



Penn Fields School Safeguarding Policy



Policy Adopted: 6 December 2017

Policy published: 7 December 2017

Policy Review: 05 September 2018

Contact Information

Role/Agency	Name	Telephone	E-mail
Headteacher	E Stanley	01902 558640	estanley@pennfields.com
DSL	J Callaghan	01902 558640	jcallaghan@pennfields.com
Deputy DSL/s	E Stanley/ R Roalfe	01902 558640	estanley@pennfields.com rroalfe@pennfields.com
Chair of Governors	D Morgan	01902 558640	
Safeguarding Governor	L Timbrell	01902 558640	ltimbrell@pennfields.com
Looked after Children Lead	J Callaghan	01902 558640	jcallaghan@pennfields.com
E-Safety Lead	R Roalfe	01902 558640	rroalfe@pennfields.com
MASH	Social Care	555392	
Social Care out of hours	Social Care	552999	
Children's Disability Team	Social Care	550911	childrenandyoungpeople's.disabilityservice@wolverhampton.gov.uk
Adult's Disability Team	Social Care	553653 or 556780	Contact through Wolverhampton city council website
Designated Officer/LADO	Paul Cooper	550661	Paul.Cooper@wolverhampton.gov.uk
Prevent Counter-Terrorism Team (CTU)		101 opt 3, 871 3036	
Prevent and Cohesion Officer	Nathan Hazlehurst	553553	Nathan.hazlehurst@wolverhampton.gov.uk
FGM	Police	101 or 999	
Police	Police	101 Option 3 for WMP or 999	
Wolverhampton Virtual School Head	Darren Martindale	551039	Darren.Martindale@wolverhampton.gov.uk
Wolverhampton CSE Lead	Sandeep Gill	55	Sandeep.gill@wolverhampton.gov.uk
NSPCC Whistleblowing helpline	NSPCC	0800 028 0285	help@nspcc.org.uk

Safeguarding and Child Protection Policy

1. Useful contact information
2. Safeguarding definition
3. Legislation and Guidance
4. Supporting documents and guidance
5. Related policies
6. Aims and purpose
7. Roles and responsibilities
8. Confidentiality and information sharing
9. Communication with parents
10. Types and signs of abuse
11. Children Missing Education
12. Sexting
13. Child Sexual Exploitation
14. Honour-based violence
15. Female Genital Mutilation
16. Forced marriage
17. Prevent
18. Peer on peer abuse
19. Private fostering
20. Advice on what to do if a child discloses
21. Recording and reporting procedures
22. Child protection procedures/Vulnerable, Early Help Assessment, Children in Need and Child Protection
23. Voice of the child
24. Record Keeping
25. Looked After Children, Designated Teacher and Virtual School
26. Children with Special Needs and Disabilities
27. Induction
28. Training
29. Safer Working Practice
30. Safer Recruitment
31. Management of Allegations
32. Whistleblowing
33. Curriculum and e-safety
34. Monitoring policy and procedures
35. Managing children with medical needs
36. Intimate care
37. Physical Intervention
38. Use of mobile phones/cameras/ I-pads – parents and staff
39. Educational visits/visiting speakers
40. Site security

Safeguarding Definition

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: 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; and taking action to enable all children to have the best outcomes. (The term children, includes everyone under the age of 18.)

Safeguarding is what we do for all children and young people to keep them safe whilst in our care. Child protection describes the policy and procedures specifically for those young people who are at risk of serious harm or have been seriously harmed.

At Penn Fields we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that may worry them.

We work closely with the Disabled Children and Young People's Team, based at Priory Green 01902 50911.

Legislation and Guidance

The Governing Body of Penn Fields school recognises and is committed to fulfilling its statutory responsibility to safeguard and promote the welfare of children in accordance with the following legislation and guidance:

- The Education Act 2002 (section 175/157)
 - Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

- Wolverhampton Safeguarding Children's Board - Inter Agency Procedures
- Thresholds of Support to Children and Families in Wolverhampton
- Working Together to Safeguard Children (March 2015 amended February 2017-CSE)
- Keeping Children Safe in Education (September 2016)
- Information sharing advice for safeguarding practitioners (March 2015)
- What to do if you are worried a child is being abused (March 2015)
- Sections 26 & 29 of the Counter-Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003
- Children Act 1989 & 2004
- Disqualification under the Children Act 2006 (If applicable)

Related Policies

Our policy relates to safeguarding and child protection concerns and sits within a suite of other safeguarding policies. Our policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply staff working in our school. It will be reviewed at least annually by the Governing Body, and is in line with our WSCB local procedures and the expectations of Ofsted which inspects schools' safeguarding arrangements.

Other policies that may be referred to within this policy include:

- Attendance and punctuality
- Admissions
- Anti-bullying
- Educational Visits
- Visiting Speakers
- Code of Conduct
- Safer Recruitment
- Behaviour Policy
- Equal Opportunity
- Diversity
- Management of Allegations
- PSHE
- E-Safety
- Children Missing education
- Whistleblowing
- SRE
- British Values
- Intimate care
- Physical intervention

Our policy aims

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities;
- To ensure consistent good practice across the school; and
- To demonstrate our commitment to protecting and supporting our vulnerable children, children who need support through early help, children in need and children who have a child protection plan.

Principles and values

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We 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.

We maintain an attitude of “it could happen here” where safeguarding is concerned.

We will adopt a ‘child-centred’ approach to safeguarding and child protection and we will act in the ‘best interests’ of our children

We ensure that everyone is aware of their safeguarding responsibilities

We provide staff, volunteers and governors with the framework, training and support they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

We recognise the fact that disabled children are more likely to be abused than non-disabled children. Since the start of 2010 there have been at least seven serious case reviews involving disabled children. Additional barriers include practitioners struggling to disentangle indicators of abuse or harm from the effects of a child's impairment (see Appendix 4 for additional information on children with SEN). This school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop. The policy applies to all children between the ages of 0-18 and the same protection principles apply to those young people aged 18 -19 whose care and education comes within the remit of this school.

Roles and Responsibilities

Our Safeguarding Link Governor is Louise Timbrell

Our Chair of Governors is Diane Morgan

Our Governing Body will ensure they comply with their duties under legislation, they will have regard to 'Keeping Children safe in Education' September 2016 to ensure that the policies, procedures and training in our school are effective and comply with the law at all times.

