

ST FRANCIS OF ASSISI CATHOLIC COLLEGE
CHILD PROTECTION AND SAFEGUARDING POLICY



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Approved by: Full Governing Body

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Key Staff

<u>Role</u>	<u>Name</u>	<u>Contact Details</u>
Headteacher & DSL	Luke Salkeld	lsalkeld@stfrancis.cc
Deputy Designated Safeguarding Lead & Welfare Lead	Rebecca Malli	Rmalli@stfrancis.cc
Single Point of Contact (preventing radicalisation)	Rebecca Malli	Rmalli@stfrancis.cc
Looked After Childrens Designated Teacher	Claire Walker	
Chair of Governing Body	Tim Ward	tward@stfrancis.cc
Nominated Governors for Child Protection	Duncan Whitehouse	dwhitehouse@stfrancis.cc

St Francis of Assisi Catholic College seeks to develop the whole person. We are a faith Community inspired in our mission by our motto Nil Satis Optimum- nothing but the best is good enough.

In striving to fulfil this we follow our mission statement. In practice this means that we seek;

- to encourage, support and inspire young people and the wider school community in their journey of faith.
- to create a well-ordered community where everyone is valued and respected.
- to develop the intellectual, creative, physical, spiritual and religious potential of every student and encourage involvement in the wider life of the school community.
- to work in partnership with parents, parishes, local industry and commerce and the wider community in a spirit of mutual service for the benefit of all.
- to prepare our young people for the life beyond school and in particular to develop personal integrity, moral values and a sense of justice so that they "*preach the Gospel at all times, use words if necessary*". (St Francis).

1. Introduction

1.1 Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical 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.

1.2 St Francis of Assisi Catholic College are committed to safeguarding and promoting the welfare of all its pupils/students. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.
- All staff are aware of contextualised safeguarding and that risk of abuse or exploitation can occur outside of school and outside of their family environments.

1.3 St Francis of Assisi Catholic College will fulfil their local and national responsibilities as laid out in the following documents:-

- The most recent version of Working Together to Safeguard Children (DfE)
- The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE)
- The Procedures of Walsall Safeguarding Partnership
- The Education Act 2002 s175 / s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)

2. Overall Aims

- 2.1 This policy will contribute to safeguarding our pupils/students and promoting their welfare by:
- Clarifying standards of behaviour for staff and pupils/students;
 - Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared British values;
 - Introducing appropriate work within the curriculum;
 - Encouraging pupils/students and parents to participate

Alerting staff to the signs and indicators that all might not be well;

- Parent/Carer & Pupil Policy Manual;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their pupils/students face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation.

2.2 This policy will contribute to supporting our pupils by:

- Identifying and protecting the most vulnerable;
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

2.3 This policy will contribute to the protection of our pupils by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils/students, parents and agencies.

3. Key Principles

3.1

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

These are the key principles of safeguarding:

- Always see the child first.
- Never do nothing.
- Do with, not to, others.
- Do the simple things better.
- Have conversations, build relationships.
- Outcomes not outputs.

3.2 In addition there are the following key safeguarding messages for schools -

- Every child is entitled to a rich and rounded curriculum.
- Schools operate with public money: this should be spent wisely, targeting resources on the evidenced needs of children at school now. Assurance and audit are important aspects of this.
- When issues arise, head teachers should speak out, addressing them internally where possible and escalating them when this is unsuccessful.
- The Trustee Board have established Regional Safeguarding System Leaders, to work with schools to make sure that the safeguarding of St Francis of Assisi Catholic College pupils is done to the highest standards possible.

4. Key Processes

- 4.1 All staff should be aware of the guidance issued by the Walsall Safeguarding Partnership arrangements.

