



# Walkwood

Church of England  Middle School

“Keeping Children Safe in Education”

## Safeguarding and Child Protection Policy

Governing Body Committee responsible:	Full		
Approval granted:	6 July 2020	Review date:	July 2021



“Show your wonderful love. Your mighty arm protects those who run to you for safety.”

*Psalm 17: 7*

“Father, I don’t ask you to take my followers out of the world, but keep them safe from the evil.”

*John 17: 15*

“Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.”

*Valuing All God’s Children, Church of England, 2014*

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

*SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012*



## Aim

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

## Terminology

**Safeguarding** and promoting the welfare of children is defined 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.

**Child Protection** is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Staff** refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Parents** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.



## Introduction

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

This policy is consistent with

- The legal duty to safeguard and promote the welfare of children as described in section 175 of the Education Act 2002 and the statutory guidance: 'Working Together to Safeguard Children' 2018
- 'Keeping Children Safe in Education' September 2020.
- Regional Child protection Procedures for the West Midlands and the Worcestershire Safeguarding Children Partnership Threshold Guidance.

There are 5 main elements to this policy:

- Prevention (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures).
- Protection (by following agreed procedures, ensuring that staff are trained and supported to respond appropriately and sensitively to child protection concerns).
- Support (to pupils and school staff and to children who may have been abused).
- Communication including working with all partners (to ensure appropriate information is shared and actions are taken).
- Establishing a safe environment in which children can learn and develop.

This policy applies to all staff, governors, volunteers and visitors to the school. Child protection is the responsibility of all staff. We ensure that all parents and working partners are aware of this policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents/carers.

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with our school on these matters where appropriate. For off-site visits, the risk assessment that is prepared will include specifics for the venue, activity or children who are being taken.

Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.



## Safeguarding Commitment

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents/carers to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Our school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to;
- ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- include in the curriculum activities and opportunities (specifically, but not exclusively, through Spiritual and Social Education and ICT) which equip children with the skills they need to stay safe from abuse (including online) and to know where to get help;
- ensure every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies;
- operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s. 128).

### Safeguarding in the Curriculum

Children are taught about safeguarding in schools. The curriculum allows flexibility dependant on the pupil's year group. At Walkwood, we reflect current school issues within our delivery of lessons around current matters.

The following areas are among those addressed in Spiritual and Social Education and in the wider curriculum:

- Bullying/Cyber Bullying
- Drugs, Alcohol and Substance Abuse
- Online Safety / Mobile technologies
- Stranger Danger
- Fire and Water Safety
- Peer on Peer Abuse
- Sexual Violence and Sexual Harassment
- Road Safety
- Domestic Abuse
- Healthy Relationships / Consent
- **Honour Based Violence issues** (HBV) e.g. Forced Marriage, Female Genital Mutilation
- Sexual Exploitation of Children
- **County Lines**
- Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Main\\_tained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Main_tained_Schools.pdf)).



## Support

Walkwood Church of England Middle School recognises that children may need support throughout their time at school to help them develop a sense of self worth and confidence and to be able to maintain positive mental health and wellbeing. We recognise that this may be attributed to numerous reasons and support is tailored specifically for their individual needs.

We also appreciate that some children experience adverse childhood experiences such as enduring abuse or witnessing violence. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect.

Our school seeks to remove any barriers that may exist in being able to recognize abuse or neglect in pupils with Special Educational Needs or Disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

## Raising concerns/complaints

We respond robustly when concerns are raised or complaints made (from children, adults including parent/carers) as we recognise that this promotes a safer environment and we seek to learn from complaints and comments. The school will take action and seek to resolve the concerns in a timely way, keeping people informed as to progress wherever possible. The school's complaints procedures are available via our website. [www.walkwoodms.worcs.sch.uk/Policies](http://www.walkwoodms.worcs.sch.uk/Policies)

## Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible safeguarding concerns and to record and report concerns to staff identified with child protection responsibilities within the school (currently called Designated Safeguarding Leads). Staff should be aware that they may need to work with other services as needed and assist in making decisions about individual children.