Our school has a senior manager who takes the lead responsibility for our school's safeguarding arrangements. This senior manager is Jackie Callaghan

Our Governing Body will ensure:

Safeguarding policies:

- Appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies will include an effective safeguarding policy, a code of conduct for adults which will amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media;
- These policies, along with part one of Keeping children safe in education – September 2016 and information regarding the role of the DSL, will be provided to all staff on induction. Our Governing Body will take a proportional risk based approach to the level of information that is provided to temporary staff and volunteers;
- Our safeguarding policy will describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Wolverhampton Safeguarding Children Board (WSCB), be updated annually (as a minimum), and be available publicly either via our school or college website or by other means;
- That the above policies and procedures, adopted by our Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff; and
- 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.

DSL (DSL):

- That they appoint an appropriate senior member of staff, from our school leadership team, to the role of DSL. The DSL will take lead responsibility for safeguarding and child protection matters. Their role will be made explicit in the role-holder's job description (see Annex B which describes the broad areas of responsibility and activities related to the role KCSIE 2016);
- They determine whether they choose to have one or more deputy DSL(s) (DDSL) as appropriate. Any deputies appointed will be trained to the same standard as the DSL;

- That whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the DSL. This responsibility will not be delegated;
- That the DSL and any deputies will liaise with the local authority and work with other agencies;
- That during term time the DSL and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Our Governing Body will arrange, in liaison with the Headteacher/DSL, adequate and appropriate cover arrangements for any out of hours/out of term activities; and
- The DSL 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 DSLs, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually.

Inter-agency working:

- That our school contributes to inter-agency working in line with statutory guidance Working together to safeguard children. Our school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. Our schools will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment;
- That our safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the WSCB. This will include understanding and reflecting local protocols for assessment and the WSCB's threshold document along with supplying information as requested by the WSCB; and
- Information is shared appropriately between professionals and local agencies.

Staff Training:

- That all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated. Our induction and training will be in line with advice from WSCB. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively; and
- Our Governing Body recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

Online Safety:

- Appropriate filters and appropriate monitoring systems are in place and take care that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Opportunities to Teach Safeguarding:

- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), SRE, and British Values.

Inspection

- They are familiar with the Ofsted New Common Inspection Framework and safeguarding: Inspecting safeguarding in early years, education and skills settings.

Safer Recruitment:

- They prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. Our school has written recruitment and selection policies and procedures in place; and
- At least one person on any appointment panel has undertaken appropriate safer recruitment training.

Managing Allegations:

- There are procedures in place to handle allegations against teachers, Headteacher, principals, volunteers and other staff. Such allegations will be referred to the designated officer(s) at the local authority by the appropriate person; and
- Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. Our Governing Body is aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence.

Allegations of abuse made against other children

- That staff should recognise that children are capable of abusing their peers. Our Governing Body will ensure that our safeguarding policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. Our policy reflects the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Our policy will include how victims of peer on peer abuse will be supported, sexting, the different gender issues that can be prevalent when dealing with peer on peer abuse, this could for

example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

The Child's wishes

- The child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. Systems and processes will operate with the best interests of the child at their heart.

Looked after children

- That staff have the skills, knowledge and understanding necessary to keep looked after children safe and 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 DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The designated teacher

- They appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

Virtual school heads

- The designated teacher works with the virtual school head to discuss how looked after children funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

Children with Special Educational Needs and Disabilities

- Our safeguarding policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities. This can include:
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
 - Communication barriers and difficulties in overcoming these barriers.

Roles and Responsibilities

DSL (ANNEX B KCSIE 2016)

Our DSL is Ms J Callaghan

Our Deputy DSL/s are Miss E Stanley and Mr Roalfe

At Penn Fields school the designated lead in line with Keeping Children Safe in Education 2016 is expected to:

Manage referrals:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others:

- Liaise with the Headteacher to inform her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four KCSIE 2016) and the designated officer at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training:

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The DSL should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they;
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and

Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness:

- Ensure the school child protection policies are known, understood and used appropriately;
- Ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the WSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File:

- Ensure a child's protection file is transferred to the new school/college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability:

- Be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking our DSL (or deputy) will be available in person, there may be occasions, in exceptional circumstance when this is not possible however they may be available via e-mail, phone and or Skype or other such mediums.
- During out of school hours and holidays arrangements there is a system for school staff and the Local Authority to contact the DSL and or DDSL this is via, E-mail, Phone or skype
- The DSL completes a Safeguarding Report for Governors at least annually.

Roles and Responsibilities

All staff

The Teacher Standards (2012) state that teachers, including the Headteacher, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. We extend this level of duty to include all the staff and volunteers who work at Penn Field School.

- All staff have a responsibility to provide a safe environment in which children can learn;
- All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff have a responsibility to take appropriate action, working with other services as needed;

- In addition to working with the DSL staff members should be aware that they may be asked to support social workers to take decisions about individual children;
- During induction all staff members will be made aware of the systems within our school which support safeguarding and these will be explained to them as part of their induction. This includes: the safeguarding policy; the staff behaviour policy and code of conduct; KCSIE 2016, role of the DSL and the names of the DSL and deputies. (Please refer to our Induction policy and procedures);
- All staff members will receive appropriate safeguarding/child protection updates regularly, but at least annually;
- All staff members will be made aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection;
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and talk to the DSL;
- Staff should ensure that if a child has made a disclosure, they are aware that the information will only be shared with the DSL and other adults that wish to keep them safe, in an age appropriate manner. Under no circumstances, should staff agree to keep information a secret, even if they intend to share it; and
- A child going missing from an education setting is a potential indicator of abuse or neglect. Staff members should follow the school procedures for dealing with children who go missing, particularly on repeat occasions. This includes reporting concerns of absence.

Roles and Responsibilities

Volunteers, work experience and students:

The DSL and/or the Headteacher/Deputy Headteacher will explain the responsibility of reporting any concerns about children's safety and welfare to the DSL. Further, they will be briefed on the school's confidentiality policy and the code of conduct that we expect from all in our school.

Therefore, volunteers and students have the responsibility to:

- Work within the school's code of conduct, KCSIE 2016, safeguarding policy and confidentiality/information sharing expectations; and
- Immediately share any concerns about a child's welfare with the DSL.

Parental Responsibilities

At Penn Fields we have an open-door policy where we encourage parents to share any concerns regarding their own children 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 and are collected on time.

We expect parents/carers to notify us of any changes in family circumstances and inform us of any changes of address and contact numbers.

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 and 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.

Confidentiality and Information sharing

Our school adopts the principles outlined in the DfE Information Sharing Guidance (March 2015)

We recognise that all matters relating to child protection are confidential. The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other statutory agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe. All information and data is stored securely and any information or data is shared on a need to know basis.