5. Expectations

- 5.1 All staff including supply staff and visitors will:
- Be aware of the safeguarding procedures in school including other policies such as, Behaviour policy, the staff code of conduct, the safeguarding response to children who go missing from education, the role of the designated safeguarding lead (including the identity of the Designated Safeguarding Lead and any deputies) part one and Annex A- Keeping Children Safe in Education
 - Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;
 - Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
 - Be alert to signs and indicators of possible abuse (See Appendix Two for current definitions and indicators);
 - Record concerns on CPOMS and notify the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead Rebecca Malli.
 - Deal with a disclosure of abuse from a child in line with the guidance in Appendix Three - you must inform the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead Rebecca Malli immediately, and provide a written account (CPOMS) as soon as possible.
- 5.1.1 All staff will receive safeguarding training every year. Key staff will undertake more specialist Child Protection training.

6. The Designated Safeguarding Lead

- 6.1 Our Designated Safeguarding Lead on the Senior leadership team is Luke Salkeld. Our Deputy Designated Safeguarding Lead is Rebecca Malli. They have the lead responsibility and management oversight and accountability for child protection and are responsible for coordinating all child protection activity.
- 6.2 The Designated Safeguarding Lead and Deputy will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files.
- 6.3 When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken.
- 6.4 Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, and when.
- 6.5 Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
- 6.6 Access to these records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.
- 6.7 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- 6.8 Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.
- 6.9 If a pupil/student moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- 6.10 If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

- 6.11 If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- 6.12 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.
- 6.13 When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- 6.14 In exceptional circumstances when a face to face handover is unfeasible, the Principal will ensure that the new post holder is fully conversant with all procedures and case files.

Designated Safeguarding Lead (Job Description)

Areas of responsibility

6.15 Policy and procedure:

- Act as a champion of the school's safeguarding policy and procedures by ensuring all staff have access to and understand them
- Induct new members of staff with regard to the school and Walsall Safeguarding Partnership policies and procedures
- Ensure the school safeguarding policy is updated and reviewed annually
- Ensure parents see copies of the safeguarding policy to avoid potential conflict later
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Guidance for Safer Working Practice (Code of Conduct)

6.16 Reporting concerns:

- Recognise how to identify signs of abuse and when to make a referral
- Respond appropriately to disclosures or concerns relating to the well-being of a child
- Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information
- Liaise with the Principal to inform them of any issues and ongoing investigations
- Liaise with the Governor with safeguarding responsibilities
- Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are stored securely
- When pupils move school, ensure their safeguarding file is sent to the new establishment immediately and securely
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- **It is not the role of the DDSL to investigate allegations of abuse or neglect by members of staff working or volunteering with children in school. This falls to the Principal or to the Chair of Governors where the allegation is against the Principal.**

6.17 Multi Agency working:

- Ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored
- Ensure that an appropriate member of staff attends and contributes effectively to Child In Need meetings, Child Protection conferences, Child Protection Core Groups, planning and review meetings; including those taking place out of normal working hours.
- Liaise and coordinate with colleagues and outside organisations to provide Early Help as soon as a problem emerges, at any point in a child or young person's life working with the Early Help Strategic Partnerships and referring to the Early Help hub where necessary.
- Acting as Lead Professional as appropriate
- Ensure that actions resulting from meetings are SMART and that they are carried out in a co-ordinated way; making the difference which was anticipated

6.18 Training:

- Ensure all staff have safeguarding induction within their first 7 days and receive frequent updates so that they are able to recognise and report any concerns immediately
- Staff are trained in Safeguarding Children and Young People level 1 annually.
- Attend relevant training every 2 years and an annual basis, attend forums/roadshows to reinforce and enhance Safeguarding knowledge and practice
- Represent the school at Designated Lead forums and disseminate the information to colleagues

6.19 Knowledge and skills:

- Act as a source of support, advice and expertise within the school
- Have a working knowledge of how the Walsall Safeguarding Children Board operates
- Ensure that staff members are following up to date procedures in line with National and Local expectations Act with integrity; maintaining confidentiality at all times

6.20 General Duties:

- To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
- To ensure that the Section 175 Audit published by Walsall Safeguarding Partnership is completed annually and returned by deadline and reviewed regularly.

