

Child Protection Policy & Procedures



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Introduction

The first priority of the Island Project School (“the School”) is the welfare of our children. We are committed at all times to achieving the highest standards in protecting and safeguarding all of the children and young people entrusted to our care.

For the purposes of this policy, the term “School” includes both the school site at Diddington Hall, Diddington Lane, and the College site at Birmingham Road.

Safeguarding is keeping all children safe and is the overarching principle. Child Protection is what we do for children who are at risk of, or have been, significantly harmed. In recognition of our statutory responsibilities, we have ensured that appropriate arrangements are in place to safeguard and promote the welfare of the children (Sections 175 and 157 of the Education Act 2002).

We recognise that some children and young people (collectively referred to as “children” or “child”) may be the victims of neglect, physical, sexual or emotional abuse and that all of the staff at the School (including support staff, specialist teaching staff, members of management, Trustees and any volunteers) (“Staff”) are well placed to identify such abuse and offer support to any child in need.

This policy aims to provide all members of Staff (paid and unpaid), Trustees, Volunteers, children and their families with a clear and secure framework for ensuring that all children in the School are protected from harm, both while at School and when outside the School’s premises.

All Staff who work with children in this School must read this policy within the framework of the documents listed in Appendix 2: Further information and useful guides, but in particular:

- Working Together to Safeguard Children (2018), including transitional guidance;
- Keeping Children Safe in Education (September 2018) (“KCSIE”).
- Safeguarding Children and Safer Recruitment in Education (2007) (“SCSRE”);
- What to do if you are worried that a child is being abused – 2015 Advice for Practitioners <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Information Sharing (2008);
- Children Acts 1989 and 2004; and
- Education Act 2002.
- Ofsted Inspecting Safeguarding 2015
- The Prevent Duty (March 2016)
- Medication of Pupils Policy

This Policy aims to:

- ensure that all necessary internal and inter-agency procedures for child protection are in place;
- give guidance to ensure best practice;

- provide a clear statement of the School's responsibilities in the event of a concern about the conduct of a member of Staff; and
- identify key individuals and their specific roles.

The School recognises the importance of and will contribute to inter agency working in line with Working Together to Safeguard Children through:

- Providing a co-ordinated offer of early help;
- Contributing to inter-agency plans in order to support children who are subject to child protection plans; and
- Working with social care, the police, health services and other services to promote the welfare of pupils in accordance with sections 59-63 of KCSIE; and
- Allowing access to children's social care around s17 and s47 responsibilities;
- ensuring that a DSL or senior member of staff (in liaison with a DSL) will provide a key role in promoting the educational achievement of any Looked After Children. Looked After Children (also referred to as "LAC") remain particularly vulnerable after leaving care, and it is important that agencies continue to work together to safeguard them.
- Ensuring appropriate safeguarding responses to children who go missing from educational settings, particularly on repeat occasions.

In the event of any inconsistencies or conflicts between this policy and any other School policies or procedures, this policy shall take precedence.

Principles

The School believes in keeping children and young people safe and encourages the pupils at the School in all aspects of development and learning.

All staff at the School understand that safeguarding and promoting the welfare of children is **everyone's** responsibility.

We understand that emotional and social aspects of learning create a foundation for all academic and functional learning. If a child does not have support to understand, express and resolve their feelings, they may not have the ability to share with other children, resolve the small conflicts that arise in day-to-day classroom life, or concentrate on learning; their frustrations may cause a wide range of antisocial, disruptive, overly compliant or withdrawn behaviours and they may need support to understand and overcome this.

All Staff at the School are committed to establishing and maintaining an environment where pupils feel secure, valued and listened to, including our non-verbal pupils. We fully support their emotional, social and academic learning.

Safeguarding and promoting the welfare of our pupils is the responsibility of everyone within the School, irrespective of their role and irrespective of whether they work directly with pupils. All staff come into contact with the pupils and their families and carers and they all therefore have a responsibility to play their part in the safeguarding of our pupils.

All Staff will work to ensure that:

- Their approach is child centred at all times and that they act in the best interests of the child at all times

- Pupils with medical needs are supported in School
- Our pupils feel listened to, valued and respected and that they are taught about safeguarding as part of a broad and balanced curriculum;
- Our pupils feel safe and secure;
- Staff are aware of indicators of abuse (as outlined in “Indicators of Abuse” contained in the School’s policies and procedures and during initial induction) and know how to share their concerns appropriately;
- All Staff are subject to rigorous recruitment procedures;
- All Staff are given appropriate support and training;
- The pupils at the School know that there are adults within the School whom they can approach if they are worried and that the children will be able to access appropriate support;
- That all Staff will keep an appropriate level of confidentiality around safeguarding;
- For non-verbal pupils, particular attention is paid to changes in behaviour and without an automatic assumption that any behavioural changes are as a result of their diagnosis of autism. An open mind and questioning, measured approach must be used at all times.

The School will ensure that parents of pupils at the School have an understanding of the responsibility placed on Staff for child protection by setting out its obligations in the School Prospectus and that the School’s Child Protection Policy and Procedures are made available on the website or in hard copy to parents on request.

The Staff at the School play a crucial role in helping to identify welfare concerns and indicators of possible abuse or neglect at an early stage. The School is committed to referring those concerns via the Designated Safeguarding Lead. However, staff need to understand that if they believe a child is in immediate danger or at risk of harm, a referral should be made immediately and that anyone can make that referral. Whilst it is preferable that any referrals are made via the DSL, if this is not practicable due to the urgency of the situation, the member of staff should make the referral and then notify the DSL.

The Trustees recognise their accountability for ensuring that the School has effective safeguarding policies and procedures in place for Staff and children. In order to ensure that pupils are adequately protected, the School will ensure that:

- We have, as a minimum, a Designated Safeguarding Lead (DSL) and a Deputy DSL who attend multi-agency training at least once a year;
- The School will ensure that all Staff receive appropriate induction and training to equip them to carry out their responsibilities for child protection effectively. This will include training on FGM, Prevent, e-safety, Child Sexual Exploitation, Forced Marriage and the use of social media. All Staff are trained in basic Child Protection awareness as part of their induction programme and additionally once a year. This annual training may be by way of staff meetings, online, or by email. In addition to this, the School normally holds whole-school training on an annual basis. This annual training is delivered internally or by a recognised safeguarding expert approved by Solihull Local Safeguarding Children Board on a rotating basis;
- The School will set aside time for training for Staff and will ensure that Staff who join in the intervening years will receive basic training;
- Details of training received by staff in relation to Child Protection training are kept by the School;
- In addition, staff will be updated on safeguarding issues at weekly Touch Base meetings as appropriate

- the DSL and deputy DSL's hold regular meetings to review and discuss whole school safeguarding issues as well as individual safeguarding issues;
- All Staff have read and understand the Safeguarding Policy, Child Protection Policy and Procedures and are aware of the Indicators of Abuse and how to respond to concerns or disclosures of abuse by pupils;
- All pupils (so far as is possible or appropriate giving due consideration to their diagnosis) at the School and their families are familiar with the Child Protection Policy and Procedures;
- The Child Protection Policy and Procedures are reviewed on an annual basis by the DSL, the Board and the Trustees;
- The School regularly reviews the School premises to ensure that it is a safe environment and that, where building work is taking place, any additional risk assessments that are required are completed to take account of safeguarding arrangements.

The School recognises the importance of safeguarding the pupils and safeguarding is firmly embedded within all of the School's policies.

The School recognises its responsibility to discuss with MASH (or other equivalent local authority agency) at the relevant authority any significant concerns about a child or young person which may indicate physical abuse, emotional abuse, sexual abuse or neglect, in accordance with the Solihull Safeguarding Children Board (Solihull LSCB) child protection procedures (or the designated Local Safeguarding Children Board for the relevant Local Authority placing a child at the School) and to attend any child protection conferences, initial and review meetings, core group meetings and child in need conferences that may be called. All Staff receive appropriate training to ensure that these procedures are followed as required.

The School will work with relevant placing local authorities on transitional arrangements and changes arising out of the guidance contained in Working Together to Safeguard Children (July 2018) and will update policies accordingly as new practices emerge.