Communication with Parents

Our 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 or further risk of significant harm;
- Place a vulnerable adult at risk of harm; and
- Compromise any enquiries that need to be undertaken by children's social care or the police.

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

In the best interests of safeguarding children there may be occasions when the school should consult with other agencies without a parent or carer's prior knowledge. Our first concern and responsibility is the child's welfare and we have a duty to protect children first and always. Such consultation may result in a formal referral which could prompt visits from

social care and/or the police. We fully understand that this can be a very distressing set of circumstances. Our school will follow the procedures required by the Wolverhampton Safeguarding Children Board.

Our school will employ the services of an interpreter if required.

Types and signs of abuse

All staff and volunteers are familiar with the types and signs of abuse, they are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

All staff are expected to be vigilant at all times, taking account of the following.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

Some signs:

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Injuries in unusual areas or with well - defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered in hot weather
- Reluctance to remove clothing for PE or swimming

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

exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Some signs:

- Physical, mental or emotional development delay
- Abnormal attachment to parents/carer
- Low self-esteem
- Lack of confidence
- Over-reaction to making mistakes
- Fear of new situations
- Fear of parents being contacted
- Self-harm

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

Some signs:

- Aggression
- Withdrawn
- Self-harming, including eating disorders
- Distrust of familiar adult
- Wetting or soiling day and night
- Fear of undressing for sport or swimming
- Sleep disturbances or nightmares
- Apparent secrecy about social activities or special friends
- Inappropriate sexualized conduct
- Drawings of sexual behaviours
- Sexually explicit behaviour

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some signs:

- 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
- neglect of or unresponsiveness to a child's basic emotional needs
- Under weight for age
- Hungry
- Tired
- Poor state of clothing for the child's size, weather or time of year
- Persistently dirty with a Body odour
- Frequent lateness or non-attendance
- Compulsive stealing or scavenging
- Poor health and untreated medical problems
- Lack of immunisations
- Frequently missed medical appointments

The list of signs is not an exhaustive list.

If staff recognise any of these signs they should not presume that the child is being abused, but MUST report their concerns to the DSL or DDSL.

Children Missing from Education (KCSIE – Annex A pg 51)

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Effective information sharing between parents, settings, schools/colleges and the local authority is critical to ensure that all children are safe and receiving suitable education.

Staff at Penn Field school are aware that a child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.

Our staff adhere to and follow school procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasion. Our staff are aware of the signs to look out for and the risks of potential safeguarding concerns such as travelling to conflict zones, FGM, CSE and forced marriage.

Our school has appropriate safeguarding policies, procedures and responses for children who go missing from education.

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 actively encourage our parents and carers to inform us of any changes whenever they occur.

Our school monitors attendance regularly and we address any issues that may cause concern and where attendance fails to meet the expected level.

Our school 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, more 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, we 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.

Our 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.

Our school will also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.

Our school will only delete a pupil's name from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if our school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries.

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.
-

Our school will work with the local authority to agree on methods of making returns. When making returns, 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 of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

Our school uses a secure internet system – SIMS – we use this to transfer pupil information to another school when the child moves. As a maintained school we are required, when a pupil ceases to be registered at our school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Our school complies with this requirement.

If a pupil arrives at our school and the previous school is unknown, we will contact the local authority for assistance.

Sexting (Youth Produced Sexual Imagery)

At Penn Fields School we know and understand that sharing photos and videos online is part of daily life for many children and 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 Snapchat, Whatsapp or Facebook Messenger.

The increase in the speed and ease of sharing imagery has brought concerns about children and young people producing and sharing sexual 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.

Although the production of such imagery will likely take place outside of our school, these issues often manifest in schools and organisations working with children and young people. Our school will respond swiftly and confidently to ensure that children and young people are safeguarded, supported and educated.

Producing and sharing sexual images of under-18s is also illegal. 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 and young people involved. Our school may respond to incidents without involving the police in accordance with the guidelines set out in the UKCCIS- Sexting in schools and colleges: responding to incidents and safeguarding young people.

Our school will adopt the recommended procedures regarding the law and handling incidents outlined in UKCCIS- Sexting in schools and colleges: responding to incidents and safeguarding young people and DfE guidance – Searching, screening and confiscation (February 2014).

Whilst dealing with an incident our school 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 advice (Searching, Screening and confiscation- February 2014)
- Risk assess situations
- Involve other agencies, including escalation to the police and children's social care
- Record incidents
- Involve parents
- Seek to support children and young people
- Support children and young people to report youth produced sexual imagery online.
- Provide preventative education

The Law (Taken from: Sexting in schools and colleges: responding to incidents and safeguarding young people- UKCCIS)

The complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18.

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

'Indecent' is not defined in legislation. When cases are prosecuted, the question of whether any photograph of a child is indecent is for a jury, magistrate or District Judge to decide based on what is the recognised standard of propriety. For most purposes, if imagery contains a naked young person, a topless girl, and/or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

The law criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. It was also created to protect children and young people from adults seeking to sexually abuse them or gain pleasure from their sexual abuse. It was not intended to criminalise children.

Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law.

We should not, however, unnecessarily criminalise children. Children with a criminal record face stigma and discrimination in accessing education, training, employment, travel and housing and these obstacles can follow a child into adulthood.

Whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people's natural curiosity about sex and their exploration of relationships. Often, young people need education, support or safeguarding, not criminalisation.

The National Police Chiefs Council (NPCC) has made clear that incidents involving youth produced sexual imagery should primarily be treated as safeguarding issues.

Schools may respond to incidents without involving the police.

Penn Fields School response to Sexting (youth produced sexual imagery)

An initial response

All incidents involving youth produced sexual imagery will be responded to in line with our school's safeguarding and child protection policy.

When an incident involving youth produced sexual imagery comes to our attention:

- The incident will be referred to the DSL as soon as possible.
- The DSL will hold an initial review meeting with appropriate school staff.
- There may be subsequent interviews with the children and young people involved (if appropriate).
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the children and young people involved at risk of harm.
- At any point in the process if there is a concern a children and young people involved has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Dealing with Disclosures

Disclosures about youth produced sexual imagery can happen in a variety of ways. The children and young people involved affected may inform a class teacher, the DSL in school, or any member of the school staff. They may report through an existing reporting structure, or a friend or parent may inform someone in school or college, or inform the police directly.

All members of staff (including non-teaching staff) will be made aware of how to recognise and refer any disclosures of incidents involving youth produced sexual imagery. This will be covered within staff training.