The Teachers' Standards 2012 state that teachers, including Principals, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their decisions about individual children.

Every member of staff, including volunteers working with children at our school, is advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned and '*think beyond the obvious*'. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy. They take account of the '*one chance rule*' in relation to honour violence based issues, that an adult may have only one opportunity to save a potential victim.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at



the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

The names of the Designated Safeguarding Leads for the current year are listed on Appendix 1 of this document.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy. If staff feel unable to raise a child protection failure within the internal reporting systems, they can contact the [NSPCC whistleblowing helpline](#).

### Governing Body

In accordance with the Statutory Guidance “Keeping Children Safe in Education” September 2020, the Governing Body will ensure that:

The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly on the school website - <http://www.walkwoodms.worcs.sch.uk/Policies> . The policy should be reviewed at least annually or more often, for example in the event of new guidance or a significant incident.

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS.

It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one.

Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

School should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor. Using the free Employer Secure Access sign-in portal via the Teaching Regulation Agency's (TRA).

The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Principal, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.

There are procedures for dealing with allegations of abuse against members of staff and volunteers/ people in a position of trust in Part 4 of Keeping Children Safe in Education 2020 - Appendix 3.

There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the “Designated Safeguarding Lead”) and there is always cover for this role (at least one Alternate Designated Safeguarding Lead) with appropriate arrangements for before/after school and out of term activities.

The Designated Safeguarding Lead undertakes effective training (in addition to basic child protection training) and this is refreshed at least every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually).



The Principal, and all other staff and volunteers who work with children undertake appropriate training which is regularly updated (at least every three years in compliance with the Worcestershire Safeguarding Children Partnership protocol); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy and Part 1 of Keeping Children Safe in Education 2020). Training should include but are not limited to 'Up skirting', serious violent crime, indicators of Female Genital Mutilation, early signs of radicalisation and extremism, County Lines and Peer-on-Peer Abuse.

Any weaknesses in these arrangements brought to the attention of the Governing Body will be rectified without delay.

The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Principal, with advice and guidance from the Local Authority Designated Officer (LADO).

Effective policies and procedures are in place and updated annually including a Code of Conduct for staff and volunteers ("Guidance for Safer Working Practice for those who work with children in education settings [May 2019](#)").

Information is provided to the Local Authority (on behalf of the Worcestershire Safeguarding Children Partnership) when requested, for example through the Annual Safeguarding Return (e.g section 175 audit and Child Sexual Exploitation audit).

There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.

The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2020 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Worcestershire Safeguarding Children Partnership. Walkwood's Early Help Offer can be found on the school website.

The school complies with all legislative safeguarding duties, including the duty to report suspected or known cases of Female Genital Mutilation and the duty to prevent young people from being drawn into terrorism. In conjunction with the Principal and Designated Safeguarding Lead they should assess the level of risk within the school and put actions in place to reduce that risk.

### Principal

The Principal of the school will ensure that:

- the safeguarding policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;



- allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer in a timely manner;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285);
- all staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care (Children’s Services) or the Police.

### Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in Annex B of “Keeping Children Safe in Education” 2020 and include:

- provision of information to the Worcestershire Safeguarding Children Partnership / Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004;
- liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- management and Referral of cases of suspected abuse to Family Front Door (and/or Police where a crime may have been committed) and Disclosure and Barring Service (cases where a person is dismissed or left due to presenting risk / harm to a child);
- liaise with the Principal to inform him / her of issues;
- understand the assessment process for providing early help and make use of the Levels of Need guidance when making a decision about whether or not the threshold for Early Help or Social Care intervention is met;
- act as a source of support, advice and expertise within the school;
- attend and contribute to child protection conferences and other key partnership risk management meetings when required;
- be alert to the specific needs of children in need, those with educational needs and young carers;
- ensure each member of staff has access to and understands the school’s child protection policy especially new or part-time staff who may work with different educational establishments;
- ensure all staff have induction training covering child protection and staff behaviour and are able to recognise and report any concerns immediately they arise;
- ensure that all staff have Part 1 of “Keeping children safe in education”;
- keeping detailed, accurate and secure written records of concerns and referrals;
- ensure that there are resources and effective training for all staff;
- keep up to date with new developments in safeguarding;
- attend refresher training every 2 years and face to face Child Sexual Exploitation training.
- ensure compliance with relevant procedures and policies, for example in relation to safe record keeping and transfer;
- carrying out, in conjunction with the Principal and Safeguarding Governor, an annual audit of safeguarding procedures, using the county safeguarding checklist or similar;
- ensure that the school provides appropriate support for staff who may feel distressed when dealing with safeguarding concerns.



## Records, Monitoring and Transfer

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The record should include the child's words as far as possible and should be timed, dated and signed – Edukey, our reporting software, is the prime medium for doing this. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.

Safeguarding records are stored apart from normal pupil or staff records. Normal records can have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child protection records are stored securely, with access confined to specific staff, e.g. Designated Safeguarding Leads, the PA for safeguarding and the Principal.

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

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

A record of any proven allegations made against staff is kept in a confidential file by the Principal.

## Procedures for Managing Concerns

Our school adheres to child protection procedures that have been agreed locally through the Worcestershire Safeguarding Children Partnership. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the West Mercia Consortium inter-agency procedures and the WSCP Levels of Need Guidance.

The Designated Safeguarding Lead (Designated Safeguarding Lead) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the Designated Safeguarding Lead or, if unavailable, to an alternate designated lead. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.

All concerns about a child or young person should be reported without delay using the Edukey reporting software package. This software package is installed on every desk top computer. Where this is not possible, all concerns should be reported via the paper copies of Appendix 2 (available at reception for all visitors to our school) and given directly to the Designated Safeguarding Lead or Alternate Designated Safeguarding Lead. The Designated Safeguarding Lead and/or Alternate Designated Safeguarding Lead will consider what action to take and have appropriate discussions



with parents/carers prior to referral to children's social care or another agency unless, to do so would place the child at risk of harm or compromise an investigation.

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

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

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

- the situation is an emergency and the designated senior person, their deputy and the Principal are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

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

### Peer on peer abuse (including sexual violence and sexual harassment)

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery and initiation/hazing type violence and rituals).

Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to peer on peer abuse, must not pass it off as 'banter', 'just having a laugh' or 'part of growing up'. We will ensure, through training, that staff, volunteers and governors will have an understanding of the range of peer on peer abuse, including sexual violence and sexual harassment, and will be made aware of how to recognise and manage such issues. Staff will be given the skills to identify and manage harmful sexual behaviour using resources such as the Brook Traffic Light Tool. Staff should be aware that some groups are potentially more at risk, for example girls, children with SEND, and LGBT children.

Staff should be aware that such incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school. Staff, and particularly the Designated Safeguarding Lead, should always consider the context in which such incidents and/or behaviours occur.



Where the abuse is physical, verbal, bullying or cyber-bullying, recording of such incidents and sanctions will be applied in line with our Behaviour and Peer on Peer Abuse policy. Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the Designated Safeguarding Lead should refer to the Regional Child protection Procedures for the West Midlands website and seek advice from the Family Front Door or Community Social Worker before commencing its own investigation or contacting parents. This may mean, on occasions, that the school is unable to conduct its own investigation into such incidents. All such incidents will be recorded using our child protection recording software or the paper form.

Reports of incidents of sexual violence or sexual harassment will be responded to in line with Part 5 of *Keeping Children Safe in Education 2019* and the Department for Education guidance *Sexual violence and sexual harassment between children in schools and colleges*.