This School recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse. The School works with parents and agencies such as Children's Social Work Services, Police Public Protection Unit, Child and Adolescent Mental Health Services, Education Welfare Service, Educational Psychology Service and other agencies/services coming into School to support individual children and groups of children.

The principles embedded in this policy link into other policies (including but not limited to) the following: Safeguarding Policy; Safer Recruitment Policy; Indicators of Abuse; SRE policy; Confidentiality; E-safety; Equality and Diversity; Policy on Personal Relationships at Work; Policy on anti-bullying; Pupil e-safety & mobile phone policy; Incident Procedures; Social Media Policy; Policy on Physical Intervention and Policy on Photographing Children.

Whilst the principals set out in this policy apply to all pupils within the School, irrespective of age, there are separate reporting lines for pupils aged over 18, and the Safeguarding Adults policy should also be considered.

Safeguarding incidents and behaviours can also be associated with things that are happening outside School. All staff, and particularly DSL's should consider any concerns that are happening within the context of a child's home area. Due to the rural location of both sites occupied by the School, and the 1:1 nature of pupils throughout the school day, there is little risk arising from the locality of the Schools,

The majority of our pupils are not exposed to environmental factors in their home communities due to the nature of their presentation. This does not mean that external and other environmental/community factors should not be considered as part of overall

safeguarding. For example, factors such as exploitation by criminal gangs in local areas, known sites for CSE, exposure to extremism or other risk arising from local environment. is known as “contextual safeguarding” which means that assessment of children and their vulnerabilities should also consider wider environmental factors which may be present in a pupil’s life and could be a threat to their safety and/or welfare, but any such factors must always be considered and included, if relevant, in as part of any referral process.

Early Help

All staff members should understand the importance of early intervention in cases of potential abuse, or where there is a risk of abuse

Due to the communication deficits **all** of our pupils face (whether verbal or non-verbal), the School has a rigorous policy of recording notes of concern.

This, combined with daily end of day meetings and weekly Touch Base meetings of the whole team around the pupil means that all staff have an opportunity to highlight concerns and any emerging problems which can then be escalated to the DSL either themselves or through their Unit Head, BA or other senior member of staff.

KCSIE sets out clearly which children are considered to be more vulnerable and who may benefit from early help. This includes children who:

- Are disabled and have specific needs;
- Have a special educational need;
- Are a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves
- It at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

Staff should recognise the importance of this early help and the importance of sharing information with other professionals to support early identification and assessment of emerging problems. The Data Protection Act and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

DSL’s will attend training on Early Help with LSCB as appropriate

PREVENT Duty

The School recognises that whilst on the face of it, terrorism or radicalisation is not necessarily a high risk to the majority of our pupils, it should not be automatically discounted. Due to their cultural background or ASD, some pupils may be at risk of being drawn into terrorism (including Far Right Extremism), including support for extremist ideas that are part of terrorist ideology.

Staff are expected to assess the risk of any pupils being drawn into terrorism and to understand the general risks to pupils

There have been occasions within the West Midlands and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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. Any such exploitation or radicalisation must be viewed as a safeguarding concern.

Therefore all staff at the School must seek 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.

The School Principal and DSL's will assess the level of risk within the School and put actions in place to reduce that risk. All staff who work with pupils are expected to undertake training as part of their induction in relation to their duties under the PREVENT duty, and to be aware of the possibility of exposure to such messages.

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 will normally be the DSL who has undertaken relevant WRAP training, namely Melanie Collett.

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 SPOC and/or a DSL.

If appropriate, referrals will be made to the Channel Programme.

Recognising Abuse

In the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday, or 19th birthday for SEN. As all pupils at the School have a Statement of Educational Need or an EHC Plan for the purposes of this policy, they will be deemed a child until they have reached the age of 19.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2015) KCSIE as:

- protecting children from maltreatment;
- preventing impairment of a child's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and

- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

All Staff should be aware that abuse, neglect and safeguarding issues are rarely stand alone events that fall under one label. They often overlap with one another. School may hold a piece of information which, when added to other information, forms part of an overall, complete picture. It is therefore vital that all concerns, no matter how small, are shared

The School recognises that peer on peer abuse is a possibility within School.

If staff become aware of any incidents of peer on peer abuse, such as sexting, this should be reported immediately to the DSL

Other types of peer on peer abuse, such as sexual touching, assault, initiation type ceremonies or behaviour (also known as hazing”) must also be reported

All of our pupils are vulnerable and the School believes that as a result of their diagnosis of ASD, they are all equally vulnerable to peer on peer abuse, irrespective of gender.

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

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of a child, and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

We recognise that Staff in School are well placed to observe the signs of possible abuse because of their day to day contact with pupils and they need to be vigilant, always acting in the interests of the child whilst maintaining an attitude of “it could happen here”. All staff should remember that they form part of a wider safeguarding system and must fulfil their responsibilities within that system.

In recognition of the vulnerability of our pupils, for any pupil who has reached the age of 19 and above, the principles of reporting to the DSL or Social Services should still be followed.

Where pupils are aged over 18, reporting may be to the relevant Adult Safeguarding Board.

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.

Children may be abused in a family, institution or community by individuals known to them. They can be abused by either adults or other children.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child which may cause severe and persistent adverse effects on a 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 a child. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing a child from participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs;
- It may involve seeing or hearing the ill-treatment of another for example, where there is fighting, abuse or violence in the home;
- It may involve serious bullying (including via electronic media, cyberbullying etc.), causing a child to frequently feel frightened or in danger; or
- The exploitation or corruption of children.

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

For more information, see our Anti-Bullying Policy.

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 caregivers); or
- ensure access to appropriate medical care or treatment.

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

Sexual abuse/Child Sexual Exploitation ("CSE")

"Children with learning disabilities are more vulnerable to child sexual exploitation than other children" [Under Protected, Over Protected, Report b by Barnardos]

The full report can be found at :

http://www.barnardos.org.uk/cse_learning_and_disability_report_2015a.pdf

The key findings of the report are that :

- Young people with learning disabilities are vulnerable to CSE due to factors that include overprotection, social isolation and society refusing to view them as sexual beings
- Lack of awareness of the sexual exploitation of young people with learning disabilities amongst professionals also contributes to their vulnerability
- There are gaps in national policy and a lack of implementation of current guidance

- Young people with learning disabilities are often not specifically considered in local multi-agency arrangements for CSE, which has implications for whether those experiencing, or at risk of, CSE are identified or receive support
- Young people with learning disabilities can face a number of challenges in disclosing CSE, including the negative responses of professionals, perception of the situation, language processing difficulties, etc/

The Report recommends improved support, including education and information on sex and relationships and exploitation. Each pupil in the School has an individualised PSHE curriculum to help protect pupils from risk so far as possible.

Sexual abuse involves forcing or enticing a child 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 (including “peer on peer abuse”)

In the event of any reports of peer on peer (or child on child) sexual violence or harassment, the School will follow the guidance contained in Part 5 of KCSIE and advice on Sexual Violence and Sexual Harassment between Children in Schools and Colleges (<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>)

Any report must be taken seriously and all victims must be reassured that they are being taken seriously and that they will be supported and kept safe. As with all safeguarding concerns, staff should not promise confidentiality.

Female Genital Mutilation or FGM

Staff have a statutory duty to report any known instances of FGM (either through visual evidence or through disclosure). A report must be made to the police in accordance with Section 5B of the Female Genital Mutilation Act 2008 **and** staff must also notify the DSL who will discuss with Children’s Social Care as appropriate. Guidance on potential implications can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Staff have received training on FGM and they should be aware of potential risk factors for FGM. If they have any concerns that a pupil, or the sibling of a pupil, may be at risk of FGM, they should discuss with the DSL immediately.

FGM may also be an indicator of “honour based violence” which is where crimes are committed to protect or defend the honour of the family and/or community. Honour based violence includes FGM, forced marriage and other practices such as breast ironing. All forms of honour based violence are abuse and must be reported immediately to the DSL.