Any direct disclosure by a young person will be taken very seriously. We recognise that a young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Initial review meeting

Our initial review meeting will consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – **in most cases, imagery should not be viewed**
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care will be made if at this initial stage:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- We have reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

If none of the above apply, then our school may decide to respond to the incident without involving the police or children's social care however we may choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care will be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and, if appropriate, their local network of support.

The decision will be made by the DSL with input from the Headteacher and input from other members of staff if appropriate. The decision will be recorded in line with school policy.

The decision will be in line with the school's safeguarding and child protection procedures and will be based on consideration of the best interests of the young people involved. This will take into account proportionality as well as the welfare and protection of the young people. The decision will be reviewed throughout the process of responding to the incident.

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it may be more appropriate for our school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, will generally be referred to police and/or children's social care. If we have any doubts about whether to involve other agencies, we will liaise with the police to seek further advice.

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review (including an interview with the children and young people involved) to establish the facts and assess the risks.

When assessing the risks, the following will be considered:

- Why was the imagery shared?
- Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery?
- Where has the imagery been shared?
- Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Our DSL will always use their professional judgement in conjunction with their colleagues to assess incidents.

Informing parents or carers

Parents or carers will be informed and involved in the process at an early stage unless informing the parent will put the children and young people at risk of harm. Any decision

not to inform the parents would generally be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when the parents should be informed.

Our DSL may work with the children and young people involved to decide on the best approach for informing parents. In some cases, our DSL may work to support the young people to inform their parents themselves.

Reporting incidents to the police

If it is necessary to refer to the police, contact will be made through existing arrangements. This may be through a safer schools' officer, a PCSO, local neighbourhood police or by dialling 101.

Once a report is made to the police, the report has to be recorded and the police will conduct an investigation. This may include seizure of devices and interviews with the young people involved.

Securing and handing over devices to the police

If any devices need to be seized and passed onto the police, then the device(s) should be confiscated and the police will be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it.

Our school will follow the guidance set out in DfE Guidance Searching, screening and confiscation (February 2014)

Children's social care contact and referrals

If our DSL is aware that children's social care is currently involved with a children and young people involved in an incident of youth produced sexual imagery, then they will contact children's social care. They should also contact children's social care if they believe they may be involved, or have been involved with a young person in the past.

If as a result of the investigation the DSL believes there are wider issues which meet the threshold for children's social care involvement, then they will make a referral in line with our child protection procedures.

Our DSL is aware of, and familiar with, any relevant local policies, procedures and contact points/names which are available to support schools in responding to youth produced sexual imagery.

Searching devices, viewing and deleting imagery

Viewing the imagery

Our staff will **not** view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents will be based on what DSLs have been told about the content of the imagery.

The decision to view imagery will be based on the professional judgement of our DSL and will always comply with our school's safeguarding and child protection policy and procedures. Imagery will never be viewed if the act of viewing will cause significant distress or harm to the pupil.

If a decision is made to view imagery, our DSL would need to be satisfied that viewing:

- Is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- Is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- Is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery, then the DSL should:

- Never copy, print or share the imagery; this is illegal
- Discuss the decision with the Headteacher
- Ensure viewing is undertaken by our DSL or another member of the safeguarding team with delegated authority from the Headteacher
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions and ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

If youth produced sexual imagery has been unavoidably viewed by a member of staff either following a disclosure from a young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems) then DSLs should ensure that the staff member is provided with appropriate support. Viewing youth produced sexual imagery can be distressing for both young people and adults and appropriate emotional support may be required.

Deletion of images

If our school decides that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

The *Searching, Screening and Confiscation* advice highlights that schools have the power to search pupils for devices, search data on devices and delete youth produced sexual imagery.

However, just as in most circumstances it is not recommended that school staff view imagery, it is recommended that schools should not search through devices and delete imagery unless there is good and clear reason to do so.

It is recommended that in most cases young people are asked to delete imagery and to confirm that they have deleted the imagery. Young people will be given a deadline for deletion across all devices, online storage or social media sites.

Young people will be reminded that possession of youth produced sexual imagery is illegal. They will be informed that if they refuse or it is later discovered they did not delete the image they are committing a criminal offence and the police may become involved. All of these decisions will be recorded: including times, dates and reasons for decisions made and logged in our safeguarding records. Parents and carers will also be informed unless this presents a further risk to the young person.

At this point our school may want to invoke our own disciplinary measures to discourage young people from sharing, creating or receiving images but this will be at the discretion of the Headteacher and DSL and it will be in line with our behaviour policies.

Interviewing and talking to the young person/people involved

Once our school has assessed a young person as not at immediate risk, it may be necessary to have a conversation with them and decide the best course of action. If possible, our DSL will carry out this conversation. However, if the young person feels more comfortable talking to a different staff member, this will be facilitated where possible.

When discussing the sharing of youth produced sexual imagery, our DSL:

- Recognises the pressures that young people can be under to take part in sharing such imagery and, if relevant, supports the young person's parents to understand the wider issues and motivations around this.
- Remains solution-focused and avoids questions such as 'why have you done this?' as this may prevent the young person from talking about what has happened.
- Reassures the young person that they are not alone and our school will do everything that they can to help and support them.
- Helps the young person to understand what has happened by discussing the wider pressures that they may face and the motivations of the person that sent on the imagery.

- Discusses issues of consent and trust within healthy relationships. Explain that it is not ok for someone to make them feel uncomfortable, to pressure them into doing things that they don't want to do, or to show them things that they are unhappy about. Let them know that they can speak to our DSL if this ever happens.

The purpose of the conversation is to:

- Identify, **without looking**, what the image contains and whether anyone else has been involved.
- Find out who has seen or shared the image and how further distribution can be prevented.

Recording incidents

All incidents relating to youth produced sexual imagery will be recorded in school. This includes incidents that have been referred to external agencies and those that have not.

At Penn Fields school we understand that Ofsted highlight that when inspecting schools in relation to safeguarding they look for the following:

- Are records up to date and complete?
- Do records demonstrate both effective identification and management of the risk of harm?
- Do records demonstrate sound decision-making, appropriate responses to concerns and evidence of relevant referrals made in a timely manner?
- Do they indicate that appropriate action is taken in response to concerns and allegations in a timely manner?
- Do they show evidence of tenacity in following up concerns with relevant agencies?
- Do they provide evidence of effective partnership working and sharing of information?
- Is there evidence of attendance at or contribution to inter-agency meetings and conferences?
- Is there clarity about the school's policy relating to the sharing of information internally, safe keeping of records, and transfer when a pupil leaves the school?

In cases that relate to youth produced sexual imagery our school will reflect all of the areas above when we are recording incidents.