Support for the victims of abuse will be in line with support outlined in the school's Living and Learning Together and Anti-Bullying policies. For victims of sexual abuse, the school shall follow advice given by Children's Social Care and consider using external agencies, such as Early Help or West Mercia Rape and Sexual Abuse Support Centre to support any strategies that they may be able to provide within school.

Depending on the nature of abuse, the school may need to consider providing measures to protect and support the victim, the alleged perpetrator and other pupils and/or staff in the school by means of a risk assessment. The risk assessment should be recorded and kept under review.

### Children with additional vulnerabilities

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

The school will ensure that staff have sufficient knowledge and guidance so that they are aware of the additional challenges faced by these children and the impact of their additional vulnerabilities. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration;
- no single point of contact for the school as a child has a number of care-givers and involved professionals;
- assumptions that state approved care-givers are providing safe care for the child;
- communication needs of a child which can lead to over reliance on parental accounts and interpretations.

### Child Sexual Exploitation

All staff are made aware of the indicators of sexual exploitation. It is sexual abuse involving criminal behaviours against children and young people which can have a long-lasting adverse impact on a child's physical and emotional health.

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young



people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. It may also be linked to child trafficking. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

The Designated Safeguarding Lead will use the Worcester Safeguarding Children's Partnership Child Sexual Exploitation Screening Tool: <https://westmidlands.procedures.org.uk/local-content/4c1N/3/1/child-sexual-exploitation-risk-assessment/?b=> on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the tool identifies any level of concern the Designated Safeguarding Lead should contact their local Missing and Child Sexual Exploitation Forum and email the completed Child Sexual Exploitation Screening Tool along with a Family Front Door Cause for Concern form. If a child is in immediate danger the police should be called on 999.

### **Child Criminal Exploitation –County Lines**

This is where children and young people are being exploited and drawn into drug related activity by criminal gangs, groups or individuals. Typically, the gang exploits young or vulnerable people to store and /or supply drugs, move cash and to secure the use of homes belonging to vulnerable adults. There is a cross over between Child Sexual Exploitation and County Lines and concerns about young people being possibly involved should be passed to the Designated Safeguarding Lead who will refer to Police and the Family Front Door.

### **Radicalisation and Extremism**

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

Walkwood Church of England Middle School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism (<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>).

Our school 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.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead. They should then follow normal safeguarding procedures. If the matter is urgent then the Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

### Honour-based Violence

Honour based violence 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 code. It is a violation of human rights and may constitute domestic and/or sexual abuse.

Honour based violence might be committed against people who

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage;
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

### Female Genital Mutilation

Female Genital Mutilation is illegal in England and Wales under the Female Genital Mutilation Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of Female Genital Mutilation in under 18s, which are identified in the course of their professional work, to the police

(<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information> ).

The duty applies to all persons in Walkwood Church of England Middle School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the Designated Safeguarding Lead should be informed.

If a teacher is informed by a girl under 18 that an act of Female Genital Mutilation has been carried out on her or a teacher observes physical signs which appear to show that an act of Female Genital Mutilation has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

Concerns about Female Genital Mutilation outside of the mandatory reporting duty should be reported as per our school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the



summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

### **Forced Marriage**

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as a pre-introduced or arranged marriage which is common in several cultures, whereby the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with Family Front Door.

For further guidance:

['Forced Marriage'](#)

[Worcestershire's Forced Marriage, Honour-Based Violence and Female Genital Mutilation Protocol – January 2016](#)

### **Children Missing Education**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation or could be linked to trafficking.

The Designated Safeguarding Lead will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities (<https://www.gov.uk/government/publications/children-missing-education>). Staff are made aware of these procedures at induction and through our Attendance policy.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage and the particular vulnerabilities of looked after children who go missing.

### **Domestic Abuse**



We recognise that exposures to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur with n their personal relationships as well as in the context of their home.