It should be remembered that in the case of FGM, there may not necessarily be any additional indicators of abuse and the family may otherwise be considered as loving and caring and meeting all other needs

Domestic Abuse

The School recognise domestic abuse as 'any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who or have been intimate partners or family members regardless of gender or sexuality. This can include but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional. For the purposes of this policy domestic abuse can include abuse inflicted on, witnessed by or threatened against, children. The School is committed to actively support safety of victims who are or have experienced domestic abuse. Solihull Local Safeguarding Board's domestic violence and abuse procedures are followed

Our child protection procedures are the immediate route for raising a concern. Further specialist pathways and assessments would be followed as highlighted by Solihull Children's Services and the LSCB procedures (for example a MARAC referral). The Designated Safeguarding Lead for child protection supports staff working with domestic abuse. Any staff who themselves maybe experiencing domestic abuse are supported in line with guidance issued by Solihull MBC

The School engages with Solihull Early Help Multi-agency panel in order to triage domestic abuse concerns. Any follow up actions are addressed and relevant monitoring takes place.

The School participates in Operation Encompass which is a project run jointly between schools in the West Midlands, and West Midlands Police.

Under the terms of Operation Encompass, West Midlands Police will report to schools, prior to 10am on the next school day, when a child or young person has been exposed to, or involved in, any domestic incident

Operation Encompass will ensure that a member of the School Staff, known as the Key Adult, is trained to allow them to receive the information and liaise with the police. The information is supplied in confidence and allows the School to make provision for possible difficulties experienced by pupils or their families who have been involved in, or exposed to, a domestic incident.

The School believes that it is imperative that the best possible support is available to all pupils and believe that Operation Encompass is beneficial to all those involved. The Key Adult for the purposes of Operation Encompass is the School Principal.

Abuse of Trust

The Sexual Offences (Amendment) Act 2000 established the criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-19 year olds. A relationship of trust is one where a teacher, any member of Staff or volunteer is in a position of power or influence over a child by virtue of the work or nature of the activity being undertaken.

The legislation is intended to protect young people in education who are over the age of consent but less than 18 years of age.

The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.

Any concern raised by a parent, child or young person will be listened to and taken seriously in accordance with Solihull's procedures for those working with children.

“Grooming” a child or person under 18 with a view to a future sexual relationship is an offence.

All members of Staff are deemed to be in a position of trust, irrespective of whether they work with pupils at the School on a daily basis, or if they are employed purely in a support or administrative role. The position of trust will apply in respect of any pupil whatever their age.

Any member of Staff who becomes aware of any inappropriate relationship between members of staff and pupils, such as any interaction on social media (including twitter, tumblr, Facebook, Instagram, snapchat etc.) should immediately discuss with the DSL.

If any member of staff is contacted by any pupil via social media, they should immediately notify the DSL.

Special Circumstances

Expert and professional organisations are able to provide up to date guidance and practical safeguarding issues and practical support on specific safeguarding issues.

Additional information can be found on TES (<https://community.tes.com/>) MindEd (<https://www.minded.org.uk/course/view.php?id=402>) and the NSPPC Website (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>) or via the Gov.uk Website and other websites

Additional Guidance under the Children Acts is available which outlines response to special circumstances in child protection cases, including issues such as:

- bullying including cyberbullying
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- child criminal exploitation : county lines
Fearless.org : <https://www.fearless.org/en/campaigns/county-lines>
- children missing education
<https://www.gov.uk/government/publications/children-missing-education> – and Annex A KCSIE
- child missing from home or care
<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>
- child sexual exploitation (CSE)
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited> – and Annex A KCSIE
- children with family members in prison
<https://www.nicco.org.uk/>
- domestic abuse and violence
<https://www.gov.uk/guidance/domestic-violence-and-abuse>
<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/>
<http://www.nationaldomesticviolencehelpline.org.uk/>
- drugs
<https://www.gov.uk/government/publications/drugs-advice-for-schools>
- fabricated or induced illness

- <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- faith abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- female genital mutilation (FGM)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation> – and Annex A KCSIE
- forced marriage

<https://www.gov.uk/guidance/forced-marriage> - and Annex A KCSIE
- gangs and youth violence

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
- gender-based violence/violence against women and girls (VAWG)

<https://www.gov.uk/government/policies/violence-against-women-and-girls>
- hate crime

<http://educateagainsthate.com/>
- honour based violence (see above for forced marriage and gender based violence also)
- homelessness

<https://www.homeless.org.uk/our-work/resources/guidance-on-safeguarding-vulnerable-adults>
- mental health including self harm and suicidal behaviour

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- missing children and adults

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>
- peer on peer abuse

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> and part 5 KCSIE
- private fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- preventing radicalisation

<https://www.gov.uk/government/publications/prevent-duty-guidance> – and Annex A KCSIE
- relationship abuse

<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>
- sexting

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- trafficking

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

- Parental mental illness
<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/parental-mental-health/>
- Parental lack of control
- Parents with learning disabilities
- Parents who misuse substances
<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/parental-substance-alcohol-drug-misuse/>
- Pregnancy
- Spirit possession and witchcraft
<https://www.trustforlondon.org.uk/publications/safeguarding-childrens-rights-exploring-issues-witchcraft-and-spirit-possession-londons-african-communities/>
- Young carers
<https://www.childrenssociety.org.uk/sites/default/files/supporting-young-carers-and-their-families.pdf>

Indicators of abuse

All members of Staff need to be aware of and alert to the indicators of abuse. However, some of these indicators can also be traits of autism.

This can make it more difficult to identify abuse. As part of their induction programme, all members of Staff are required to undergo online Safeguarding Training, which covers the indicators of abuse. They are also required to read the Policy on Indicators of Abuse and to have familiarised themselves with “Safeguarding children with autism” by Wade Tilbury which has been developed by the NSPCC and NAS and gives guidance on issues of safeguarding and child protection with specific reference to children with autism. Copies of this are available in the staff room, School Office or Principal’s Office.

Staff are given additional training on which indicators can also be traits of autism and how to recognise possible signs of abuse in light of this.

A clear understanding of autism and its impact on a child is imperative to be able to identify whether subtle changes in behaviours are an indicator of abuse. Any changes in behaviours should always be raised immediately with the Unit Head, BA or a member of the senior leadership team (SLT)

Staff should not automatically assume that a behavioural change is linked to either abuse or autism, but should be mindful to report these changes as they may form part of an overlapping picture and may be an additional, important, piece of information.

The NSPCC Website is also a good source of advice generally.

Private Fostering

If a member of staff becomes aware that a child under the age of 18 is staying with anyone who is not a “close relative”(ie, parent, grandparent or sibling), you must notify the DSL as the School has a duty to notify the Local Authority so that they can check that the arrangement is suitable and safe for the child.

Looked after children

In mainstream settings, “the most common reason for children becoming looked after is a result of neglect and/or abuse”¹.

However, due to the level of difficulty faced by many of our pupils, it is not uncommon for pupils within our setting to be looked after children. This is often as a result of the difficulties that many families face caring for children with autism and in these instances, the pupils are often under the shared care of the Local Authority and parents.

The DSL's will have all relevant information pertaining the circumstances of the child being looked after and this will be shared with relevant and appropriate individuals within the School.

Children missing in Education

The School has a duty to inform the relevant Local Authority of any pupil who fails to attend school regularly or if a pupil has been missing for a continuous period of 10 days or more without permission.

In line with the Prevention of Future Deaths statutory report to the Education Secretary issued in June 2017, the School will also ensure that it holds at least 3 phone numbers for different adults in respect of each pupil. In the event of an unexplained absence, if the School is able to make contact with the parent or carer of that pupil a member of staff will be sent to the pupil's home. If there is no answer at the family home the police will be called immediately.

The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) (previously known as the DMS or Designated Member of Staff) takes the lead responsibility for child protection, including support for other Staff and information sharing with other agencies. They are also responsible for developing policies and Staff training.