In addition, if our school decides not refer incidents to the police or children's social care we will record our reason for doing so and ensure that this is signed off by the Headteacher.

Reporting youth produced sexual imagery online

At Penn Fields school we will provide help and support with the removal of imagery from devices and social media, especially if they are distressed. Most online service providers offer a reporting function for account holders and some offer a public reporting function to enable a third party to make a report on behalf of the young person.

Educating Children and Young People

Keeping Children Safe in Education statutory guidance states that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities'. In line with this, schools should provide young people with opportunities to learn about the issue of youth produced sexual imagery.

Learning about youth produced sexual imagery cannot be taught in isolation. Learning will be located within our Wellbeing and PSHE education programme, as well as in the school's computing programme, where it should reflect the requirements of the National Curriculum programme of study for computing.

Given the potential sensitivity of these lessons our staff will ensure that this issue is taught within an emotionally safe classroom climate where clear ground rules have been negotiated and established and where boundaries around teacher confidentiality have been clarified. If during any lesson teachers suspect any child or young person is vulnerable or at risk the school's safeguarding protocols will always be followed.

Our school will consider:

- What specific learning is provided in the curriculum *about* youth produced sexual imagery? This focuses on factual information and may include:
 - ✓ what it is
 - ✓ how it is most likely to be encountered
 - ✓ the consequences of requesting, forwarding or providing such images, including when it is and is not abusive
 - ✓ issues of legality
 - ✓ the risk of damage to peoples' feelings and reputation
- What specific learning is provided to ensure children and young people have the strategies and skills required to *manage*:
 - ✓ specific requests or pressure to provide (or forward) such images
 - ✓ the receipt of such images

This will include who to tell; what to say; what to do; what not to do and where to get support from within and outside of the school.

At Penn Fields school we recognise how difficult it may be for children and young people to challenge or deny their peers' requests for images, especially those to whom they are attracted or whose approval they seek. We understand may also be extremely difficult for them to ask adults for help. Young people may have made a decision they now regret and may find it difficult or embarrassing to ask for help. It is essential that lessons help children and young people develop the confidence they may need to put their skills and strategies into action.

It is therefore important that children and young people understand our school's policy towards youth produced sexual imagery. The content of this policy and the protocols our school will follow in the event of an incident can be explored as part of this learning. This reinforces the inappropriate nature of abusive behaviours and can reassure children and

young people that our school will support them if they experience difficulties or have concerns.

Our school will consider:

- What *underpinning protective learning* is being provided by the school's planned PSHE education programme and wider curriculum? This will include work on:
 - ✓ communication
 - ✓ understanding healthy relationships including trust
 - ✓ understanding and respecting the concept of genuine consent
 - ✓ understanding our rights (especially our collective right to be safe and to *feel safe*)
 - ✓ recognising abusive and coercive language and behaviours
 - ✓ accepting our responsibilities (especially our responsibility to respect others trust and protect their right to be physically, emotionally and reputationally safe)

We understand that without this underpinning learning, *specific* learning about sexting may have limited impact.

When will we teach young people about these issues?

It is essential that learning is both age and readiness appropriate and is seen by children and young people as balanced and relevant to their real-life experience. Where appropriate our school will work with children and young people in the planning of these lessons to ensure that lessons are both appropriate and relevant.

Child Sexual Exploitation (CSE)

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;

- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

At Penn Fields School we understand that any child in any community may be vulnerable to child exploitation, we will be alert to the fact that child sexual exploitation is complex and rarely presents in isolation of other needs and risks of harm (although this may not always be the case, particularly in relation to online abuse). Child sexual exploitation may be linked to other crimes and we will be mindful that a child who may present as being involved in criminal activity is actually being exploited.

At Penn Fields School we are aware that the following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

We understand that not all children and young people with these vulnerabilities will experience child sexual exploitation. **Child sexual exploitation can also occur without any of these vulnerabilities being present.**

Children rarely self-report child sexual exploitation so we understand it is vitally important that all staff at Penn Fields School are aware of the potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

We will remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present and be alert to the potential signs of abuse and neglect and to understand the procedures set out by local multi-agency safeguarding arrangements.

At Penn Fields School we will provide information and raise awareness of CSE including the signs, vulnerabilities and reporting procedures in line with WSCB guidelines

Our staff will report any concerns regarding children at risk of CSE to the DSL or DDSL who will then make a referral and liaise with other relevant statutory agencies, for example, social care, police and health professionals as required

Wolverhampton CSE Co-ordinator is Sandeep Gill

'Honour based violence'

So-called 'honour-based' violence (HBV) 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 HBV are abuse (regardless of the motivation) and will be handled and escalated as such. If staff have any concerns they will speak to the DSL.

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

failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

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

At Penn Fields School teachers must also report their concerns and share the information with the DSL following the school’s procedures for recording and reporting. The teacher will be supported by the DSL to fulfil their duty to report FGM cases to the police and social care.

Our staff will call contact the police on 101

Some warning signs:

- Difficulty walking, sitting or standing;
- Unusual behaviour after an absence from school;
- Age of the young girl (0-15 years);
- A young girl may visit the bathroom more frequently or spend more time than usual in the bathroom;
- A young girl may have frequent, urinary, menstrual or stomach problems;
- Prolonged or repeated absence from school;
- A young girl may try to avoid PE lessons;
- Travel to a country known to practise FGM (School holiday times);
- An Elder family member visiting from a country known to practise FGM;
- Over hearing conversations related to FGM;
- A young girl may disclose, ask questions or ask for advice;
- Reluctance to undergo normal medical examination; and
- Girls that are withdrawn from PSHE or SRE.

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 communities use religion and culture as a way to coerce a person into marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmfco.gov.uk.

Further Guidance and Information on HBV, FGM and Forced Marriage - indicators and actions

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage. If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Schools and colleges can play an important role in safeguarding children from forced marriage. Our staff are familiar with the issue of forced marriage, Honour Based Violence and FGM.

If staff have any concerns regarding FGM, Forced Marriage and Honour Based Violence they will report to the DSL. The DSL will support the individual teacher to fulfil their duty to report to the police and/or social care.

Preventing Radicalisation

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard" to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes:

At Penn Fields School we will:

- Assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology;
- Work in partnership with parents, children, families and statutory agencies;
- Assess the risk in our local area and as a minimum our DSL will undertake Prevent awareness training to provide advice and support to other members of staff on protecting children from the risk of radicalisation; and
- Ensures that suitable filtering and monitoring is in place. Our pupils are taught to stay safe on-line. Our E-safety is integral to the school's IT curriculum.