7. The Governing Body

- 7.1 The Governing Body is the Board of Trustees and it is the accountable body for ensuring the safety of the school
- 7.2 The Governing body will ensure that:
- The school has a safeguarding policy in accordance with the procedures of Walsall Safeguarding partnerships;
 - The school operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
 - At least one senior member of the school’s leadership team acts as a Designated Safeguarding Lead;
 - The Designated Safeguarding Lead attends appropriate refresher training every two years;
 - The Principal and all other staff who work with children undertake training every year;
 - Temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities;
 - The school remedies any deficiencies or weaknesses brought to its attention without delay; and
 - The school has procedures for dealing with allegations of abuse against staff, supply staff and volunteers.
- 7.3 The governing body reviews its policies/procedures annually.

8. A Safer School Culture

Safer Recruitment and Selection

- 8.1 The school pays full regard to the latest ‘Keeping Children Safe in Education’. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS)
- 8.2 All recruitment materials will include reference to the school’s commitment to safeguarding and promoting the wellbeing of pupils.
- 8.3 **The Principal, School Business Manager, Principal’s P.A. and designated governors have undertaken appropriate training in Safer Recruitment. One of the above will be involved in all staff / volunteer recruitment processes and sit on the recruitment panel.**

Staff support

- 8.4 We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead.

9. Our Role in the Prevention of Abuse

- 9.1 We will provide opportunities for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

The curriculum

- 9.2 Relevant issues will be addressed through the PSHE curriculum and Values Education, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, safety, gangs and bullying.
- 9.3 Relevant issues will be addressed through other areas of the curriculum, for example, English, History, Drama, Art.
- 9.4 All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.
- 9.5 Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.
- 9.6 This includes covering issues through Relationships Education and Relationships and Sex Education delivered through personal, social and health education.

Online Safety, At school and at home

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; Child Criminal exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Appropriate filters and appropriate monitoring systems are in place - DSL / DDSL are flagged when an incident arises.

10. Safeguarding Pupils/Students who are vulnerable to radicalisation

- 10.1 Since 2010, when the Government published the Prevent Strategy, followed by the publication of The Prevent Duty in 2015, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 10.2 St Francis of Assisi Catholic College promotes the freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 10.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St Francis of Assisi Catholic College is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.
- 10.4 **Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Five.**
- 10.5 St Francis of Assisi Catholic College seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

- 10.6 The Principal and the Designated Safeguarding Lead (s) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 10.7 This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding partnership arrangements.

Response

- 10.8 With effect from 1st July 2015 all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as **The Prevent Duty**.
- 10.9 There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors are in Appendix Five.
- 10.10 Our school, like all others, is required to identify a **Prevent Single Point of Contact (SPOC)** who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this is Rebecca Malli – Deputy Safeguarding Lead. The responsibilities of the SPOC are described in Appendix Six.
- 10.11 Staff of St Francis of Assisi Catholic College will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.
- 10.12 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Designated Safeguarding Lead (s) if this is not the same person.
- 10.13 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Channel

- 10.14 Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It aims to:
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- 10.15 The Channel programme 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 participation in the programme is entirely voluntary at all stages.
- 10.16 Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).
- Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on The Prevent Duty. MARF to be completed and sent to MASH if concerned.

11. Safeguarding pupils who are vulnerable to exploitation, forced marriage, female genital mutilation or trafficking

- 11.1 Our safeguarding policy above, and the school's values, ethos and behaviour policies, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- 11.2 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

- 11.3 Our staff is supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum.
- 11.4 Our school works with and engages our families and communities to talk about such issues.
- 11.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 11.6 Our Designated Safeguarding Lead (s) knows where to seek and get advice as necessary.
- 11.7 Our school brings in experts and uses specialist material to support the work we do.