We will ensure that our pupils are educated to ensure they understand what a healthy relationship looks like, for example by using the:

Worcestershire Safeguarding Children Board Healthy Relationships- a whole school approach and resources from WCC Domestic Abuse and Sexual Violence website

[http://www.worcestershire.gov.uk/downloads/file/7222/wscb\\_healthy\\_relationships\\_a\\_whole\\_school\\_approach](http://www.worcestershire.gov.uk/downloads/file/7222/wscb_healthy_relationships_a_whole_school_approach)  
<http://www.worcestershire.gov.uk/domesticabuse>

### Online Safety/Sexting

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. (sexting) Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people': ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/545997/Sexting\\_in\\_schools\\_and\\_colleges\\_UKCCIS\\_4\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS_4_.pdf))

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the Designated Safeguarding Lead as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The Designated Safeguarding Lead should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

Immediate referral at the initial review stage should be made to Family Front Door/Police if

- the incident involves an adult;



- there is good 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 education needs);
- what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- the imagery involves sexual acts;
- the imagery involves anyone aged 12 or under;
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If these factors are not present, then the Designated Safeguarding Lead will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Principal, to respond to the incident without escalation to Family Front Door or the police.

In applying judgement as to management within school or referral in line with child protection procedures, the following factors may be relevant:

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- capacity of child and understanding of consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- there are previous similar incidents.

### Allegations against staff

All staff should be mindful of the position of trust that they are in when working within an education setting. They need to comply with guidance about conduct and safe practice, including safe use of mobile phones.

Pupils' allegations or concerns about staff conduct will be taken seriously and followed up in a transparent and timely way.

If an allegation is made which meets the criteria as identified in Part 4 of *Keeping Children Safe in Education*, the member of staff receiving the allegation will immediately inform the Principal, unless the allegation concerns the Principal, in which case the Chair of Governors will be informed immediately.

The Principal (or Chair of Governors) on all such occasions will discuss the content of the allegation with Local Authority Designated Officer prior to undertaking any investigation.

The school will follow the DfE and [Worcestershire Protocol for Assessments in ... - Procedures Online](#) for managing allegations against staff, a copy of which is available in school.

The Principal (or Chair of Governors) will be guided by the LADO and an HR consultant when considering suspension or other neutral protective steps.

Publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law; this includes verbal conversations or written material including content placed on social media sites.

### Managing Professional Disagreements

On occasions there will be disagreements between professionals as to how concerns are handled and these can impact on effective working relationships. The school will support staff to promote positive partnerships within school and with other agencies and will ensure that **staff** are aware of how to escalate concerns and disagreements if appropriate and use the Worcestershire Safeguarding Children Board escalation procedure (<http://westmidlands.procedures.org.uk/local-content/4gjn/escalation-policy-resolution-of-professional-disagreements>) if necessary.

### 'Reasonable force' in schools and colleges

There are circumstances when it is appropriate for staff in schools and colleges 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 protect 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 to themselves or others. '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. A team of staff within Walkwood have undertaken specific positive handling training to be able to protect children in these circumstances.

In the event that 'Reasonable Force' is used, this will be recorded and communicated to parents and other relevant agencies e.g. social worker.

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

### Modern Slavery

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of modern slavery or human trafficking'. Staff need to be aware of this duty and inform the Designated Safeguarding Lead should they suspect or receive information that either parents or their children may be victims of modern slavery. The Designated Safeguarding Lead will then contact the NCA.

### Private Fostering

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the



local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

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

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

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

### Sexual Violence

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment? It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

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

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

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.



**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include: non-consensual sharing of sexual images and videos;

- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and upskirting.

### Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy). Additional advice and support

- What to do if you're worried a child is being abused – DfE advice
- Domestic abuse: Various Information/Guidance - Home Office (HO)
- Faith based abuse: National Action Plan - DfE advice
- Relationship abuse: disrespect nobody - Home Office website



## Protecting children

- Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.
- Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.
- The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: **UK Safer Internet Centre: appropriate filtering and monitoring**.
- Guidance on e-security is available from the [National Education Network](#). Support for schools is available via the: [schools' buying strategy](#) with specific advice on procurement here: [buying for schools](#).
- Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises.
- Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

### **What school and college staff should do if they have safeguarding concerns about another staff member who may pose a risk of harm to children**

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority.

The Headteacher (or Chair of Governors) on all such occasions will discuss the content of the allegation with LADO, prior to undertaking any investigation.

The school will follow the DfE and West Mercia procedures [LA procedures](#) for managing allegations against staff, a copy of which is available in school.

Where a head teacher is also the sole proprietor of an independent school it is now mandatory to report to the LADO

The Head teacher (or Chair of Governors) will be guided by the LADO and an HR consultant when considering suspension or other neutral protective steps.



Publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law; this includes verbal conversations or written material including content placed on social media sites.

### Channel

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

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

The Home Office has developed three e-learning modules:

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

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

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

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

### The Prevent duty

All schools and colleges 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. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. There is additional guidance: [Prevent duty guidance: for further education institutions](#) in England and Wales that applies to colleges.

### Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.



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

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

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

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school’s or college’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

### Homelessness

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

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

### Operation Encompass

Operation Encompass is to highlight that a Domestic Abuse Incident has taken place and the police have been called. It is about keeping an eye on changed behaviour and logging anything out of the ordinary. Operation Encompass is working really well in Worcestershire Schools and Worcestershire Children First have successfully notified over 5500 incidents. All this is great news for children and their families. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform Worcestershire Children First, who then inform the School (usually the Designated Safeguarding Lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

### County Lines

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

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

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>103</sup> should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

### Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator



and/or (c) through violence or the threat of violence. victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people Some of the following can be indicators of CCE:

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

### Children with family members in prison

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

## Other Relevant Policies

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

Living and Learning Together  
Staff Code of Conduct  
Equality and Diversity  
Race Equality  
Anti-Bullying (including Cyber Bullying)  
Special Educational Needs and Disabilities  
Relationships and Sex Education  
Educational visits  
Administration of Medicines  
Health and Safety  
Complaints Procedure  
Data protection  
Prevent  
Whistleblowing  
Grievance and Harassment  
Induction of staff  
Recruitment  
Asbestos Management  
Critical Incident  
Exclusions

DfE Guidance “Use of Reasonable Force” and “Screening, Searching and Confiscation”



## Safer Recruitment and Selection of Staff

The school's safer recruitment processes follows the Statutory Guidance: Keeping Children Safe in Education September 2020, Part Three. The school has a written recruitment and selection policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs.

The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them. (Teachers are checked using the Teacher Services website)

In line with statutory requirements, every interview panel for school staff will have at least one member (teacher/leader or governor) who has undertaken safer recruitment training either online or by attending the local authority one day Safer Recruitment training course.

The school maintains a single central record of recruitment checks for audit purposes.

All staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK.

Any member of staff working in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to a risk assessment.

Volunteers who are not working in regulated activity, will be supervised at all times.

Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 updated 2018.

The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

New starters including volunteers receive a safeguarding induction and are briefed on the Code of Conduct for adults working with children.

In addition to obtaining any DBS certificate as described above, any member of staff who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. For those engaged in management an additional check is required to ensure they are not prohibited under section 128 provisions.

