person subject to the allegation
- Complete a risk assessment and make a justifiable decision on whether that person should be temporarily relieved from duties deployed elsewhere whilst an investigation is undertaken

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.

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.

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.

The headteacher/principal will not investigate the allegation itself, or take written or detailed statements, but will Refer the incident on A Multi- Agency Position of Trust Referral form to Sandwell Children's Trust via the Safeguarding Hub. A MARF for the child will be completed and a POT referral form for the person allegations have been made about.

If the Headteacher is implicated in the concerns, Chair of Governors should be informed immediately or, in their absence, the vice chair.

The Chair of Governors in this school is: Helen Grindulis CONTACT via the school office.

The Vice Chair in this school is: Pat Evans CONTACT via the school office.

The same process will be followed by the chair or vice chair of governors as that followed by the Head Teacher

To reduce the risk of allegations, all staff should be aware of safer working practices and should be familiar with the guidance contained in the staff handbook, school code of conduct and Government document 'Guidance for safer working practice for those working with children and young people in an education setting'

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 DSL. This will allow for consideration to be given as to whether the position of trust process needs to be applied.

If it is decided that the allegation meets any of the three criteria outlined above, procedures will be followed in accordance with Sandwell's inter-Agency Procedures

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the head teacher 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.

14. Training

14.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated Face to Face every 2 years, or when, in between these times, there is a significant change in safeguarding guidance.

Upon appointment and starting the post, new staff, students and volunteers will be issued with Mentor and shown where induction information is kept on the server . They will also receive a checklist of the documents that need to be read and understood and will work through this with their mentor . The checklist will reflect documents relevant to their role but all staff will have Safeguarding policy, Keeping Children Safe in Education -Part 1 , annex A and annex B, Whistleblowing policy, Code of conduct and other relevant safeguarding information etc (Please see Induction Policy).

They will sign to say that they have received it, read and understood it. A meeting will be arranged on appointment to clarify and check understanding and to respond to any questions.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. They will also have training on CSE/CCE and FGM

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required and throughout the year .

Volunteers will receive appropriate training, if applicable. Supply staff and other visitors will be given the school's 'Advice for Visiting Staff Leaflet'.

14.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

14.3 Governors

All governors will receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. This will include information about Prevent, CSE and FGM. It must be updated every 2 years, with additional local updates annually as appropriate.

The governor with safeguarding responsibility will undertake additional training regarding Prevent and Neglect.

As the chair of governors may be required to act as the 'case manager' if an allegation of abuse is made against the headteacher, they will receive training in managing allegations for this purpose.

14.4 Safer Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

Safer recruitment training should be updated every 5 years. (see Safer recruitment Policy)

15. Online safety and images

15.1 Online safety

Pupils and parents are made aware of the dangers of mobile technology use through curriculum teaching particularly computing and IT lessons, PSHE and SRE and through E safety parent mornings and newsletters. At the Orchard school:

- Software filters, firewalls and the close monitoring of pupils are in place to minimise access and to highlight any person or child accessing inappropriate sites or information.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (if this results in child protection concerns the schools DSL will be informed immediately);
- Pupils, where appropriate, are taught not give out personal details, phone numbers, schools, home address, computer passwords etc
- School mobile phones or similar devices with communications facilities used for curriculum activities are set up appropriately for the activity. Pupils are taught to use them responsibly.
- All Staff and parents should adhere to the school policy on use of technology. (Acceptable use of technology Agreement).
- Unauthorised or secret use of a mobile phone or other electronic device, to record voice, pictures or video is forbidden.
- Unauthorised publishing of such materials on a website which causes distress to the person(s) concerned will be considered a breach of school discipline, whether intentional or unintentional. The person responsible for the material will be expected to remove this immediately upon request and appropriate disciplinary procedures will be followed. Where any crime may have been committed the police will be informed.
- The police will be involved, and advice will be sought from CEOP if required if there is any criminal element to misuse of the internet, phones, or any other form of electronic media.eg Use of mobile phones, cameras and other devices (See separate policies for further information)
- All Parents & Visitors are asked not to use mobile phones when visiting our school and to take any calls or texts outside of the building. If phones need to be used, they should see a member of staff to use an office.
- All staff has been instructed **not** to carry mobile phones with them into the classrooms. They must be kept in a locker or cupboard during the school day.
- Staff are strongly advised not to correspond with Parents on Social Networking sites e.g. Facebook or to give parents their own personal contact details e.g. telephone numbers. There are existing recognised methods of communication with parents, including Home School diaries, telephone calls, home visits as outlined in the Family Involvement policy.
- The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils and parents. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.
- if a member of staff is involved in respite care outside of school, they will have shared their telephone number with parents. They should be mindful that school would still strongly advice that Social Media sites are not shared. Relationships should remain on a professional level at all times.

The Online Safety lead is Barbara Ackerley.

15.2 Photography and images

To protect pupils, we will:

- seek parents written consent for photographs to be taken or published (for example, on our website or in publications)
- use only the pupil's first name with an image.
- ensure pupils are appropriately dressed.
- Encourage pupils or parents to tell us if they are worried about any photographs that are taken of them.
- Staff and other visitors to school should never take or download images of children on their own phone, digital camera, or digital video recorder.

See separate e-safety, and acceptable use of mobile technology policies for details.

16. Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor safeguarding practice towards a pupil that initially does not reach the threshold for child protection action.

- Complaints are managed by senior staff, the Headteacher and Governors.
- Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.
- Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.
- If you are unhappy about the response you receive from your DSL about a safeguarding issue you can speak to the Head teacher (who is a deputy DSL). If still concerned about unresolved issues speak to the MASH Contact Centre on 0121 569 3100 where you may be put through to speak to a qualified social worker.