The School has a DSL, Deputy DSLs, and a Designated Trustee for Child Protection:

- The DSL for Child Protection is Sarah Gallagher (School Principal);
- The Deputy DSLs are, Nicole Sheehan (Compliance Director), Melanie Sheehan (Education Director) and Nial Al-Zanki (Head of Middle).
- The Designated Trustee for Child Protection is Jacqui Walters-Hutton.
- Additional members of staff will be trained as DSL as appropriate.
- In the first instance, any concerns should be reported to Nicole Sheehan in School and Melanie Collett in College. However, if either of them are not available, staff should not delay raising a concern and should discuss with another DSL.

In the event that neither the DSL nor Deputy DSL are available, Staff should contact MASH at the Local Authority which is responsible for the placement of the particular pupil. Contact details can be found in Appendix 1.

The School has four DSL's across two site. If a DSL is not available on the site on which a pupil is based, the staff member should contact a DSL on the other site. In the unlikely event that no DSL are on site, the School Principal, Head of School and Head of College all have

¹ Paragraph 81 of KCSIE

school specific phones on which they can be contacted. The phone numbers are on the front of this, and all other School policies, and also on the School Website.

In all instances, the DSL should attempt to contact the relevant MASH Team (or similar) for the responsible Local Authority, as appropriate. In the event that contact with the relevant team cannot be made (whether because their contact details are unknown, or because they are unavailable) the DSL should contact Solihull MASH.

The DSL will co-ordinate action on child protection within the School, ensuring that all Staff (teaching and non-teaching) know who the DSL is and that they are aware of their responsibilities in being alert to the signs of abuse and of their responsibility to discuss any concerns with the DSL and that they are aware of what happens once a concern has been raised with the DSL.

Where appropriate, the DSL will liaise with the DSL of the school(s) attended by the siblings of the child causing concern.

The Board and Trustees of the School support the DSL in carrying out her responsibilities as outlined in SCSRE.

If the suspicions of neglect or abuse in any way involve another member of Staff, the matter should immediately be brought to the attention of the School Principal who will act in accordance with procedures by discussing the allegation with MASH as soon as possible (Chapter 5 SCSRE and Solihull Local Safeguarding Children Board Procedures).

If the suspicion in any way involves the School Principal, they should immediately contact LADO (See Allegations against Staff) and notify the Head of School and Claire Browning (Independent Trustee who is named on the front of this policy).

If the Head of School or Independent Trustee are unavailable, the member of Staff should contact LADO direct.

DSL Responsibilities

The responsibilities of the DSL or, in her absence the Deputy DSL are as follow:

- To refer suspected abuse and neglect to MASH
- To report allegations made against members of Staff to LADO;
- If the pupil is known to have an allocated social worker, referrals should be made direct to them, or in their absence, their manager. Details of relevant managers can be obtained from the relevant Child Assessment Team.
- Develop and update the Child Protection and other safeguarding policies, ensuring that Staff and children, families and parents are aware of them;
- Provide support and advice to all members of Staff within the School regarding child protection concerns;
- When a pupil who has a child protection plan leaves the School and/or transfers to another school, the DSL will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the School may hold.
- When a pupil who has a child protection file in School leaves a school and transfers to a new school (mid-year transfer/ infant to Junior/Primary to secondary/Secondary to year 12) the DSL of the current school should review the child protection file and should pass the following to the DSL of the new setting:
 - Any current concerns that are being monitored;
 - Any child protection referrals or records of advice sought from MASH (current and historical);

- Any Child Protection Conference minutes (current and historical); and
- Any information relating to the time the child was subject to a child protection plan (current or historical).
- The file should be transferred securely and confirmation of receipt should be obtained.
- Designated safeguard leads should also consider whether it is appropriate to share any safeguarding concerns in advance of the transfer of files to allow the new setting to support the pupil.
- To ensure that any historical information (such as monitoring notes) that are older than the current academic year and did not result in either a discussion with the relevant MASH for advice or a child protection referral should be dealt with in line with the School's file retention policy.
- To ensure that when a pupil is educated off site by an alternative provider or is Dual Registered, the DSL for the School should assess what information the DSL for the provision where the child attends requires based on amount of time the child spends at the other provision and the nature of the provision is. Where appropriate the DSL at the alternative provision will receive a copy of the pupils child protection file as detailed above.
- To ensure that when a child ceases to be of statutory school age, their records are retained by the School until the 35 years after the child has left the School.
- To ensure that all Staff receive appropriate Child Protection and Safeguarding Training, and maintain training records.
- To co-operate with any requests for information from any relevant Local Authority, such as Child Protection training returns and self-evaluation forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004.
- To ensure that the School's child protection is put on the agenda of the Trustees once a year for discussion, monitoring, review and renewal.
- To follow the advice on Information Sharing for practitioners providing safeguarding services contained in the guidance issued in July 2018 and to follow the seven Golden Rules (see Appendix 9)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Staff's Responsibilities

It is the responsibility of **all** other members of Staff to ensure that **all** safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible.

The School encourages open and honest discussion between members of Staff and all members of Staff are encouraged to question and interrogate practices within the School.

It is important that all concerns are properly documented and notified in a timely manner to allow them to be followed up promptly when necessary. It is also important so that patterns can be monitored as this may provide important information.

All staff should raise any concerns they have about poor or unsafe practice and/or potential failures in the School's safeguarding regime. The School takes safeguarding of its pupils extremely seriously and is constantly looking to improve its practices. If any member of staff feels that their concerns are not being addressed, they may follow the procedures in the School's Whistleblowing Policy. Additional guidance on whistleblowing can also be found in KCSIE.

The DSL may have other information regarding a child or their family of which other Staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DSL may have.

All staff have a responsibility to provide a safe environment in which children can learn.

Use of restrictive physical intervention

Department for Education Guidance states that no schools should have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing themselves or others harm, for example, if there is a clear and present danger to a pupil. In these instances immediate intervention may be required to prevent harm to a child, such as stopping a child falling from a height or running out on to a road.

The School's Health and Safety procedures, including risk assessments, and Studio 3 training coupled with the minimum 1:1 staff to child ratio should prevent any such incident. We would consider any circumstance that required physical intervention to be a very rare occurrence. Please refer to our Physical Handling Policy for further guidance.

When any intervention is required, in the spirit of Studio 3 training, the intervention:

- Uses the least restrictive methods;
- Is movement based;
- Uses gentle physical skills; and
- Is for the shortest time possible.

Staff have extensive training in recognising potential triggers to enable them to defuse any situation before physical intervention is required. Studio 3 training is given when staff first join the School and is updated annually. When the Studio 3 Walkaround technique is used, any instances are reviewed by our registered BILD trainer, who also reviews practice and policy on a regular basis to ensure best practice.

Any incidents of "hands on" with a pupil must be reported in the Incident Book and in accordance with the School's policies and procedures.

Any concerns or allegations that a member of Staff may have acted inappropriately or in contravention of the School's Physical Handling Policy should be raised immediately in confidence with the School Principal. The School Principal will then contact LADO.

The legal position on use of physical intervention can be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339092/Restrictive-Physical-Intervention_Final-U.pdf

E-safety

Children may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some children may find themselves involved in activities which are inappropriate, or possibly illegal.

"Young people with ASD may be more vulnerable [to risks] including cyberbullying, contact with strangers, exposure to inappropriate contact and excessive computer use" *Childnet international*.

Schools therefore have a major responsibility to educate their pupils; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies (CEOPS – thinkuknow website).

The breadth of issues classified within online safety is considerable but is categorised by KSCIE into three areas of risk:

- Content – ie, being exposed to illegal, inappropriate or harmful material
- Contact – being subjected to harmful online interaction with others. This can relate to commercial advertising, such as gambling, as well as adults posing as children or young adults
- Conduct – personal online behaviour that increases the likelihood of, or causes of harm, for example making sending and receiving explicit images

Internet use should be monitored closely by Staff and should only be used as part of a guided educational programme.

Parents will be included as much as possible in this process so that they can ensure that any access the pupils have at home to computers and the internet at home, is safe.