## Appendix 1: Key Personnel

Chair of Governors:	Fr Glenn Reading
Safeguarding Governor:	Mrs Amanda Lawler
Designated Safeguarding Lead:	Mr Simon West
Alternate Designated Safeguarding Leads:	Mrs Gemma Mckenna Mrs Monfardini Rev Clive Leach
Prevent Lead:	Mr Simon West
Child Sexual Exploitation Lead:	Mrs Gemma Mckenna

Family Front Door :           **01905 822666** (core working hours)  
Out of hours or at weekends: **01905 768020**

To submit an online Cause for Concern notification log onto:  
[www.worcestershire.gov.uk/](http://www.worcestershire.gov.uk/)

[http://www.worcestershire.gov.uk/info/20559/refer\\_to\\_childrens\\_social\\_care/1658/are\\_you\\_a\\_professional\\_and\\_worried\\_about\\_child](http://www.worcestershire.gov.uk/info/20559/refer_to_childrens_social_care/1658/are_you_a_professional_and_worried_about_child)



## Appendix 2: Visitor's report form

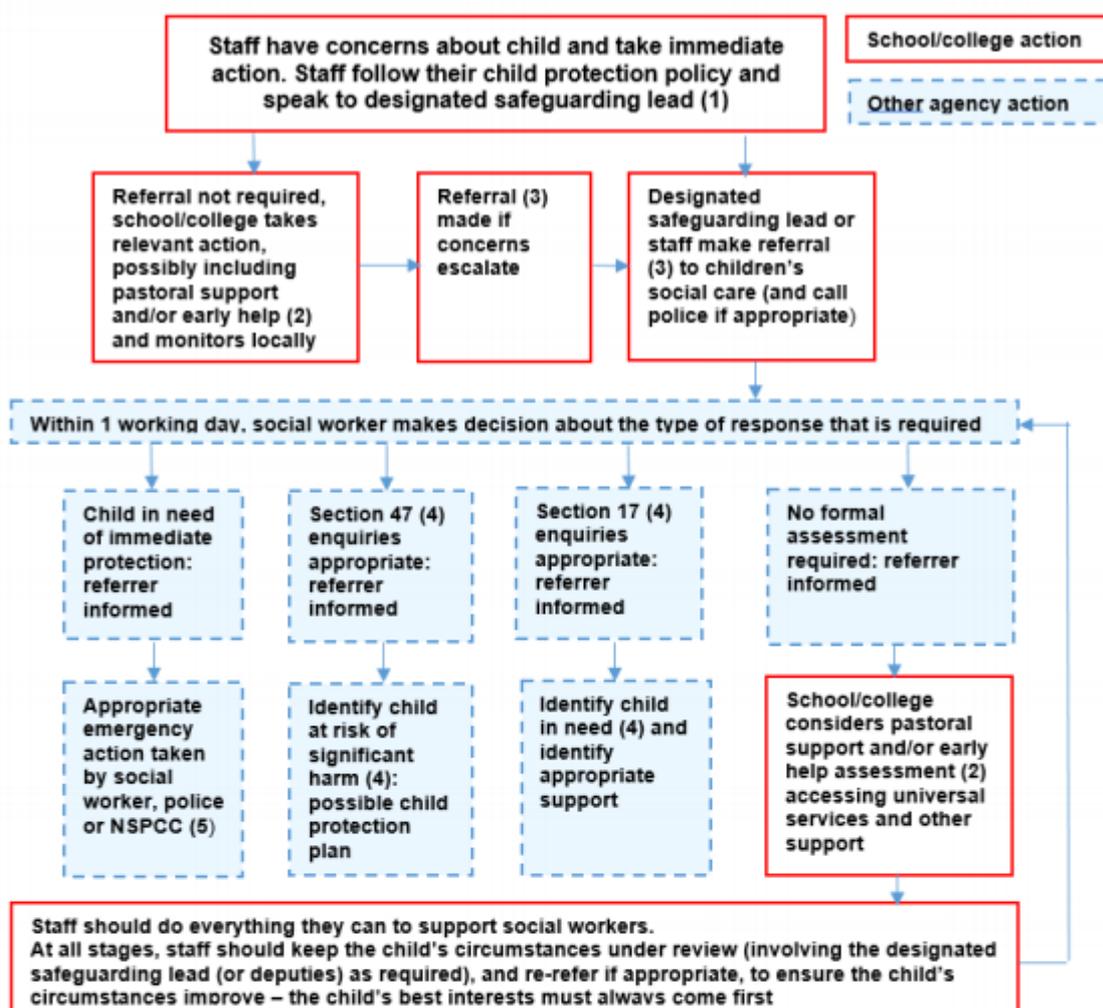
### Concern about a Child's Safety and Welfare