Reporting of Female Genital Mutilation

- 11.8 With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.
- 11.9 When a teacher at St Francis of Assisi Catholic College has reasons to suspect that an act of FGM has been carried out on a pupil, s/he will discuss the situation with the Designated Safeguarding Lead (s), who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

12. Children who go missing from education

- 12.1 A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, Child criminal exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil / student goes missing for an extended period, or on repeat occasions.
- 12.2 The school must notify the local authority of any pupil/student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 5 days or more. The school must also notify the local authority of any pupil/student who is to be deleted from the admission register because s/he –
 - Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
 - Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered;
 - Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
 - Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
 - Has been permanently excluded.

13. What we do when we are concerned

- 13.1 Where risk factors are present but there is no evidence of a particular risk then our DSL/SPOC gives advice on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL/ DDSL may well be the person who talks to and has conversations with the pupil/student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.
- 13.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –
 - The DSL/DDSL/SPOC may decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
 - The school will review the situation after taking appropriate action to address the concerns.
- 13.3 The DSL/DDSL/SPOC will also offer and seek advice about undertaking an early help assessment and/or making a referral to children's social care. The local family support and safeguarding hub can assist us.
- 13.4 If the concerns about the pupil/student are significant and meet the additional needs/complex need criteria, they will be referred to the MASH. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

14. Involving parents/carers

14.1 **In general**, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may **increase the risk of significant harm** to the child.

14.2 Parents/carers will be informed about our safeguarding policy through: school prospectus, website and newsletters.

15. Multi-Agency Work and working with a social worker

15.1 The designated safeguarding lead and any deputies will liaise with the three safeguarding partners (social care, the police and health services) and work with other agencies in line with Working Together to Safeguard Children.

NPCC- When to call the police

(<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>) will help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

15.2 We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nursing team and make referrals to children's social care. Other referrals include Beacon (substance misuse) CASH (sexual Health) Teen Friends, Triple P, Young Carers and WPH. Referrals should be made by the Designated Safeguarding Lead to the Multi-Agency Safeguarding Hub 01922 658170 MASH team (though any staff member can make a referral). Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

15.3 We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

15.4 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

15.5 Where a pupil/student is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

15.6 Where children have a social worker, this will inform decisions about safeguarding for eg. Responding to authorised absences or missing education. DSL / DDSL will be able to best support the welfare of the student and both pastoral and academic support will be given.

16. Our Role in Supporting Children

16.1 We will offer appropriate support to individual children who have experienced abuse or who have abused others.

16.2 An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

16.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

16.4 We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

17. Responding to an allegation about a staff member including supply staff and volunteers. (For further see Appendix 4 for Allegations about a member of staff, supply staff or volunteer)

- 17.1 This procedure should be used in any case in which it is alleged that a member of staff, supply staff, visiting professional or volunteer has:
- Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child; or
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm or;
 - Behaved or may have behaved in a way that indicates s/he is unsuitable to work with children.
- 17.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.
- 17.3 **All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Principal unless the concern relates to the Principal. If the concern relates to the Principal, it must be reported immediately to the Local Authority Designated Officer Team in children's social care, (LADO)**
- 17.4 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.
<https://www.gov.uk/whistleblowing> and <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

18. Children with Additional Needs

- 18.1 St Francis of Assisi Catholic College recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic abuse or drug / alcohol abusing parents, etc.
- 18.2 When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk assessment meeting prior to making the decision to exclude. In the event of a one off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening an Exclusion Hearing.

19. Data Protection and sharing Information

We understand that information sharing is vital in identifying and tackling all forms of abuse. It is important that we recognise the importance of information sharing between professionals and local agencies.

Whilst, among other obligations, the Data Protection Act 1998 and the GDPR places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is **not** a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

When children leave our school, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt will be obtained; this should be transferred.