16.1 Whistle-blowing

(see separate whistle-blowing policy for details)

All staff, volunteers and parents at The Orchard School should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding practice and such concerns will be taken seriously by our Headteacher, Governing body and Senior Leadership Team.

Our school has adopted the local authority Whistleblowing policy and appropriate whistleblowing procedures. These are suitably reflected in staff training and the Code Of Conduct.

Where a staff member feels unable to raise an issue with our Headteacher, Governing Body or Senior Leadership Team or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- Phoning the NSPCC whistleblowing helpline 0800 028 0285 (available from 8:00am to 8:00pm or emailing help@nspcc.org.uk

- If you feel unable or do not wish to discuss your concerns with the Head Teacher, the School Governing Body or a council officer, you can contact the UK whistleblowing charity called "Protect" which can provide free confidential advice on how an issue should be dealt with. Their telephone number is 020 3117 2520.

17. Safe Touch and Physical Interventions

It is important to allow children to do what they can for themselves, but there may be circumstances when pupils at The Orchard School need physical interventions for issues such as:

- management of physical or care needs
- to prevent a child harming themselves or others
- when a child needs instruction in the use of a particular tool / piece of equipment

Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' in such circumstances.

Additional national guidance documents for schools are available regarding use of Reasonable Force and of Restrictive Physical Interventions. The general guidance on Reducing the need for restraint and restrictive intervention (HMGovt June 2019); Behaviour and discipline in schools Advice for headteachers and school staff (HMGovt January 2016); The Use of Reasonable force: Guidance for Head teachers, staff and Governing Bodies (2013); 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 Autistic Spectrum Disorders (2012); and Guidance on the Use of Restrictive Physical Interventions for Pupil with Severe Behavioural Difficulties.

Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the Governing Body 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 such 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.

Procedures:

- In the event of an injury, either accidental or otherwise staff should always complete the relevant accident forms and give to the Head of Department or Play leader (at lunchtimes) who will pass this on after investigating to the Head teacher.
- Physical restraint should only be used in line with the behaviour and manual handling policies and should only be done by Team Teach trained staff. This should be part of an agreed behavior plan shared with parents and carers. Where the incident is a new one a physical intervention plan should be completed as soon as possible and shared with parents.
- Particularly in cases where a pupil is being violent, ensure that two people are dealing with the situation and if you are on your own a door is left open so someone else can see what is occurring.
- Staff should ensure they have a witness if possible and record any restraint used on the relevant form (see Behaviour policy). The Head teacher will keep these records securely centrally in a bound book.
- If a child touches you in an inappropriate place, record what has happened on welfare sheet or on My concern and ensure another member of staff is aware this has happened. This will also be shared with parents if appropriate.
- Do not accept kisses on the mouth from children.
- Be mindful of how and where you touch children (see Safe Touch Protocol)
- Reporting of such an incident should occur to the 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, the incident must be reported to the local authority where the pupil normally lives.

See Behaviour, Moving and handling, and Safe Touch Policies for details.

18. Other Related Policies

Anti-bullying policy	Attendance policy
Behaviour policy	Code of Conduct/Staff handbook
Complaints Policy	Data Protection Policy
Drugs and alcohol policy	Equal Opportunities policy
Health and Safety Policy	Induction Policy
Looked After Children policy	Low Level Concerns Policy
Management of medical needs Policy	Managing allegations against staff procedures
Moving and handling policy	Off-site and out of hours (EVOLVE) policy
Online Safety Policy (+Acceptable use of technology agreement)	Personal Care policy.
PSHE including RHE Policy	Safe touch protocol
Safer Recruitment Policy	Whistle blowing policy

19. Monitoring and Review of the Safeguarding Policy

The Safeguarding Policy is put on the agenda of the Governing Body at least once a year for discussion, monitoring, review and renewal.

The School submits the Local Authority annual safeguarding audit (S175/157 Education Act 2002 audit) within agreed deadlines to evidence compliance with current legislative requirements, including any implications and learning from local, regional or national safeguarding issues. In this way the Governing Body authorises the DSL for Child Protection to carry out their responsibilities as outlined in the statutory Guidance

APPENDIX A: Types of abuse

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.

Possible effects of physical abuse

- Frozen watchfulness
- 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.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, limitation of exploration and learning, or preventing the child participating in normal social interaction.
- seeing or hearing the ill-treatment of another.
- serious bullying (including cyberbullying),
- causing children frequently to feel frightened or in danger,
- the exploitation or corruption of children.

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes, or regression in mood or behaviour,
- Obsessions or phobias.
- Sudden underachievement or lack of concentration.
- Seeking adult attention and not mixing well with other children.
- Sleep disorders.
- Negative statements about self.
- 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

Spiritual Abuse

Linked with emotional abuse, spiritual abuse could be defined as an abuse of power, often done in the name of God or Religion, which involves manipulating or coercing someone into thinking, saying, or doing things without respecting their right to choose for themselves. Some indicators of spiritual abuse might be a leader who is intimidating and imposes his / her will on other people, perhaps threatening dire consequences or the wrath of God if disobeyed. He or she may say that God has revealed certain things

to them and so they know what is right. Those under their leadership are fearful to challenge or disagree. All suspicions of this must reported to the DSL.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. Sexual abuse may be perpetrated by men, women or other children.

- 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 be 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).

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse, or signs of such 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.
- Sleep disturbance
- Eating disorders
- Disturbed behavior

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

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);
- ensure access to appropriate medical care or treatment.
- respond to, a child's basic emotional needs.

Signs of possible neglect

- Dirty skin, body odour, 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 diarrhea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

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.