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes;
- Glorifying violence, especially to other faiths or cultures;
- Making remarks or comments about being at extremist events or rallies outside school;
- Evidence of possessing illegal or extremist literature;
- Advocating messages similar to illegal organisations or other extremist groups;
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- Secretive behavior;
- Online searches or sharing extremist messages or social profiles;
- Intolerance of difference, including faith, culture, gender, race or sexuality;
- Graffiti, art work or writing that displays extremist themes;
- Attempts to impose extremist views or practices on others;
- Verbalising anti-Western or anti-British views; and
- Advocating violence towards others.

At Penn Fields School, we aim to build the children's resilience to radicalisation by providing a safe environment and through particular aspects of the curriculum including SMSC, British Values, PSHE, SRE and Citizenship.

Training on Prevent will be delivered as required to the relevant staff.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched 'Educate against hate' a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Our staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel Guidance](#). E-learning channel awareness programme for staff is available at: [Channel General Awareness](#).

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required

Our staff will co-operate with local Channel panels as required.

The Wolverhampton Prevent Team (West-Midlands Counter Terrorism Unit) can be contacted on:

101 select option 3 and then 8713036

Peer on peer abuse

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

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's relevant policy e.g. behaviour policy.

ALL allegations will be taken seriously, at Penn Fields School we understand that 'abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up"'. (KCSIE 2016) ALL allegations will be carefully considered and all decisions will be made on a case by case basis in consultations with social care. Referral under safeguarding arrangements may be necessary, key specific considerations will include:

- The age, maturity and understanding of the children; and
- Any disability or special needs of the children

Allegations against other children which are safeguarding issues

Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations may include physical abuse, emotional abuse, sexual abuse and sexual exploitation and sexting. Other gender issues that can be prevalent when dealing with peer on peer abuse could, for example, include girls being sexually touched or assaulted or boys being subject to initiation or hazing type violence. It is also likely that incidents may involve older students and their behaviour towards younger students or those who are vulnerable.

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

If the allegation:

- Is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child;
- Is of a serious nature, possibly including a criminal offence;
- Raises risk factors for other children in the school;
- Indicates that other children may have been affected by this child; and
- Indicates that young children outside the school may be affected by this child.

Examples of safeguarding issues against a child could include:

Physical Abuse

- Violence, particularly pre-planned;
- Forcing others to use drugs or alcohol; and
- Initiation and hazing violence.

Emotional Abuse

- Blackmail or extortion;
- Threats and intimidation; and
- Cyber-bullying.

Sexual Abuse including sexting and gender based violence

- Indecent exposure, indecent and inappropriate touching or serious sexual assaults;
- Forcing others to watch pornography or take part in sexting; and
- Initiation and hazing violence.

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight); and
- Photographing or videoing other children performing indecent acts.

Prevention, assessing and minimising the risks

At Penn Fields School we will minimise the risk of allegations against other children by:

- Providing a developmentally age appropriate PSHE, SRE, 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 behaviours 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; and
- Training and awareness sessions will be provided for staff.

Procedure to manage peer on peer allegations

- When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL (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 social care/multi-agency agency safeguarding hub (MASH) to discuss the allegation and seek advice;
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate;
- If the allegation indicates that a potential criminal offence has taken place, this will be referred to the multi-agency agency safeguarding hub MASH where the police will become involved;
- Following advice from Social Care and/or the police, parents of both the child being complained about and the alleged victim, should be informed and kept updated on the progress of the referral;
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children's files;
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures;
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual 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; and
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Support and care

At Penn Fields School we recognise and understand that peer on peer allegations will be very distressing situations for all concerned - children, family members and staff. We will seek to provide any support required and make any necessary referrals for counselling and support services.

Other types of abuse to be aware of include:

- Bullying including cyber-bullying
- Children Missing education
- Children missing from home or care
- Child sexual exploitation
- Domestic violence
- Drugs
- Fabricated and Induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence

- Gender based violence/violence against women and girls
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking

Whilst it is important for our staff to be vigilant regarding the types and signs of abuse at all times it does not necessarily mean that a child or young person has been abused because the signs have been noted or observed. However, ALL concerns MUST be shared with the DSL.

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 step parents, grandparents, brothers, sisters, uncles or aunts, (whether of full blood, half blood, or marriage/ affinity.)

School staff will notify the DSL when they become aware of private fostering arrangements. The DSL 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 Local Authority.

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

Advice - What to do if a child Discloses

All staff at Penn Fields School will also refer to 'What to do if you are worried a child is being abused' DfE March 2015

DO's

- Keep an open mind;
- Reassure;
- Listen carefully;
- Work at the child's pace;
- Where appropriate, ask only open questions in a non-leading way – clarifying the facts, don't interrogate;
- Explain your actions;
- Record accurately and quickly using child's words/action;
- Pass all the information on to the DSL, or the deputy DSL immediately/soon as possible or the same day;
- At all times, keep children and young people safe;

- Treat everyone with respect;
- Create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like;
- Report all inappropriate and/or abusive activities, including ridicule or bullying;
- Familiarize yourself with the school's code of conduct, and other related policies;
- Demonstrate positive behaviours you wish others to follow;
- Treat all health and safety concerns as emergencies and report them immediately;
- Follow the school's procedures for reporting safeguarding and welfare concerns;
- Follow the school's procedures for reporting all allegations against staff, carers and volunteers; and
- Look after yourself – ask for support.

DON'Ts

- Make false promises;
- Interrupt/Interrogate/Investigate;
- Assume e.g. this child tells lies/good imagination;
- Make suggestions about what is being said;
- Speculate or accuse anyone;
- Show anger, shock etc;
- Tell the child to go and speak to someone else;
- Discuss with parent/carers without speaking to the DSL, or their deputy;
- Forget to record accurately and/or pass on to DSL, or the deputy
- Discuss with any other staff before speaking to DSL, or deputy;
- Leave any related written information laying around;
- Jump to conclusions about people's behaviour without knowing the facts;
- Investigate an allegation of child protection concern yourself;
- Make suggestive (what could be seen as suggestive) remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter with or in front of children and/or young people;
- Create 'intense' personal relationships with a child/young person/s;
- Give any personal details about yourself or others, to a child/young person, unless this has been agreed with a senior member of staff for a specific reason;
- Allow children and young people to have access to your personal activities, including social networking sites;
- Have inappropriate physical contact with children and young people, this includes whilst playing games;
- Engage in any sexual activity (even consensual) with a child/young person under the age of 18 years who is attending any educational establishment;
- Intimidate, threaten, coerce or undermine others; and
- Believe that safeguarding matters are someone else's business and responsibility – it is... and it's also yours.