Pupil's name:	d.o.b.	Year group:
Date:	Time:	
Name of visitor <i>(please print)</i> :	Signature:	
Organisation:	Position:	
Note the reason(s) for recording the incident.		
Details of concern/incident - record the <b>who / what / where / when / how</b> factually (use reverse or if necessary):		
Any other relevant information (witnesses, immediate action taken)		
<b>Check to make sure your report is clear now - and will also be clear to our staff member reading it next</b>		
<b>Action taken</b>	Staff signature:	
	Date:	
<b>Designated Safeguarding Lead – Response/Outcome</b>	Staff signature:	
	Date:	



## Appendix 3: Actions where there are concerns about a child

### Actions where there are concerns about a child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).



## Appendix 4: Safeguarding poster for pupils

### Pastoral and safeguarding personnel

All Walkwood staff have responsibility for Safeguarding: Vertical Tutors, Pastoral Managers, middle and senior leaders, Teaching Assistants, and all support staff.

“Show your wonderful love. Your mighty arm protects those who run to you for safety.”

Psalm 17: 7



We have trained members of staff who safeguard our children:



**Mr S West**

Designated Safeguarding Lead



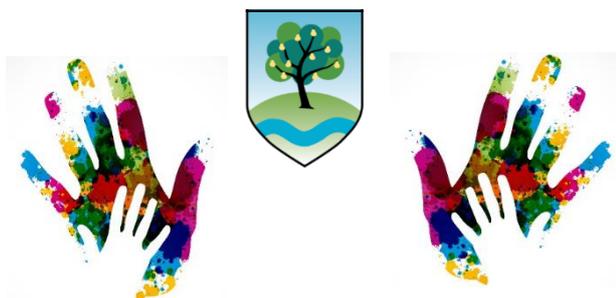
**Mrs G Mckenna**

Alternate Safeguarding Lead



**Mrs L Monfardini**

Alternate Safeguarding Lead



## Appendix 5: Safeguarding reminder poster for staff

### Pastoral and safeguarding personnel

All Walkwood staff have responsibility for Safeguarding: Vertical Tutors, Pastoral Managers, middle and senior leaders, Teaching Assistants, and all support staff.

“Show your wonderful love. Your mighty arm protects those who run to you for safety.”

*Psalm 17: 7*



- **Vertical Tutors** are first-line for pastoral matters, and accurately mark the register in the morning and afternoon. They demonstrate the Fruits of Faith by word and action.
- **Subject teachers** mark the register each lesson and ensure all pupils who are marked present are there. The Superhero skills keep learning safe and provide challenge. Teachers demonstrate the Fruits of Faith by word and action.
- **Teaching Assistants** support pupils in learning, and assist in promoting the learning skills and Fruits of Faith.
- **Simon West** – **Designated Safeguarding Lead, Co-ordinator of Looked After Children provision.**
- **Gemma Mckenna, Laura Monfardini** and **Clive Leach** as **Alternate Designated Safeguarding Leads.**
- **Rich Macdonald, Paul Cockram, Chris Hunt** and **Tracy Tomes** as **College Leaders** – lead on everyday care and support of pupils in the Colleges, including the Looked After Children.
- **Laura Monfardini** is **SENDCo.**
- **Sara Phelan, Sami Ellis, Deb Langstone, Mel Russell** and **Helen Hands** as **Pastoral Managers.**
- **Kate Middleton** as the main **First Aider.**
- **Heather Wood, Harry Sharpe** and **Dan Morris** ensure that the school site is safe.
- **School Nurse** is **Anneke Keif.**
- **Safeguarding Governor** is **Amanda Lawler.**