For further Safeguarding Partnership information about neglect see

<http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect>

APPENDIX B: Specific Safeguarding issues

i. Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

It is important that children are given age and ability-appropriate practical advice on how to keep themselves safe. Such lessons should focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

www.actionagainstabduction.org and www.clevernevergoes.org

ii Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Our school will support our children should this occur.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. Our school will use the Ministry of Justice online child arrangements information tool to support this process and will make this information available to parents and carers if they require our assistance.

iii Children missing from education

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 can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. 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. Staff should be aware of their school's unauthorised absence and children missing from education procedures. (See Attendance Policy)

iv Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

v Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or

wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time
- regularly miss school / education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

CSE 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.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development

Further information on signs of a child's involvement in sexual exploitation is available in *Home Office guidance: Child sexual exploitation: guide for practitioners*

vi County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;

- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office

A CSE Screening Tool MUST be completed in Sandwell for ALL children aged 10-18 who are subject to an Early Help Assessment or a MARF. For further information see guidance sheets regarding CSE support from CSE team within Sandwell MASH.

Complete the CSE Screening Tool when completing a MARF or EHA

<https://www.sandwellcsp.org.uk/key-safeguarding-issues/exploitation/cse/sexual-exploitation-screening-tool/>

vii Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory *Guidance*.

[Modern slavery: how to identify and support victims - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/modern-slavery-how-to-identify-and-support-victims)

viii Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. This may be either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to alter content;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources;
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, etc. with the intent to commit further offence, including those above

Our pupils will not have the developmental ability to commit cybercrimes but parents have access to the child's electronic connection with the school and may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider contacting the Cyber Choices programme for advice / support cyberchoices@nca.gov.uk. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

ix Domestic Violence and Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The statutory definition of domestic abuse includes different types of relationships, including ex-partners and family members. It also comprises a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of Child on Child abuse is sometimes referred to as 'teenage relationship abuse'.

Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Coercive control

Coercive control is a criminal offence. It does not relate to a single incident, it is a purposeful pattern of behaviour which takes place over time for one individual to exert power, control or coercion over another. Such behaviours might include:

- Isolating a person from their friends and family;
- Depriving them of their basic needs;
- Monitoring their time;
- Monitoring a person via online communication tools or using spyware;
- Taking control over aspects of their everyday life, such as where they can go, who they can see, what to wear and when they can sleep;
- Depriving them of access to support services, such as specialist support or medical services;
- Repeatedly putting them down such as telling them they are worthless;
- Enforcing rules and activity which humiliate, degrade or dehumanise the victim;
- Forcing the victim to take part in criminal activity such as shoplifting, neglect or abuse of children to encourage self-blame and prevent disclosure to authorities;
- Financial abuse including control of finances, such as only allowing a person a punitive allowance;
- Threats to hurt or kill;
- Threats to a child;
- Threats to reveal or publish private information (e.g. threatening to 'out' someone);
- Assault; Criminal damage (such as destruction of household goods);
- Rape;
- Preventing a person from having access to transport or from working.

Actions to be Taken if Domestic Abuse is Disclosed - All Professionals

If a professional receives a disclosure of domestic abuse they should consider if the victim, child/ren / unborn is at risk of serious harm. Where there are concerns that a child is at risk of significant harm a safeguarding referral should be made to the MASH

It should be recognised that at the point of the adult victim leaving the abusive relationship, the risk to victim and child/ren maybe heightened. Professionals in contact with children and their families in these cases would need to consider:

Level of physical danger to the adult victim; Pattern of power, control and intimidation; Coercive or manipulative behaviour of the abusive partner; Threats to hurt or kill family members or abduct the

child/ren; Toxic trio; Reported stalking or obsession behaviour; Child contact arrangements; be alert to cultural issues.

Police Response to Domestic Abuse

When Police respond to reported incidents of domestic abuse, it is their responsibility to establish if there are any children in the household or any children who would normally live in the household. The Police should ensure the children are seen and their safety established whenever they attend a domestic abuse incident.

Multi-Agency Safeguarding Hub response

The Multi-Agency Safeguarding Team carry out joint, confidential, targeted screening of notifications relating to children with multiple needs including those children and families affected by domestic abuse. It consists of Children's Social Care, Targeted Services, Police, Health, Education, Probation, Housing, and Women's Aid. A co-ordinated action plan for the family can then be arranged

Multi Agency Risk Assessment Conference

(MARAC) is a meeting where information is shared on the highest risk domestic abuse cases between representatives of local police, probation, health, children's services, housing practitioners, Independent Domestic Violence Advisors (IDVAs) and other specialists from the statutory and voluntary sectors. The victim does not attend the meeting but is represented by an IDVA who speaks on their behalf. After sharing all relevant information about a victim, representatives produce a co-ordinated action plan. The primary focus of the MARAC is to safeguard the adult victim and ensure there is appropriate consideration of safeguarding children. Sandwell MARAC will also identify domestic abuse perpetrators for referral to domestic abuse offender behaviour management programmes.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures.

Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare.

More information about the scheme and how schools can become involved is available on the Operation Encompass website [Home : Operation Encompass](#).

Additional Sources of Domestic Abuse advice

- *The National Domestic Abuse Helpline* is available 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. [What about my children? - Refuge Charity - Domestic Violence Help](#)
- [How to Protect Children From Domestic Abuse | NSPCC](#)
- [Domestic abuse: specialist sources of support - GOV.UK \(www.gov.uk\)](#)

x Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and deputies) are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Whilst referrals and/or discussion with the Local Housing Authority do not replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

xi 'Honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called '**honour'-based abuse (HBA)** encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.

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.

Staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. If they have a concern, they should speak to the DSL (or deputy) and a safeguarding referral should be made.

xii FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers: there is a mandatory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. (Section 5B of the **Female Genital Mutilation Act 2003** (as inserted by section 74 of the **Serious Crime Act 2015**)

Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](https://www.gov.uk/government/guidance/mandatory-reporting-of-female-genital-mutilation-procedural-information) (www.gov.uk)

There are 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia.

Type 4 other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

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

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony.
- Family taking a long trip abroad.
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani,

Kurdistan, Indonesia and Pakistan)

- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

- 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 is 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.
 - 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.
- Some of the following signs may be indicators of this type of abuse but may also be common features in other kind of abuse
- Signs or marks such as bruises or burns
 - A child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children
 - A person's personal care deteriorating such as losing weight, being unkempt with dirty clothes and even faeces smeared on them
 - Parent or carer does not show concern for or have a close bond with the child.
 - Child's school attendance becoming irregular or the child being taken out of school altogether
 - A child reporting, they are or have been accused of being 'evil' and/or that they are having the 'devil beaten out of them'

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 in Iraq, Iran, the State of Palestine and Israel.

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

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

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

xiii Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufcdo.gov.uk.

xiv Preventing radicalisation/ Extremism

All schools are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 to have "due regard" to the need to prevent people from being drawn into terrorism: The **Prevent** duty.

Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Extremism: is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect as defined in the Government's Counter Extremism Strategy <https://www.gov.uk/government/publications/counter-extremism-beliefs>.

Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism: is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The act or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology.

Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's designated safeguarding lead (and any deputies) is aware of local procedures for making a Prevent referral.

Nonurgent queries or general advice and guidance should be sought by emailing Prevent_Inbox@sandwell.gov.uk

Contact can also be made with the confidential Anti-Terrorist Hotline 0800 789 321

Further information about the Prevent is available at: <https://www.sandwellcsp.org.uk/key-safeguarding-issues/exploitation-2/prevent/>, and on the gov.uk website

[Educate Against Hate - Prevent Radicalisation & Extremism](#) is a government website with various information and support for schools to help them safeguard their students from radicalisation and extremism.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives. Statutory guidance on Channel is available at: [Channel and Prevent Multi-Agency Panel \(PMAP\) guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance)

Training regarding radicalisation and extremism

All staff and governors receive training regarding 'Prevent' which is updated every 2 years.

Channel awareness e-learning is available for staff who may be asked to contribute to or sit on a multi-agency Channel panel

xv Child on child abuse

Children can abuse other children can take many forms. It can happen both inside and outside of school and online.

It is important that all staff recognise the indicators and signs of Child on child abuse and know how to identify it and respond to reports. (See section 8.13 for details)

xvi Sexual violence and sexual harassment between children in school

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children with special educational needs and disabilities (SEND) and LGBTQ+ children are at greater risk and may be targeted. This behaviour is not tolerated and we will ensure children who may be LGBTQ+ have a trusted adult who they can be open with.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This is likely to adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence includes:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

A child under the age of 13 can never consent to any sexual activity

Sexual harassment

Sexual harassment is 'unwanted conduct of a sexual nature.'

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;

- online sexual harassment
- displaying pictures, photos or drawings of a sexual nature;
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence)

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. Schools not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can lead to a culture of unacceptable behaviour.

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.

xvii Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

xviii Looked After and Previously Looked After children – LAC / PLAC

(Cross reference to the Looked After Children Policy)

Why looked after children are a priority?

There are around 100,000 children in care in the UK. At any one time there are usually 5-10 looked after or previously looked after children in Orchard School. The majority enter care because of abuse and neglect or inability of their natural parents to care for them.

Generally, children in care or post-care continue to have poorer outcomes than the wider population – particularly in relation to educational achievement, homelessness, and mental health. It is difficult to determine the extent to which these outcomes were caused by the child's experiences prior to coming into care, rather than their experiences once in care. However, we do know that further support is needed to help these children and young people overcome the effects of the abuse and neglect they have suffered.

It is wrong to assume all children in care are kept safe. A minority are at continued risk of abuse or neglect, including from their carers, other young people and those in the wider community who target them.

High quality support is needed to help these children overcome the effects of the abuse and neglect they have suffered and to enable them to realise their potential. Care must provide effective therapeutic support for children and young people and protect them from current and future harm.

Schools receive a grant for each LAC and previously LAC pupil to enable specific support to be given.

The LAC / PLAC Lead will ensure:

- They are aware of the legal status (interim care order, full care order, voluntary arrangements of any looked after child at the Orchard school);
- They obtain information regarding, contact arrangements with birth parents or those with parental responsibility.
- They obtain information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him or her.
- They obtain the name of the child's social worker.
- They obtain the name and contact details of the virtual head in the local authority that looks after the child; and
- They liaise with the virtual school headteacher / social worker to discuss how the funding for that child can be best used to support the child's need outlined in the personal education plan.

- They are aware of all previously looked after children in the Orchard School and make appropriate educational plans for them.

Private Fostering Arrangements

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) who is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer; for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts, (whether of full blood, half blood, or marriage/ affinity.)

School staff will notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. Our school is aware that we need to report any private fostering arrangements that we become aware of to the MASH.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

xix Attendance (See Attendance Policy for additional details)

Our school has an admission register and an attendance register. All pupils are placed on these registers at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend our school. If the child fails to attend on the agreed or notified date, our school will notify the local authority at the earliest possible opportunity to prevent the child from going missing.

Our attendance and admission registers are kept up to date. We require our parents and carers to inform us of any changes whenever they occur.

We monitor attendance daily and we address any issues that may cause concern and where attendance fails to meet the expected level.