Governing bodies and proprietors will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. (further information in the SFA GDPR policy)

Data Protection, toolkit for schools -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747620/Data_Protection_Toolkit_for_Schools_OpenBeta.pdf

Appendices

Appendix One,

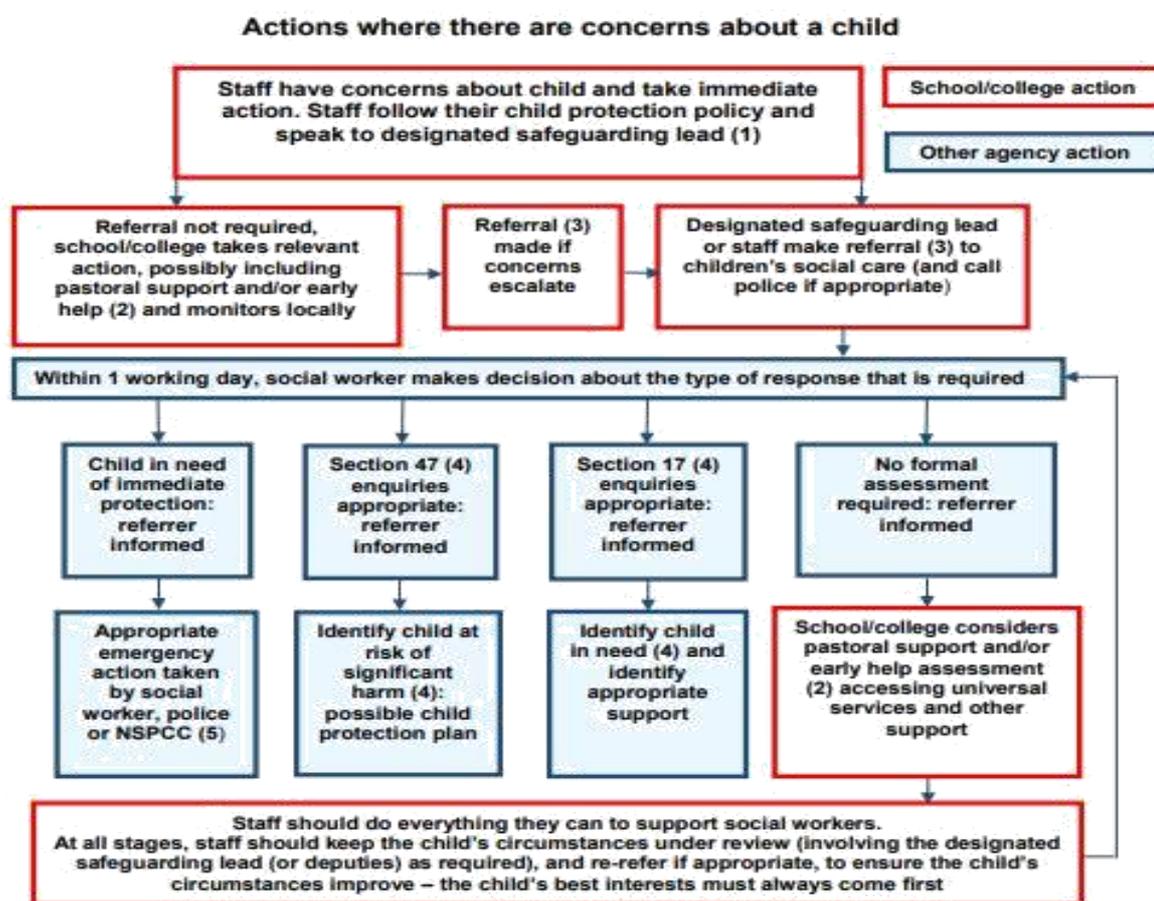
FLOW CHART FROM KEEPING CHILDREN SAFE IN EDUCATION - ACTION TO BE TAKEN

Action when a child has suffered or is likely to suffer harm (flowchart from “Keeping Children Safe in Education”) This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. Anybody can make a referral.