Recording and reporting concerns and disclosures

At Penn Fields we use an electronic recording system called 'My concern'. This system is specifically designed for Safeguarding in Education and every staff member has a direct login name and password. When there is a safeguarding concern staff have to immediately record and/or notify the DSL and/or DDSL's if the DSL is out of school. If staff record the issues on 'My Concern' this automatically notifies the DSL & DDSLs, however, if it is an urgent child protection issue, staff are required to follow this up in person verbally with the DSL/DDSL. (An overview of this system is added to the Appendices).

We also use a yellow school concern reporting form and Body map which staff can easily access if the electronic system is not working. There is a safeguarding pack in every classroom and in the staffroom.

The electronic system and the yellow concern form include the following information;

- Details of the child's name, DOB, class etc;
- Address, contact numbers;
- Parent/carers names;
- Siblings (different names?);
- All details of the concerns/behaviour/incident/disclosure;
- Use child's own words;
- Ensure all information recorded is factual and accurate;
- Date and time of recording;
- Who the incident/disclosure was made to;
- Note any other witnesses;
- Use full names and titles/roles;
- Do not use abbreviations;
- To whom the concern was reported to and time DSL notified;
- Chronology of actions – date, place, who and what; and
- Signature and date of person recording the incident.

Making a referral to children's social care- points to be considered Child Protection Procedures

Upon receipt of a school concern form the DSL will decide and seek advice to determine whether the concern/disclosure meets a threshold for support.

The DSL will consider:

Is this a child with unmet needs where health, development or achievement may be affected? Wolverhampton Supporting Children' Model says practitioners should form a Team around the Family (TaF) and complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear; or
- The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs the DSL or deputy will discuss the issues with the child's parents/carers. The DSL will obtain parental consent for an Early Help Assessment to be completed.

Is this a child in need? Section 17 of the Children Act 1989 says:

- The child is unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development;
- The child's health or development is likely to be impaired, or further impaired without the provision of such services; and
- The child has a disability.

Is this a Child Protection matter? Section 47 of the Children Act 1989 says:

- Children at risk or who are suffering significant harm;
- Children suffering the effects of significant harm; and
- Serious health problems.

All concerns, child with unmet needs, Child in Need and Child Protection matters, should be discussed with the DSL and will need to be assessed and referred using the correct channels by the school as soon as possible. It is important to recognise anybody can make a referral where they believe a child to be in imminent danger or at risk of harm

Where a case reaches the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under Section 47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which impair the child's physical, psychological and social development. In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Making a referral

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and /or the police immediately.

Anyone can make a referral although where a child is registered at school, consultation should take place with the school's DSL or Deputy, who will often be the most appropriate person to initiate any referral. A written record of the concerns should be made using the schools internal recording form. This should be used to aid in the decision making process if a referral is needed to the MASH/Central Referral Hub.

For referral to the MASH/Central Referral Hub, phone 01902 555392 and speak to a social worker. Any action will need to be followed up with a written confirmation on the MARF (Multi Agency Referral form).

Out of hours: 01902 552999

Children's Wishes

Children's wishes and feelings are taken into account if appropriate when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Staff members do not promise confidentiality and always act in the best interests of the child.

Record Keeping

At Penn Fields school all records of concerns and safeguarding/child protection files are stored separately from the child's school file. They are either stored electronically on My Concern or locked in a secure location. If a child moves school, our school will transfer the files, wherever possible, this will be done in person if not the file will be transferred securely and our school will obtain a receipt from the receiving school. If our school is the last known school the child attend, records will be retained until the child's 25th birthday.

Looked After Children and the Virtual School Headteacher

Our Looked after children lead is Ms J Callaghan

Our LAC lead will undertake any relevant training to update their skills, understanding and knowledge enable them to keep our looked after children safe. Our Looked after children lead will promote the educational, physical, social and emotional welfare of children who are looked after.

Our LAC Lead will ensure:

- They are aware of the legal status (interim care order, full care order, voluntary arrangements of any looked after child at Penn Fields 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 to discuss how the funding for that child can be best used to support the child's need outlined in the personal education plan.

Children with special educational needs and disabilities

At Penn Fields school we are aware that our children because of their special educational needs and disabilities may face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

We will ensure we have appropriate mechanisms in place to assist these children.

Examples of mechanisms:

- Suitable training
- Referrals to specialist agencies
- Use of communication packages
- Use of signs and symbols
- One to one support for communication
- Appropriate IT aides

Induction

All staff members will undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training provided will be in line with advice from the WSCB. Upon appointment and starting the new post, new staff, students and volunteers will be issued with an induction pack, safeguarding policy, Keeping Children Safe in Education -Part 1, annex A and annex B, Whistleblowing Policy, Management of Allegations Policy, Code of Conduct and other relevant safeguarding information. 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.

Training

DSL

Our DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

Our DSL will undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular

intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands our school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support our school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Staff Training

All staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Our Governing Body recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

Governor Training

All governors are invited and encouraged to attend safeguarding training.

Safer Recruitment Training

Our school will ensure that at least one member of any recruitment panel has received safer recruitment training.

Safer working practices

Our school has a Code of Conduct; all staff and volunteers are issued with this at induction. You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- Work in a room where there is a glass panel in the door or leave the door open;
- Make sure that other adults visit the room occasionally;
- Avoid working in isolation with children unless thought has been given to safeguards;
- Must not give out personal mobile phone numbers or private e-mail addresses;
- Must not give pupils lifts home in your cars;
- Must not arrange to meet them outside of school hours; and
- Must not chat to pupils on the social websites.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint of pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed.

Safer recruitment

In order to create a safe environment for our children our 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 2016.

Our school will ensure that at least one member of any recruitment panel has received safer recruitment training.

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.

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad will be conditional on satisfactory completion of the necessary pre-employment checks and satisfactory references. Upon appointment 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;

- Verify the person's right to work in the UK. 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 or college consider appropriate;
- Disqualification by Association check (if required);
- Verify professional qualifications, as appropriate; and

Our school understands that it is a criminal offence to allow any individual who is barred to carry out any form of regulated activity. Our school will comply with the legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Our school makes decisions about the suitability of any prospective employees based on checks and evidence including; criminal record checks (DBS), barred list checks and prohibition checks together with references and interview information.

Consideration is given to the regulated activity prospective employees will be engaged in. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- Will be responsible, on a regular basis in a school, for teaching, caring for or supervising children;
- Will carry out paid or unsupervised unpaid, work regularly in a school where that work provides an opportunity for contact with children; and
- Engage in intimate or personal care or overnight activity, even if this happens only once.