When a child is absent and this has not been authorized, we have rigorous procedures to contact the family / make safe and well checks. If we are unable to make contact / establish a reason for the absence, this will be managed within the children missing from education procedures.

We will notify the local authority of any child who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or, at such intervals as are agreed by the school and the local authority.

Where a parent notifies our school that a pupil will live at another address, our school will record in the admission register:

- the full name of the parent with whom the pupil will live.
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies our school that the pupil is registered at another school or will be attending a different school in future, our school will record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

The school will notify the local authority within five days when a pupil's name is added to the admission register. We will provide the local authority with all the information held within the admission register about the pupil.

The school will also notify the local authority when a pupil's name is to be deleted from the admission register under any of the grounds set out in the Education (Pupil Registration) (England) Regulations. When our school notifies the local authority that a pupil's name is to be deleted from the admission register, our school will provide the local authority with:

- the full name of the pupil.

- the full name and address of any parent with whom the pupil lives.
- at least one telephone number of the parent with whom the pupil lives.
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable.
- the name of pupil's destination school and the pupil's expected start date there, if applicable. and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

When making returns to the local authority, our school will highlight to the local authority where we have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown.

Our school will also consider whether it is appropriate to highlight any contextual information about a vulnerable child who is missing education, such as any safeguarding concerns.

xx Safeguarding when using shared sports facilities

This guidance brings together two important themes for our children; being fit and active and keeping safe. It contributes to a healthy lifestyle and encourages children's physical, mental and emotional well-being.

Guidance within this section should be read in conjunction with the '*Safer in Sports Leaflet*' – DfS

- To ensure the safety and wellbeing of children using sports facilities in a shared environment, a member of staff must always be present whilst using the facility (including supervising at all times in the changing rooms).
- Staff must ensure the changing room is not being used by adults at the time children are to use them. This also applies to the use of toilet facilities.
- Adults should not change or shower at the same time as the young people using the same facility.
- If the activity is mixed gender, separate changing facilities should be made available.
- Parents should be informed on an annual basis that facilities are offsite and the site is open to the public.
- The offsite facility must have their own Child Protection Policy and have a designated welfare officer to deal with any issues.

APPENDIX C

Good practice guideline for telephone referrals to children's social care. (SAFER)

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).
- An Early Help Assessment has/has not 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 "Safeguarding Children and Safer Recruitment in Education 2007", "Working Together to Safeguard Children 2018" 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 MARF 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 MARF ensuring that it is sent within 24 hours and record details and time and outcomes of telephone referral

Appendix D: Allegations of abuse made against staff, supply staff, volunteers and contactors.

This applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

(cross reference to section 8.15)

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Suspension

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned.
- Providing an assistant to be present when the individual has contact with children.
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children.
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted.

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation), the 'case manager' – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Send a Position of Trust (POT) referral form via the MASH. A MARF for the pupil will be completed if one is involved. These should detail the alleged incident and have all relevant details regards the child and the adult who the allegations have been made about

- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate.
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate. 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.
- **Provide effective support for the individual** facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations and disciplinary process. Support for the individual is key to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and explained the likely course of action, unless there is an objection by the local authority social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling.
- A 24hr Counselling services is available on 01773 814400
- Inform parents / carers of the child(ren) involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carers who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep parents / carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the governing body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days.
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.

Specific actions

Action following a criminal investigation or prosecution.

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated.

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension.

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil or member of staff who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared?
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/child involved aware of their obligations with respect to confidentiality.
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved.
- Notes of any action taken, and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References: When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated, or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated, or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff.
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Appendix E: Safer recruitment and DBS checks

This should be read alongside the Safer Recruitment Policy

- The Orchard school will adopt the safer recruitment procedures that help deter, reject or identify people who might abuse children, outlined in part 3 of Keeping Children Safe in Education 2021.
- We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.
- Our school adheres to statutory responsibilities to check staff who work with children, making decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.
- We will ensure that at least one member of any recruitment panel has received safer recruitment training.
- We expect all staff to have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work.
- There may be times where an individual's actions in their personal life come under scrutiny from the community, the media, or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the Teaching Regulation Agency (TRA) a bar from engaging in regulated activity, or action by another relevant regulatory body.

Regulated activity means a person who will be:

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

For all other staff who have opportunity for regular contact with children who are not engaging in regulated activity, the school requires an enhanced DBS certificate, but not a barred list check.

Single Central Record

Our school keeps a Single Central Record that covers recruitment details for all Staff, Volunteers, Governors, and Agency and third-party staff.

It is monitored by the Headteacher and Chair of Governors at termly intervals.

The following information will be recorded on the Single Central Record:

- all identity checks.
- barred list checks.
- enhanced DBS check/certificate, and the date this is due for renewal (every 3 years).
- prohibition from teaching check.
- section 128 check for governors
- criminal record checks for overseas applicants via Home Office on Gov.uk and obtaining a letter of professional standing from the regulating authority in the country in which the applicant has worked. (advice about which Professional body is available from <https://www.naric.org.uk/>).
- check of professional qualifications; and
- check to establish the person's right to work in the United Kingdom.

New staff

Any offer of appointment made to a successful candidate will be conditional on satisfactory completion of the necessary pre-employment checks and satisfactory references. At recruitment of new staff our school will:

- Verify a candidate's identity.
- Obtain (via the applicant) an enhanced DBS certificate (including barred list information), for those who will be engaging in regulated activity);
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- Ensure they are not subject to a prohibition order if they are employed to be a teacher.
- Verify the person's right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website.
- if the person has lived or worked outside the UK, make any further checks the school considers appropriate. (following the guidance in KCSIE 2022)
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Regulations under the Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

These checks are relevant to any member of staff who provides care for children under 8 years.