*In cases which also involve an allegation of abuse against the staff member, see part four of Keeping Children Safe in Education which explains action the school or college should take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (**children in need**). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of Working Together to Safeguard Children 2015 for more information.



Appendix Two

DEFINITIONS AND INDICATORS OF ABUSE

1. **NEGLECT**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate care

1. **PHYSICAL ABUSE**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers

2. SEXUAL ABUSE

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;

- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.
- Missing from education

3. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care.

The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing from education

5. EMOTIONAL ABUSE

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

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;

- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;

- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. For example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

Appendix Three

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk. Immediately afterwards you must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Principal or the Designated Safeguarding Lead. Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Principal

Appendix Four

ALLEGATIONS ABOUT A MEMBER OF STAFF, SUPPLY STAFF, TRUSTEE OR VOLUNTEER

1. Inappropriate behaviour by staff/ supply staff/volunteers could take the following forms:

- Physical

For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

- Emotional

For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

- Sexual

For example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.

- Neglect

For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, supply staff, trustee, visitor or volunteer the Principal should be informed immediately. The Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation.

The Principal should not carry out the investigation him/herself or interview pupils.

3. The Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Principal will notify the Local Authority Designated Officer (LADO) Team (Tel 01922 654040 or 07432 422205). The LADO Team will liaise with the Regional Director of Education and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
- If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

4. Where an allegation has been made against the Principal, then the Regional Director of Education takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the procedures of Walsall Safeguarding Partnership.

Appendix Five

INDICATORS OF VULNERABILITY TO RADICALISATION

- 1.
- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
 - **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
 - **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

- There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
- Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
- Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

- More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues
 - Joining or seeking to join extremist organisations;

- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix Six

PREVENTING VIOLENT EXTREMISM –

ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC) The SPOC Rebecca Malli who is responsible for:

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

Appendix Seven - Definitions

Child – a young person under the age of 18 yrs

Child Protection Enquiry - A Child Protection Enquiry (usually referred to as a Section 47 Enquiry) is required if there are reasonable grounds to suspect that a child is suffering or is likely to suffer significant harm.

Early Help Assessment - Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Full Early Help guidance can be accessed via <http://www.mywalsall.org/walsallearlyhelp/>

LADO – Local Authority Designated Officer - The Local Authority must appoint a Designated Officer (LADO) whose responsibility it is to be involved in the management and oversight of individual cases which fall within this procedure, providing advice and guidance to employers and voluntary organisations, liaising with the Police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistently, and with a thorough and fair process.

Designated Safeguarding Lead – each partner should have a Designated Safeguarding Lead (or, for health provider organisations, named professionals) for safeguarding. Their role is to support other professionals in their agencies to recognise the needs of children, including rescue from possible abuse or neglect. Designated safeguarding roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child's welfare and safeguarding responsibilities effectively.

Significant Harm – The Children Act 1989 introduced Significant Harm as the threshold that justifies compulsory intervention in family life in the best interests of children. Significant Harm is any Physical, Sexual, or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development. This definition was clarified in section 120 of the Adoption and Children Act Suspicions or allegations that a child is suffering or likely to suffer Significant Harm may result in a Core Assessment incorporating a Section 47 Enquiry. There are no absolute

criteria on which to rely when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt, damage or change the child's development.

Walsall Safeguarding Partnership - Safeguarding and promoting the welfare of children requires effective coordination in every local area. For this reason, the Children Act 2004 requires each local authority to establish a Local Safeguarding Partnership. The WSP must coordinate what is done by each person or body represented on the Board, for the purpose of safeguarding and promoting the welfare of children in the area of the authority, and ensure the effectiveness of what is done by each person or body for that purpose.

Appendix Eight

Sexting: An overview for all teaching and non-teaching staff in schools and colleges (UK Council for Child Internet Safety [UKCCIS], 2017)

This is a brief overview for frontline school staff of how to respond to incidents involving sexting. It reminds staff that all incidents of sexting should be reported to the designated safeguarding lead (DSL) who will manage the situation in line with the school's safeguarding policies and the full UKCCIS guidance *Sexting in schools and colleges: responding to incidents and safeguarding young people*.