- The School operates on a minimum 1:1 supervision level and all Staff must maintain full vigilance with regards to computer access to ensure appropriate use. The computers which the children use are protected with limited access software.
- The networks at School and College have appropriate filtering systems installed.
- All staff undertake e-safety training
- Pupils at the School are not permitted to use social networking sites within School unless it is in the presence of their tutor and is part of a structured lesson plan.
- Pupils at the School are not permitted to access non-educational games unless previously agreed with the Head of Unit and as part of their personal reinforcement programme.
- Pupils at the School are not permitted to access internet chat rooms or any other type of web based chat forum as they may present immediate dangers. It is important that children understand the dangers of their use.
- Pupils at the School are not permitted to access websites which give access to the following types of material:
 - Drugs and substance abuse (unless these are educational sites approved by tutors)
 - Pornography and age restricted sites;
 - Intolerant Behaviour;
 - Extremist websites;
 - Websites promoting hatred, extremism or radicalisation
 - Proxy bypass websites or servers or other intermediary servers;
 - Violence;
 - Internet forums or chat rooms which have not been approved by a Unit Head, BA, Head of School or Head of Further Education;
 - Web based mail (unless it is a designated email address provided by the School);
 - Apps;
 - Mobile Phones/ringtones
 - Multimedia Messaging Service (MMS);
 - Executable downloads;
 - digital music-streaming services; or

- Mp3 downloads.
- Appropriate photographs are taken of pupils to capture curriculum activity or a celebration of School life using School equipment but permission is obtained from parents beforehand.
- All images of pupils are securely stored to avoid inappropriate use. The Photographic Images of Children Policy gives detailed guidance on the taking of photographs and digital images, their storage and destruction.
- Staff will not communicate with pupils through private email accounts, social networking sites, in relation to educational matters, but will use official email sanctioned by the School.
- Staff will not accept children at the School as 'friends' on social networking sites or communicate with pupils via other social media such as Twitter, Instagram, Snapchat, etc.
- Staff will be required to comply with the Social Media Policy and will be circumspect in their use of social networking sites and will not discuss School business or School issues on any personal social networking sites.
- The School believes it is far safer for Staff not to accept either parents or ex-pupils as 'friends'. Great care must be taken if members of Staff make an exception to this guidance and they may be accountable to the School Principal for their decision (for example if a young person is also a family member). Recent Serious Case Reviews have highlighted the risks of friendships between staff and parents on social media.
- It should also be recognised by all Staff that whilst some of our pupils may be able to recite rules around online safety, they may not be able to relate or apply those rules to their own actions. Staff therefore need to remain vigilant, even if pupils have undertaken e-safety courses.

Mobile Phones

For Staff

- Walkie-Talkie Radios or mobile phones have been issued to all Staff who work directly with children. The mobile phones have been chosen carefully as they do not have the facility of a camera, video or internet services. These phones are to be used for the sole purpose of Behaviour Support, contact with parents or trips to the community and are not to be used for any other purpose. These phones must be left at School at the end of the school day and **must not** under any circumstances be taken home at any time.
- Personal mobile phones or tablets belonging to members of Staff should not be used whilst working with the children. They should be stored in a safe place either in a bag or coat in the Staff room. The Staff Rooms are not to be accessed by members of Staff whilst they are with pupils, nor are they in the vicinity of any areas used by pupils and no pupils are allowed in the vicinity of the Staff room.
- In extreme circumstances, staff may use their personal phones when out on educational trips with pupils, but **only if** they have obtained prior permission (in writing) in advance of the trip from a member of the Senior Leadership Team but only when at least 2 Staff Members are accompanying the pupil.
- Members of the Education Team may leave their phones in the Education Office whilst working with pupils.
- Staff should not take phones or bags into unit at the beginning or end of the day and bags must be placed either in the staff room, or an approved locked cupboard. Staff will be

able to check personal phone at break times and lunch breaks whilst in the Staff room. Staff may give out the School telephone number in case someone needs to contact them urgently.

- Staff who do not have any direct daily contact with children or who do not have designated responsibility for children and therefore are not in unsupervised contact with the children (Directors, Trustees and contractors) may use personal mobile devices. These should not be used by these members of Staff to photograph children or in the proximity of children or in areas that may be accessed by pupils during school time and should not be carried in pockets whilst moving around school during periods when pupils are in.
- Professionals who are visiting to observe pupils will be required to leave their mobile phones or tablets in the School Office or Education Office whilst in proximity with pupils.

For further guidance please refer to the Social Media Policy.

For pupils

- Children are not permitted to use mobile phones or tablets during the school day unless it is in the presence of their tutor and is part of a structured lesson plan. Some pupils may use mobiles or tablets as communication aids provided from home, but any such use must be as part of a planned approved communication programme.
- Children should not use mobile phones or tablets during the school day to access Multimedia Messaging Services (MMS).
- Children are required to hand in any mobile phones or tablets at the start of the school day to the member of staff responsible for their teaching. The phones will then be stored in a secure locker and will be handed back to pupils at the end of the school day, or retrieved by their Staff for use in a structured lesson plan.
- For use as part of a structured lesson plan, the phones will be retrieved from secure storage in the presence of their tutor, and at the end of the lesson will be returned to secure storage until the end of the school day.

For further guidance, please see the Pupils e-safety and mobile phone Policy

Record keeping

- Any member of Staff receiving a disclosure of abuse from a child, or noticing signs or symptoms of possible abuse in a child should allow them time to communicate fully. Staff should not be judgemental, or express horror or anger or draw attention to the physical signs. The member of Staff should make notes as soon as possible (within the hour), writing down as exactly as possible using the child's own words or behaviours presented around the indication of abuse, or detailing the child's augmentable language (i.e. PECS), what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. See Appendix 4.
- When making a record, Staff should never:
 - Promise to keep any disclosures confidential;
 - take photographs;
 - attempt to make any medical judgement;
 - arrange a medical examination;

- tape or video or record the conversation in any way; or
- ask a child remove any clothing.
- The DSL will, upon receipt of a notification from a member of Staff in accordance with Appendix 4, follow up on the concern as appropriate and indicate what action has been taken, whether there is a review period and, if not why not. Staff are encouraged to follow up any concerns raised with a DSL
- All records relating to child protection in any way (whether hand written or typed) will be given to the DSL for safekeeping. This includes case conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis. All records must be securely held, separate from the main child file, and stored in a secure place.
- The School will ensure that the relevant social worker is notified if there is an unexplained absence of more than two days of a pupil who is currently subject to a child protection plan.
- All records of a child protection nature (handwritten or typed) are given to the DSL. These should be filled in individual pupil files in Chronological order (and are stored securely) and a Chronology of significant events should be maintained at the front of the file.

Child Protection Procedures

It is never your decision alone how to respond to concerns – but it is always your **responsibility** to share concerns, no matter how small. If at any point there is a risk of **immediate** serious harm to a child, a referral should be made to the relevant Children's Social Care immediately. Anyone can make a referral.

KCSIE sets out a process for raising concerns. The Flow Chart is attached as Appendix 8

If a child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child. Therefore it is vitally important that concern forms are completed immediately so that accurate records can be kept, patterns identified, and all information available.

Reference below to MASH means MASH at Solihull, or their equivalent at another Local Authority

In the event of any concern in relation to a child's wellbeing the following procedure should be followed:

1. If you have a concern about a child's wellbeing, based on:
 - Something the child, parent or carer has told you;
 - Something you have noticed about the child's behaviour, health, or appearance;
 - Something another professional said or did;

You should:

2. Listen to the child, parent or carer to gather information to support your concerns, being careful not to lead or probe or suggest. Use open questions such as: **'how'**, **'why'**, **'where'**, **'when'**, **'who'**?
3. You should let the parent or carer know what you plan to do next unless the concern is around the parents, if this is the case, parents should not be contacted. Although standard safeguarding practice states that you should also let the child know what you plan to do next, with many pupils within the School this may not be appropriate. The challenges some of the pupils face around receptive understanding, semantic understanding and language processing mean that it may not be appropriate to discuss concerns with them. Advice should be sought from the DSL before attempting to discuss concerns with the child and the DSL will decide on the appropriate course of action and document the reason for alternative actions.

If you have heard a disclosure of abuse or you are talking with them about your concerns, do not promise to keep what the child, parent or carer tells you secret.