For example, an individual will be disqualified where they have committed a relevant offence against a child; been subject to a specified order relating to the care of a child; committed certain serious sexual or physical offences against an adult; been included on the DBS children's barred list; been made subject to a disqualification order by the court; previously been refused registration as a childcare provider or provider or manager of a children's home or had such registration cancelled. A disqualified person is prohibited from providing relevant childcare to under 8s as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare.

- All candidates must inform the headteacher during the recruitment process of anything that affects their suitability for employment, including any relevant cautions, convictions or relevant orders that they are aware of, or they may have accrued during their employment, and/or they are charged with a criminal offence that would render them disqualified from working with children.
- We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
- Checks regarding online presence may be considered regarding short-listed candidates.
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these at the end of the interview and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.
- All applicants MUST show their current original DBS certificate to the school as soon as they take up post.

Existing staff

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

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

- We believe the individual has engaged in conduct that endangers a child or is likely to endanger a child,
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence,
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

For further details see: <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs>

Where the 'harm test' has not been met but there are 'low level' concerns it is crucial that these concerns are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Agency and third-party staff

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

Contractors

The school checks the identity of all contractors working on site and requests DBS checks and barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The headteacher will exercise professional judgment in determining whether any visitor should be escorted or supervised while on site.

Trainee/student teachers

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

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

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

Volunteers will undergo checks commensurate with their work in the school and contact with pupils. An enhanced DBS check with barred list information will be obtained for all volunteers who are working in regulated activity. We will also ensure that they ensure that they are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Governors

All governors *will* have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

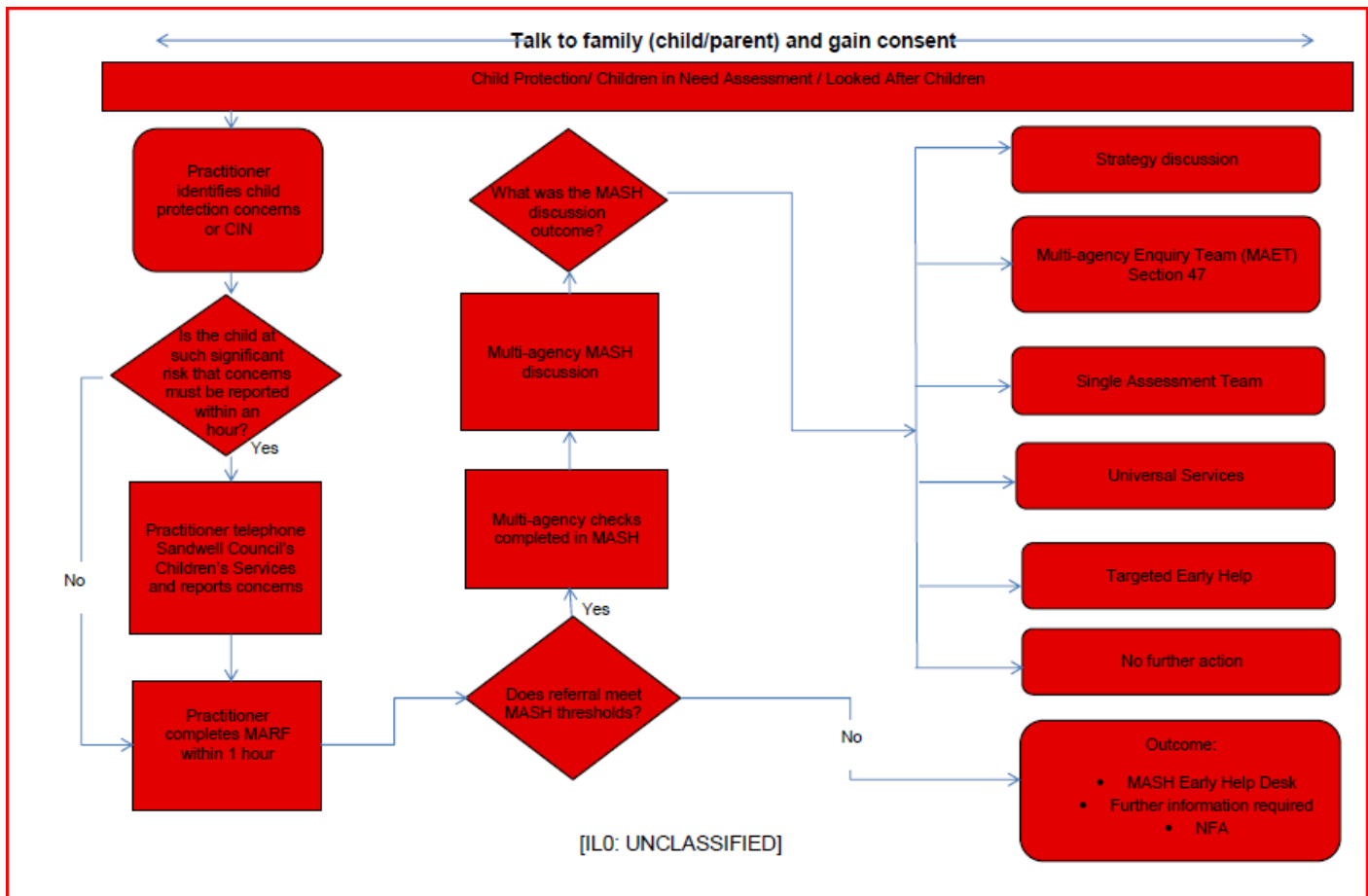
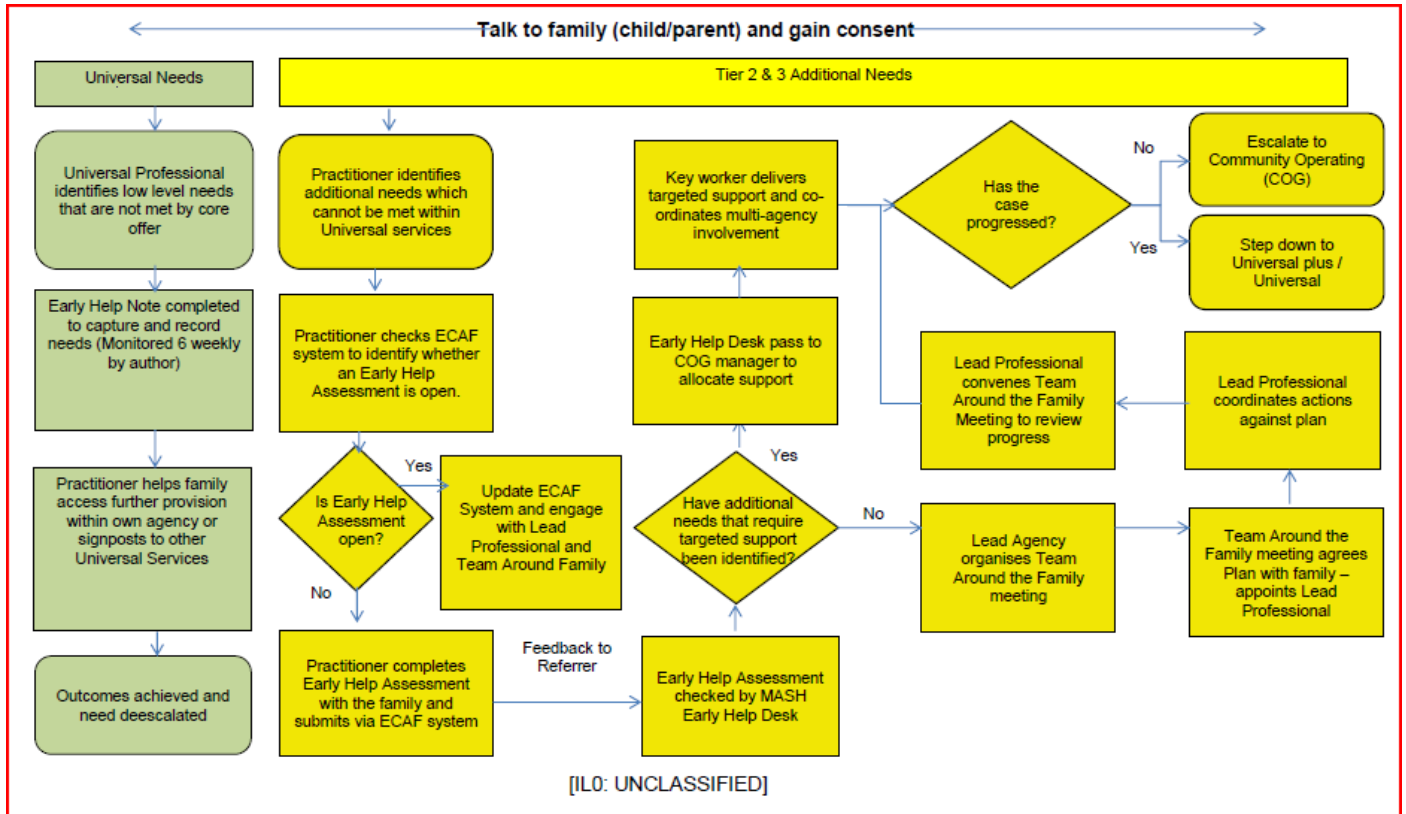
All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Extended school and off-site arrangements