Advice includes:

- never view, download or share the imagery yourself, or ask a child to share or download – this is illegal
- if you have already viewed the imagery by accident (for example if a young person has showed it to you before you could ask them not to) you must inform the DSL
- do not delete the imagery or ask the young person to delete it
- do not ask the young person(s) who are involved in the incident for information regarding the image. This is the responsibility of the DSL
- do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- do not say or do anything to blame or shame any young people involved
- do explain to the young person that you need to report the incident and reassure them that they will receive support and help from the DSL.

Responding to incidents and safeguarding young people - SEXTING

The advice clarifies the law: it is a criminal offence to possess, distribute, show and make indecent images of children.

However, it also points out that the National Police Chiefs Council (NPCC) guidance recommends reports of children being involved in sexting should be dealt with in a proportionate way and that it might not be appropriate to carry out a full criminal investigation (College of Policing, 2016).

Step-by-step process

The guidance includes a step-by-step process for a school or college responding to a sexting incident.

- Disclosure
This could come from a young person or parent.
- Initial review meeting with the safeguarding team
At this stage the initial information should be reviewed and a decision made about whether referral is necessary or whether the incident can be dealt with in-house
- Report incidents to the police or referring to social care, if necessary
A referral should be made if:
 - there was adult involvement
- there was any coercion or blackmail other images were extreme or violent
- the child involved had already been identified as vulnerable or was under 13 or there is an immediate risk of harm.
- Assess the risks

Questions to ask include:

- How was the image shared and when?
- What is the impact on the child involved?
- What is the background of the child involved?
- Was the child coerced in any way?

Management in school

Steps on how to respond to the incident include:

- inform parents or carers - if this is not a risk
- record incidents
- search devices, identify and delete images
- interview and talk to the young people involved
- discipline young people involved if necessary
- report online imagery and get it removed.

Appendix 9 Useful links

Keeping Children Safe in Education September 2020

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

Teaching online safety

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

Working Together to Safeguard Children July 2018

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

Walsall Safeguarding Partnership procedures

<https://go.walsall.gov.uk/walsall-safeguarding-partnership/>

The Education Act 2002 s157/s175

<http://www.legislation.gov.uk/ukpga/2002/32/section/157>

<http://www.legislation.gov.uk/ukpga/2002/32/section/175>

What to do if you're Worried a Child is being Abused March 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Information sharing guidance for practitioners and managers July 2018

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Sexual Violence and Sexual Harassment between children in Schools and Colleges

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Education inspection framework – May 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

Safer Working Practice for use in education settings (safe recruitment consortium)

<https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-2.pdf>

FURTHER SPECIFIC RISKS

THE ROLE OF DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

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

Our governing body has appointed a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training.

Our designated teacher for looked after children work with the virtual school head to discuss how best to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

PEER ON PEER ABUSE

All staff are aware of safeguarding issues that can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Upskirting: typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks (or with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Any gender can be a victim.

Staff are clear as to the school policy and procedures with regards to peer on peer abuse as defined in the anti-bullying, school's behaviour policy and broader child protection procedures.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

HONOUR BASED ABUSE

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of "so called" HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead (s).

FEMALE GENITAL MUTILATION

Female Genital Mutilation (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.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Mandatory reporting commenced in October 2015; where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. 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. Teachers must 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 still consider and discuss any such case with the school's designated safeguarding lead (s) and involve children's social care as appropriate.

FORCED MARRIAGE

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. In the UK it is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Honour based abuse can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour/Izzat code. Staff have been briefed on the indicators of possible forced marriage and honour-based abuse and will refer any concerns to the Designated Safeguarding Lead (s) immediately.