4. You must inform the DSL immediately. If the DSL is not available, inform their Deputy. If neither are available, speak to member of the Board. In their absence, you must make the referral to MASH yourself. Contact details for MASH at the relevant authority are contained in Appendix 1.
5. You must make a written record as soon as possible after the event (see appendix 4: child protection incident/concern report) noting:

- The name of the child;
- Date, time and place;
- Who else was present;
- What was said, what happened, what you noticed: speech, behaviour, mood, drawings, games or appearance;
- If child or parent spoke, record their words rather than your interpretation; and
- Analysis of what you observed & why it is a cause for concern.

This must be signed and dated clearly. Children **must not** be asked to make a written statement themselves, or sign any records.

The written record must be handed to the DSL for safe keeping.

6. When discussing concerns in respect of a child who is Looked After by the Local Authority, in addition to consulting with or referring to MASH (or other local authority safeguarding hub), the child's named social worker (if known or allocated) must also be informed of the consultation or referral.
7. The DSL will make the referral to MASH. The referral will note all previous intervention by the School with the child, any relevant history relating to the child, their siblings or the family. MASH may subsequently advise the DSL that no further action is required. It is important, however, that any concern is raised, even if subsequently discounted. Appendix 5 contains a list of the information that it would be useful to have on hand when making a referral. However do not avoid making a referral just because you do not have all of this information to hand.
8. If so advised by MASH, the DSL will share information with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared. The DSL to keep a written record of any action taken. This can be by way of written notes, email exchanges,

etc. A separate file should be opened and must be kept in a secure place. Any subsequent updates should be placed on the relevant file

9. In accordance with Chapter 3.1, section 13.1 of the Local Safeguarding Children Board Procedures, the DSL will inform the parent(s) and/or carers that they have made a Child Protection Referral, if the parent does not already know and if there is no reason not to let them know

NB MASH may suggest a delay in advising the parent(s) and/or carers:

- in cases of suspected sexual abuse, or where informing the parent(s) or carers might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure); or
- In cases of suspected fabricated or induced illness by proxy, the parent is not informed that this is being considered.

10. The School will ensure that a written report on the relevant LBSC Template (see appendix 3 for Solihull together with additional information) is submitted to all initial and review child protection case conferences. Further details can be found on the LSCB website for the appropriate local authority.

11. The DSL will remain in close communication with other professionals working with the child, parent(s) and/or carers, in order to share any updates about the child.

If a child protection investigation is pursued, the DSL and other key School Staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child safe;
- Attend a child protection conference when invited and provide updated information about the child;
- Attend any subsequent child protection review conferences; and
- Attend core group meetings and take an active role in the implementation of the child protection plan.

12. All referrals need to be confirmed in writing as soon as possible using the [referral form](#) for Solihull form which can be downloaded from <https://eservices.solihull.gov.uk/ChildrensSocialWorkServiceReferral/>

13. If the outcome is below the threshold for statutory assessment for the relevant local authority, the School will support an early help assessment (or equivalent if provided by the relevant local authority) in partnership with other agencies.

14. If there is a professional disagreement regarding the outcome of a referral to MASH, the DSL should follow the relevant LSCB Professional Disagreement Protocol and escalate their concerns.

A flow chart from KCSIE setting out actions where there are concerns about a child is set out in Appendix 8

Safe Practice

Safer Recruitment

SCSRE outlines Safer Recruitment processes in schools and is updated by statutory guidance for schools and colleges entitled “Keeping children safe in education”. This Guidance is always followed in respect of creating a safe working environment in the School. The School has a separate, more detailed policy on Safer Recruitment.

The School will ensure that safe recruitment practices are in place and detailed in policy and followed in checking the suitability of all Staff and volunteers to work with children. At least one of the DSL has completed the Safer Recruitment in Organisations course and the School has at least three other senior staff members who have completed the training. At least one member of staff who has completed the training is involved in all recruitment within the School.

Safer Recruitment processes aim to:

- Deter potential abusers by setting high standards of practice and recruitment;
- Reject inappropriate candidates at the application and interview stages; and
- Prevent abuse to children by developing robust policies and agreeing on safe practice.

Where issues of concern arise regarding any person working with children these need to be discussed with MASH in accordance with LSCB Procedures.

Childcare (Disqualification) Regulations 2009

These Regulations now apply only to domestic settings. However, the rules still apply to staff who are working in child care. However, staff who may be required to work with ~~Although the Childcare Disqualification Regulations only relate to~~ pupils under the age of 8, and as members of Staff work across Units and age range, all members Staff are required to complete with the a Staff Disqualification Declaration under the ~~Childcare (Disqualification) Regulations 2009.~~

An enhanced DBS (with children’s and/or adult’s barred list information) check is carried out at the start of employment. In addition, All members of staff are required to notify the School Principal of any changes to their personal circumstances which mean that they may fall within the Childcare (Disqualification) Regulations. Any member of Staff making any such declaration will either be suspended or redeployed away from the relevant age group until such time as ~~either~~ advice has been obtained from our insurers/HR advisors; ~~and~~

- ~~The LSCB have confirmed that there are no applicable circumstances which prevent the member of Staff working with children (irrespective of whether they are under the age of 8 or otherwise); or~~
- ~~A waiver has been obtained from Ofsted in accordance with <https://www.gov.uk/government/publications/applying-to-waive-disqualification-early-years-and-childcare-providers>~~

Allegations against Staff

Allegations of abuse can be made by children and they can be made by other concerned adults. All staff should maintain an attitude of “it could happen here” and are encouraged to constantly question safeguarding and procedures accordingly.

All Staff should be aware of their vulnerability to allegations and should address their practice accordingly, especially in respect of use of physical intervention and pupil contact. Strict adherence to prescriptive behavioural plans, sensory diets and interaction must be observed.

All members of Staff are encouraged to discuss anything they observe and ask questions. The School ethos is that of transparency and questions should always be asked and encouraged.

All allegations against Staff or volunteers should be immediately brought to the attention of the DSL or Deputy DSL. If they are unavailable, a member of the Senior Leadership Team should be consulted. If a member of SLT not available, a Designated Trustee for Child Protection must be contacted. If it is not possible to contact the DSL, Deputy DSL, Board Member, Designated Trustee for Child Protection or Claire Browning (Independent Trustee), a referral must be made direct to LADO ("Local Authority Designated Officer"). This should be the LADO for Solihull MBC as this is the Local Authority under whom the School is registered.

It is important that any concerns are discussed with the LADO. A discussion is not necessarily a referral, but should always be the first action in the event of any concern.

The member of Staff who is the subject of the concern or allegation should not be informed.

If the suspicion in any way involves the School Principal, the Head of School should be informed and LADO should be contacted immediately. Claire Browning (Independent Trustee) should also be informed as a matter of urgency. The email address for the relevant Trustees can be found on the front of this policy.

The DSL or relevant Trustee should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of Staff against whom the allegation is made;
- Make a referral to the Children's Service where the child resides, if appropriate;
- Contact LADO immediately;
- Following advice from LADO, contact the parents/carers of the child;
- Following advice from LADO, suspend the member of Staff or review his/her working arrangements, pending the investigation; and
- Attend strategy meetings convened by LADO and act upon the decisions made at these meetings.

Suspension should be considered when:

- Aggressive behaviour on the part of a staff member gives rise to a concern about them working with vulnerable pupils.
- There is a cause to suspect a child is at risk of significant harm or
- The allegation warrants investigation by the police or
- The allegation is so serious that it might be grounds for dismissal

Any disciplinary investigation must only be carried out once the child protection investigation has been completed.

The procedures set out in the Policy for Managing Allegations against Staff on the Solihull MBC Website should also be consulted www.solgrid.org.uk/.../201702-Managing-Allegations-Policy-February-2017Final.doc

Following completion of any investigation, and following receipt of advice from the LADO, the School Principal or other Designated Safeguarding Lead will make a referral to the Disclosure and Barring Service (DBS) if the member of staff has been dismissed or removed due to safeguarding concerns.

For more information, see Chapter 5 of SCSRE and part four of KCSIE

If the concern arises from any concerns around a pupil or vulnerable adult who is over the age of 18, the initial conversation should be with the Safeguarding Adults Business Team at Solihull MBC.