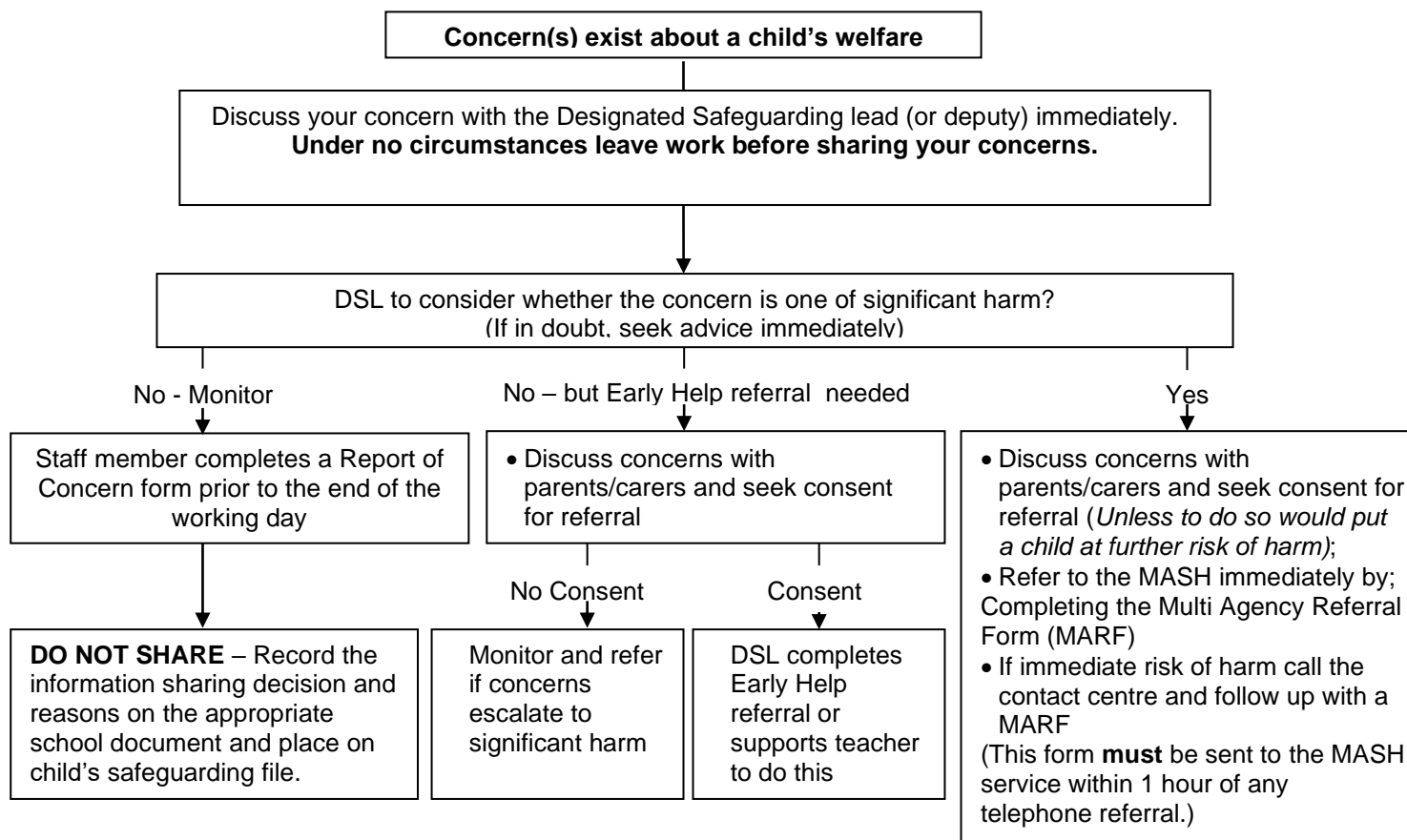
All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective safeguarding arrangements are in place.