PRIVATE FOSTERING ARRANGEMENTS

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. It is the local authority in whose area the privately fostered child resides which has legal duties in respect of that child. All staff in our school will inform the Designated Safeguarding Lead (s) of any children that fall into the category of private fostering.

DOMESTIC ABUSE

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse.

Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

The cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional Controlling
behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

This is not a legal definition. Further information can be accessed via:- <https://www.gov.uk/guidance/domestic-violence-and-abuse>

CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

We will recognise these vulnerabilities and offer early help where necessary for the children, young people and their families to safeguard emotional wellbeing; we will access resources as defined in the latest version of Keeping Children Safe in Education.

CHILDREN WITH FAMILY MEMBERS IN PRISON

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We will work with the children and their families as much as possible to mitigate the harm by offering early help and emotional wellbeing support where necessary and recognise additional risks such as witnessing arrests, trauma of prison visits, concerns regarding an offender's release and return home.

HOMELESSNESS

Our staff, supply staff and volunteers understand that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our designated safeguarding lead (and deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. We understand that a referral into children's social care where a child has been harmed or is at risk of harm may still be made to Childrens Services.

We are aware that indicators may be:-

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour
- the family being asked to leave a property

We recognise in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a level of intervention and support.

Further explanation is found at Homeless Reduction Act Factsheets

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

REASONABLE FORCE

There are circumstances when it is appropriate for our staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions we will consider the risks carefully and recognise the additional vulnerability of these children.

Our procedures are clear that any member of staff who uses reasonable force completes a report immediately and share the report with the Designated Safeguarding Lead (or their deputies) to ensure that:-

- The child was not harmed
- That first aid has been considered
- That the parents/carers of the child or young person have been informed
- That reasonable force was the best and most proportionate response to the situation

Further information

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

SERIOUS VIOLENCE

Our staff are aware of indicators which may signal children are at risk of, or involved in serious crime. This includes an increased absence from school, changes in friendship groups, relationships with older individuals or groups, a significant decline in performance, signs of self harm or significant changes in their wellbeing, signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Our PHSE / Values education curriculum explores understanding for pupils to be resilient and to talk to a trusted adult.

Further information

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

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

COUNTY LINES

Our staff/supply staff and volunteers are aware that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

We are aware:-

- missing episodes may be an indicator
- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

MENTAL HEALTH

Staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Any member of staff or volunteer who suspects a child or young person is suffering mental illness will record, consult and share their concerns with the Designated Safeguarding Lead or Deputy DSL.

Only appropriately trained professionals can attempt to make a diagnosis of a mental health problem but staff are trained to recognise signs and indicators for identifying children whom may need extra mental health support and are aware of the escalation procedures within school.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact through childhood, adolescence and into adulthood. It is key that staff at St Francis

Catholic College are aware of how these children 's experiences, can impact on their mental health, behaviour and education.

It can be difficult to know if a child is suffering as they often keep it to themselves but we know some characteristics for poor childhood mental health *may* include; -

- Becoming withdrawn from family and friends
- Persistent low moods and unhappiness
- Tearfulness and irritability
- Worries that stop them carrying out day to day tasks
- Sudden outbursts of anger directed towards others or themselves
- Loss of interest in activities that they used to enjoy
- Problems eating or sleeping.

YOUNG CARERS

We understand that a young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem.

Most young carers look after one of their parents or care for a brother or sister. They do extra jobs in and around the home, such as cooking, cleaning, or helping someone to get dressed and move around.

Some children give a lot of physical help to a brother or sister who is disabled or ill. Along with doing things to help your brother or sister, you may also be giving emotional support to both your sibling and your parents.

We know that some of the risks associated with being a young carer are risk of truancy, under-achievement, isolation, mental and physical ill health, poverty and stress.

We will follow our safeguarding and child protection procedures if we are concerned and complete the Young Carers screening and assessing tool using our local procedures; found at <http://www.mywalsall.org/walsallearlyhelp/providers-youngcarers/>