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, which does not include a barred list check.

For anyone appointed to carry out teaching work, an additional check will be undertaken to ensure they are not prohibited from teaching.

A European Economic Area (EEA) check will also be completed if required to check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed.

Our school keeps a Single Central Record that complies with all the requirements. It is monitored by the Headteacher and/or Chair of Governors at regular intervals.

The Single Central Record covers the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children;
- Volunteers;
- Governors; and
- Agency and third-party staff

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

- An identity check;
- A barred list check;
- An enhanced DBS check/certificate;
- A prohibition from teaching check;
- Further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions;
- A check of professional qualifications; and
- A check to establish the person's right to work in the United Kingdom.

Our school will obtain written confirmation that the employment business supplying staff has carried out the relevant checks and obtained the appropriate certificates. Our school will also check that the person presenting themselves for work is the same person on whom the checks have been made (Identity check)

All applicants MUST show their current original DBS certificate to the school as soon as they take up post.

Management of Allegations

Our school has adopted the LA 'Grey Book' Managing Allegations Policy.

Our policy complies with the guidance set out in Part four of Keeping Children Safe in Education 2016.

All allegations of abuse of children carried out by any staff member or volunteer will be taken seriously. If an allegation is made regarding a member of staff or volunteer, the following will be considered:

Has the member of staff/volunteer:

- Behaved in a way that has harmed a child, or may have harmed a child?
- Possibly committed a criminal offence against or related to a child?
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children?

If an allegation is made against a member of staff or volunteer the Headteacher must be informed immediately or as soon as possible within 1 working day and he or she must contact the Designated Officer (Paul Cooper) immediately to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

If an allegation is made against the Headteacher, the chair of governors, must contact the Designated Officer (Paul Cooper) immediately or as soon as possible within 1 working day

to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

Our procedures and approach to dealing with allegations will be applied with sensitivity and common sense. Our school will exercise its duty of care to employees, we will act appropriately to manage and minimise the stress inherent in the allegation process. Our school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

At Penn Fields school we understand that there is a legal requirement for employers to make a referral to the DBS where we think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up and a referral to the DBS *must* be made, if the criteria are met (outlined in KCSiE 2016, paragraph 120)

The Designated Officer in Wolverhampton is Paul Cooper (01902 550661)

Whistleblowing

All staff, volunteers and parents at Penn Fields school should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime and such concerns will be taken seriously by our Headteacher, governing Body and senior leadership team. Our school has a separate Whistleblowing Policy and appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with our Headteacher, governing Body or senior leadership team.

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, for example:

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Curriculum

Child safety issues and child protection will be addressed through the curriculum where appropriate, especially through PSHE, Computing and E-Safety, Citizenship, Sex and Relations Education (SRE) and British values.

We use a variety of resources and approaches to teach the children how to keep themselves safe, build their resilience and manage risks.

The curriculum, and in particular, the personal, social and health education development strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in pupils and in developing preventative strategies to ensure their own protection and that of others. Opportunities are provided for

pupils to develop the skills and strategies they need to stay safe from abuse, including age appropriate discussions about healthy relationships, their bodies and being able to say no to requests that they do not want to carry out. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

Our school teaches the children how to keep themselves safe through;

- Cycling Proficiency
- Swimming lessons
- Educational Visits
- PCSO – Talks on Bullying, Cyber-bullying, Stranger Danger, Firework and Park Safety
- People Who Help Us Topics
- PSHE/ Assemblies
- SRE/ School Nurses
- British Values/ Virtues and Values

Through the school's curriculum the children have the opportunity to go on school trips and residential visits to enhance their learning. All off site visits are recorded. Permission slips and medical forms are collected and kept with the office and the lead member of staff. Risk assessments are completed and stored within the involve system.

(See Educational Visits Policy for further information)

E-Safety curriculum and computing, use of mobile technology (See separate policies for further information)

The E-Safety lead is Mr Roalfe (Deputy Head)

The growth of different electronic media in everyday life and an ever-developing variety of devices including PC's, laptops, mobile phones, webcams etc. place an additional risk on our children. Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view of grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases, arrange to meet them.

Access to abusive images is not a 'victimless' act as it is already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of Cyber-bullying using a range of methods including text, sexting and instant messaging to reach their target. Mobile phones are also used to capture violent assaults or other children for circulation (happy slapping).

The best protection is to make pupils aware of the dangers through curriculum teaching particularly computing and IT lessons, PSHE and SRE.

At Penn Fields school

- Software (filters, firewalls and monitoring) 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 are taught not give out personal details, phone numbers, schools, home address, computer passwords etc; and
- Pupils should adhere to the school policy on mobile phones.

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.

Use of mobile phones, cameras and other devices (See separate policies for further information)

Unauthorized or secret use of a mobile phone or other electronic device, to record voice, pictures or video is forbidden. Unauthorized 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 procedures will be followed. Where any crime may have been committed, the police will be informed.

We recognise that many aspects of the curriculum can be enhanced using multi-media and that there are now a wide and growing range of devices on which this can be accomplished. Digital images, video and sound recording are only taken with the permission of participants; images and video are of appropriate activities and are only taken of children wearing appropriate dress. Full names of participants are not used either within the resource itself, within the file-name or in accompanying text online.

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. All staff must be vigilant and remind any parents / Visitors who forget.

We ask all parents/carers to sign an agreement about taking and publishing photographs and video of their children and this list is checked whenever an activity is being photographed or filmed.

For their own protection staff or other visitors to school never use a personal device (mobile phone, digital camera or digital video recorder) to take photographs of pupils.

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.

Monitoring policy and practice

Our Safeguarding policy and procedures will be reviewed annually or sooner if required. All staff and stakeholders may contribute to the development of our policies and procedures.

Our policy will be published on our website and paper copies are available upon request.

Appendix 1 – Penn Fields Concerns Recording Form

Student Name:		Date of Birth
Address & Telephone Number		
<p>Please give as much relevant detail as possible.</p> <p>If a pupil is disclosing use the language the pupil uses.</p> <p>Complete this form as soon as possible after incident or disclosure. (Do not leave overnight)</p> <p>Ensure that every sheet has been signed and the time/date is indicated clearly, please include your role and who the form has been passed too.</p>		
General Information e.g. family set up, child looked after, preferred communication etc.		
Concern/Incident/Disclosure		
Signature:	Role:	Print Name:
Date and Time of Disclosure/concern:		
The report was passed to;	Time Report was passed:	

Report received from	Signature
Date and time	

Date	Time	Action