Contractors and Volunteers

Volunteers and Contractors will not work directly with children at the School unless they are directly employed to do so, for example Speech and Language Therapists or Occupational Therapists.

Due to the 1:1 staffing ratio for pupils, all casual contractors carrying out one off work or short term work around the school sites will not be left in an unsupervised situation with a pupil.

If Contractors are employed to work with children, or if they work regularly in School, they will be subject to the safer recruitment procedures set out in the Child Protection Policy and Procedures and will also be subject to the provisions of this Policy. The flow chart contained in KSCIE will be referred to.

All other Volunteers and Contractors will receive their own policy as detailed in Appendix 6

Visitors

- The 1:1 supervision of pupils at all times offers a high level of protection. Nevertheless all efforts should be made to protect pupils' dignity and privacy.
- No visitors, including tradespeople (unless they have been subjected to stringent checks in accordance with this policy), should be allowed to wander around the premises unaccompanied when children are present.
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.
- Staff should feel free to, and are encouraged to, challenge any strangers seen in the vicinity of the School.
- Pupils should not be collected by people other than their parents, designated taxi or designated guide unless written notification has been received in advance.
- If a pupil's designated taxi fails to arrive, or has not already contacted the School, the relevant local authority will be contacted to arrange for alternative transport, and if there are significant delays, the School will contact parents or carers to inform them of this.
- If a pupil who should be collected by parents or carers is not collected after a session it is reasonable to wait approximately half an hour for a parent or carer to arrive. If the parent or carer cannot be contacted, Staff should contact any additional emergency numbers which have been provided by parents or carers. If the School has been unable to make contact with anyone within an hour of the end of School, they will contact social services at the relevant local authority.

Appendix 1: Key contacts in Child Protection

Whilst the links and phone numbers are up to date at the time of review, they are subject to constant change. If you are unable to follow any of the links detailed below, an internet search should be carried out to find the most up to date information

Solihull Local Authority Designated Officer	Simon Stubbs LADO Referrals: Tel. 0121 788 4310 email : cpru@solihull.gcsx.gov.uk
Solihull MBC Multi Agency Safeguarding Hub MASH http://solihullscb.co.uk/media/upload/fck/file/MASH%20Final.pdf	Tel : 0121 788 4333
Solihull MASH out of hours	Tel : 0121 605 6060
Birmingham Children's Advice & Support Service (CASS) http://www.lscbbirmingham.org.uk/index.php/safeguarding-concerns	Tel : 0121 303 1888
Birmingham Emergency Duty Team out of hours	Tel : 0121 675 4806
Leicestershire MASH http://lrsb.org.uk/childreport	Tel : 0116 305 5500
Warwickshire MASH http://www.warwickshire.gov.uk/mash	Tel : 01926 414 1444
Staffordshire MASH https://www.staffscb.org.uk/Professionals/MASH/MASH.aspx	Tel : 01785 277151

Appendix 2: Further information and useful guides

- Solihull Safeguarding Children Board (Solihull LSCB) Child Protection Procedures
<http://solihullscb.proceduresonline.com/chapters/contents.html>
- Local Safeguarding Children Board multi agency referral form
<https://eservices.solihull.gov.uk/ChildrensSocialWorkServiceReferral/>
- Keeping children safe in education (July 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf
- Working Together to Safeguard Children (2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2015.pdf
- NSPCC guidance and advice
<https://www.nspcc.org.uk/>
- CEOPs (Child Exploitation and Online Protection Centre : e-safety resources
<https://www.thinkuknow.co.uk/Teachers/>
- The Use of Reasonable Force in Schools (2013)
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Multi-Agency Practice Guidelines : Handling Cases of Forced Marriage
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf
- Safeguarding children with autism, National Autistic Society
www.autism.org.uk/safeguarding
- Unprotected, overprotected: meeting the needs of young people with learning disabilities who experience, or are at risk of, sexual exploitation
https://www.barnardos.org.uk/cse_learning_and_disability_report_2015.pdf

- Appendix 3: LSBC Template and guidance

<https://eservices.solihull.gov.uk/ChildrensSocialWorkServiceReferral/>

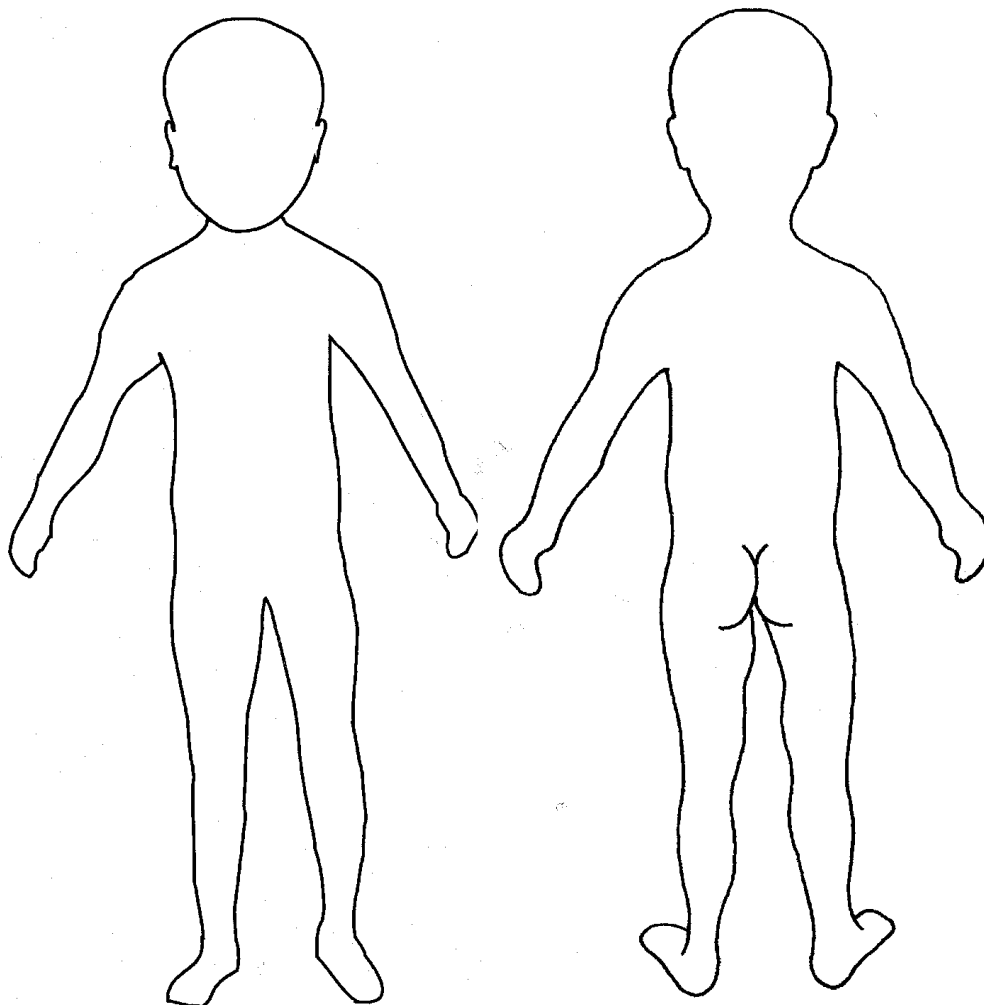
Appendix 4: Child Protection incident/concern report

- This form must be completed, dated and signed by the member of Staff who identifies concerns/possible child protection concerns/receives disclosure.
- What is recorded must be facts and not judgments: stating dates, times, places, actual words used, what was observed, who present, questions asked etc. was.
- This form should be completed within one hour of the disclosure/concern being raised but completion of the form should never delay the discussion with the DSL of matters which are urgent and/or may need immediate clarification/ following up/referral on to MASH.