APPENDIX F: Sandwell Safeguarding Processes Map



Appendix G: The Orchard School Safeguarding Procedural Flowchart



SHARING INFORMATION ABOUT SAFEGUARDING CONCERNS:

- Record the concern on a Report of Concern form, distinguishing fact from opinion. Using the Multi Agency Threshold Document consider if your concern meets the threshold (safeguarding concerns) for the offer of an early help assessment or the threshold for risk of significant harm (child protection).
- Early Help MASH – concerns that you believe are safeguarding concerns. Complete **Early Help Assessment** and submit via e-caf (if trained), via post to Early Help Team, PO Box 16021, Oldbury, B69 9EW or via e-mail to ecaf_queries@sandwell.gov.uk
- Child Protection MASH – concerns that you believe are child protection concerns. Contact your designated lead for child protection; consult with Early Help Social Worker for advice and guidance. Send completed **MARF** (multi-agency referral form) via secure e-mail to access_team@sandwellchildrenstrust.org or if an emergency that cannot wait an hour – call Sandwell's Contact Centre on 0121 569 3100.
- **Record** the information sharing decision, your reasons, and open a confidential Safeguarding file for the child (if one does not already exist). Also note any agreed action, who is to complete this and by when.

APPENDIX H: Key personnel and contact details

If a child is in immediate danger, you should call 999 to contact the police or ambulance

The phone number for all Orchard School contacts is The Orchard School reception number during school hours.

During working hours but outside school hours Lisa Harvey is the Education Representative on the Mash Team – She has the contact numbers of Head teacher and DSL and can contact them when needed

Role/Agency	Name	Telephone	E-mail
Executive Headteacher	Kate Hazlewood	Orchard Reception 0121 569 7040	kate.hazlewood@orchard.sandwell.sch.uk
DSL and LAC /PLAC lead	Barbara Ackerley		barbara.ackerley@orchard.sandwell.sch.uk
Deputy DSLs	Allison Shepherd Louisa Stevens Lisa Ashton		allison.shepherd@orchard.sandwell.sch.uk louisa.stevens@orchard.sandwell.sch.uk lisa.ashton@orchard.sandwell.sch.uk
Chair of Governors Safeguarding Governor	Helen Grindulis		helen.grindulis@orchard.sandwell.sch.uk
Online Safety Lead	Barbara Ackerley		barbara.ackerley@orchard.sandwell.sch.uk
MASH (+out of hours)	Social Care	0121 569 3100	
LA Child Protection Officers for Education	LA	0121 569 8144 07747118729 07775360203 07341 795 787 07393009664	Lisa Harvey Beverley Need Louise Atkinson Jemma Jones
Children with disabilities team	Social Care	0121 569 5616	Sylvia_gordon1@sandwellchildrenstrust.org
LA Designated Officer (LADO)	Social Care	0121 569 4770	
Tipton Strengthening families team	Social Care	0121 569 7291	tipton_cog@sandwell.gov.uk
Wednesbury Strengthening families team		0121 569 7294	wednesbury_cog@sandwell.gov.uk
West Bromwich Strengthening families team		0121 569 7293	westbromcentral_cog@sandwell.gov.uk
Rowley Strengthening families team		0121 569 7296	rowley_cog@sandwell.gov.uk
Oldbury Strengthening families team		0121 569 7295	oldbury_cog@sandwell.gov.uk
Smethwick Strengthening families team		0121 569 7297	smethwick_cog@sandwell.gov.uk
West midlands Police		Police	101 non-urgent 999 emergency
NSPCC helpline NSPCC Whistleblowing Helpline	NSPCC	0808 800 5000 0800 028 0285	help@nspcc.org.uk
National Counter Terrorism Helpline		0800 789 321	

Horizons Exploitation Safeguarding Team –		0121 569 2524/8391	
LA PREVENT Education Officer	(Justin Nixon) –	07790396643	