Pupil :					
Member of Staff reporting :					
Date of concern :					
Details of concern : Including clothing, hygiene, general appearance, behaviour and anything reported verbally. Any marks or injuries should be reported on the bodymap overleaf					
Signed by reporting :					
Signed by DMS :					
Action taken : Including whether reported to parents. If not reported to parents, give reason why not and also details of any other professions to whom reported	Date				
Final Outcome :	Date				
Further review required?	<table border="1"> <tr> <td style="text-align: center;">Yes</td> <td></td> <td style="text-align: center;">No</td> <td></td> </tr> </table>	Yes		No	
Yes		No			

BODYMAP

Name of Child	
Reasons for observation : (eg, pupil changing, taking clothes off, pointing to marks)	
Date and time of observation	
Further sheets for more detailed recording of marks to hands face and feet are available from DSL or office	



Appendix 5: Making a referral to MASH – Information which it would be useful to have on hand when making referral

- Copy of multi-agency referral form as it can guide you in your information giving and subsequent completion of the form which has to be sent within 48 hours of making the referral
- Name of referrer and relationship to child
- Name of Child
- Age and date of birth of the child(ren)
- Name and address and phone numbers of parents/carers with whom the child resides
- Any details you may have regarding the person who is the alleged perpetrator of the abuse you are reporting
- Any information about communication: language, learning difficulties etc.
- Details of any disabilities
- Any information you have regarding siblings
- Details of your concerns :
 - What has been observed/disclosed
 - Any specific injury or event causing concern
 - Details of anything the child may have told you or may have said to a colleague
 - Dates, times and places, frequency of incidents/concerns
 - If there is a physical injury
 - Details of any previous concerns
 - Details of any other agencies involved
- Details of GP
- Whereabouts of the child at the time that the referral is being made
- Is the child aware of the referral?
- Informing MASH as to whether or not parents are aware of the referral. This advice in this regard is that where there are concerns which may potentially be of a child protection nature MASH should be called first and that before ending the call to MASH, it should be clear who will be telling the parents of the referral. In most cases, it will be the referrer.

Appendix 6: Child Protection Information of Volunteers and Contractors

The first priority of The Island Project School (“the School”) is to the welfare of our pupils. We are committed to the highest standards in protecting and safeguarding the children entrusted to our care at all times.

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse and that all of the staff are well placed to identify such abuse and offer support to children in need.

Volunteers and Contractors do not work directly with the children.

All Volunteers and Contractors must familiarise themselves with the Child Protection Policy and Procedures.

At the School, in order to protect our children, we aim:

- To create an atmosphere where all our children can feel secure, valued and listened to (including non-verbal children);
- Recognise signs and symptoms of abuse; and
- Respond quickly and effectively to cases of suspected abuse.

The School will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying; and
- Promoting a caring, safe and positive environment within the School.

Everyone working with our pupils should be aware that:

- Their role is to listen and note carefully any observations which could indicate abuse;
- They should not attempt to investigate once the initial concern is raised;
- They should involve the Designated Safeguarding Lead (DSL) or Deputy DSL immediately;
- If the DSL is not available the Deputy DSL should be contacted;
- Disclosures of abuse or harm from children may be made at any time.

If anything you witness which worries you or concerns you, tell someone straight away.

Annex A: Further information

Further information on a child missing from education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies a school that a pupil will live at another address, **all** schools are required to record in the admission register:

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

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

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

Schools are required to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- the full name of the pupil;

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

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

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

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice Enrolment of 14 to 16 year olds in full time further education. The college should also inform the relevant local authority immediately if that child is removed from the roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

Further information on child sexual exploitation

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- 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.

Further information on so-called ‘honour based’ violence

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such

as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place since, 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

FGM mandatory reporting duty

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

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

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional

and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage
can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Prevent

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard” Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies. 83 to the need to prevent people from being drawn into terrorism”.⁸⁴ This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child’s parents in line with the individual school’s safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance. An e-learning channel awareness programme for staff is available at: Channel General Awareness.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required. ⁸⁵ Channel guidance is available at:

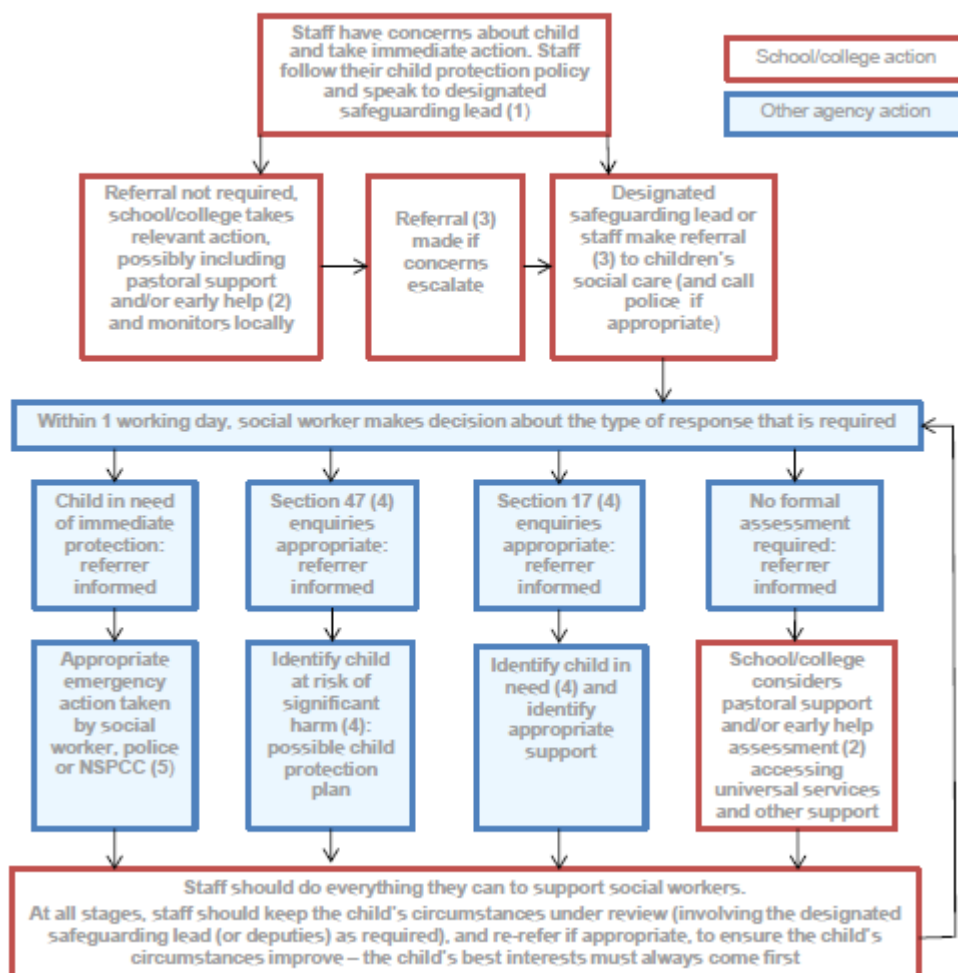
Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals.

Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to

have regard to Keeping children safe in education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

Appendix 8: Actions where there are concerns about a child from Keeping Children Safe in Education (September 2018)

Actions where there are concerns about a child



Appendix 9: The seven Golden Rules of Information Sharing taken from Information Sharing (Advice for practitioners providing safeguarding services to children, young people, parents and carers) July 2018

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Index of Revisions

Date	Version	Comments
28.2.2013	Version 1	Amendments from Jo Sierzega (Solihull LCSB)
24.9.2014	Version 1b	Ofsted Inspection, Sandra Hayes 23.9.2014
20.10.2014	Version 1c	QAV Solihull MBC 7.10.2014
9.2.2015	Version 2	Ofsted Inspection & DSL update training
30.10.2015	Version 3	Ofsted Inspection and new guidance
18.1.2016	Version 3a	Pre SMBC QAV as part of pre-inspection review
22.2.2016	Version 4	QAV Solihull MBC 21.1.2016
12.9.2016	Version 5	Keeping Children Safe in Education 2016
13.11.2017	Version 6	Annual update including recommendations from Solihull QAV
10.9.2018	Version 7	Keeping Children Safe in Education 2018

DSL Training

Name	Level	Date
Sarah Gallagher	Latest Refresher	17 March 2017
Nicole Sheehan	Latest Refresher	27 March 2017
Mel Sheehan	Latest Refresher	27 March 2017
Nial Al-Zanki	Latest Refresher	17 March 2017