

## SAFEGUARDING (CHILD PROTECTION) POLICY

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| Reviewed by: L Hudson | Date: Sept 21 | Next review: Aug 22 |

**SAFEGUARDING (CHILD PROTECTION) POLICY 2021**

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# Introduction

Safeguarding and promoting the welfare of children involves a whole school approach by:

* + protecting children from maltreatment (including abuse and neglect);
  + preventing impairment of children’s health or development;
  + ensuring children grow up in safety with effective care; and
  + taking action to enable all children to have the best outcomes.

Adcote School is committed to safeguarding and promoting the welfare of all pupils in its care. In particular:

* + Adcote School promotes a climate where pupils and adults will feel confident about sharing any concerns

which they may have about their or another’s safety or well-being.

* + Adcote School works in partnership with parents, guardians or carers to secure the best outcomes for its pupils.
  + We provide guidance and training to staff regarding safeguarding matters and require them to comply with the Staff Code of Conduct
  + We communicate about the safeguarding aims of Adcote School as clearly as possible.
  + We involve staff and pupils in the review of this policy and in the development of codes of conduct and behaviour policies and communicate these to parents.
  + We liaise with agencies in the statutory, voluntary and community sectors that are active in supporting families.
  + Where a pupil needs additional support from one or more agencies, we operate in line with locally agreed inter-agency procedures and assist the agencies involved to conduct an assessment using approaches including the ‘Common Assessment Framework’ and ‘Team around the Child”.
  + We are alert to the needs of parents/carers who do not have English as their first language.

Safeguarding pupils and providing a safe environment in which they can learn is the responsibility of the whole school community. The proprietors and directors are responsible for the management of safeguarding in the whole school.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harrasment. Nor should a victim ever be made to feel ashamed for making a report. (KCSIE 2021)

# Application and Sources

This Policy and its related procedures has been prepared in compliance with and having regard to the Education Acts; the Children Act 2004; the Education (Independent School Standards) Regulation 2014; “Working Together to Safeguard Children 2018”; “Keeping Children Safe in Education 2021”; “Protecting children from radicalisation: the prevent duty 2015”; and procedures produced by the Shropshire Safeguarding Partnership. (SSP). Also the UKCIS guidance on sharing of nude and semi nude images and the departments guidance on Preventing and Tackling bullying, mental health and behaviour in schools.

Also: Education and Training (Welfare of Children) Act 2021. The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children

This policy should be read in conjunction with the School’s Code of conduct Policies, Anti-Bullying Policies, Whistleblowing Policy, Attendance & Registration Policy, Missing Pupil Policy and Health & Safety Policy (which are publicly available on the [policies page](https://www.dulwich.org.uk/about/policies/policies) of the School’s website) and its Recruitment Policy.

All Adcote staff are required to confirm by signature that they have read Part 1 of [*‘Keeping Children Safe in Education’*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf) *.* Additionally, DSL and deputy DSL are required to have read Annex A. The school’s H R department keeps a record of this.

Where Adcote School is hired out to a third party organisation, the proprietors must ensure that appropriate arrangements are in place to keep children safe. The proprietor should ensure safeguarding requirements are included in any transfer of control agreement and as a condition of occupation of the premises.

# Designated Safeguarding Leads and other Safeguarding Contacts

Adcote School has a team of Designated Safeguarding Leads, whose names and contact details are set out in [the](#_1v1yuxt) [Appendix](#_1v1yuxt) to this Policy. The team is led by the Deputy Head (Louise Hudson), who is the Designated Safeguarding Lead for the whole school.

As the Designated Safeguarding Lead for the whole school, the Deputy Head:

* + ensures this policy is known and used appropriately;
  + ensures that all staff are aware of this policy, have read all necessary documentation and have received all necessary training;
  + ensures this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made;
  + acts as a source of support, advice and expertise to staff on matters of safeguarding;
  + provides a lead on regular review of current safeguarding cases;
  + leads on liaising with other agencies and sets up an inter-agency assessment if early help is appropriate;
  + refers cases where a person is dismissed or has left owing to risk/harm to a child to the Disclosure &

Barring Service, where required;

* + refers cases where a crime may have been committed to the Police (drawing on guidance published by

the National Police Chiefs’ Council);

* + liaises with the Headmistress to inform her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
  + liaises with the 'case manager' and the designated officer(s) at the local authority for child protection concerns (in cases which concern a staff member);
  + liaises with staff (especially the pastoral team, the Medical officer, and the Online Safety Officer) on matters of safety and safeguarding (including on-line and digital safety) and when deciding whether to make a referral by liaising with the relevant agencies;
  + is the first point of contact for external agencies pursuing Child Protection investigations and co-ordinates the school’s representation at Child Protection conferences and Core Group meetings (including the submission of written reports for conferences);
  + links with the Shropshire Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
  + ensures the school discharges its obligations in relation to the Prevent Duty under the Counter-Terrorism and Security Act 2015, is the main point of contact for parents, pupils, staff and external agencies in all matters relating to Prevent, arranges suitable training for staff and refers cases to the Channel programme where there is a radicalisation concern;
  + ensures this policy and its implementation is reviewed annually by Governors;
  + provides a termly report to the Directors and Board of Governors outlining details of any safeguarding issues that have arisen during the term and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

# Types and indicators of Abuse and Neglect

All school staff need to be aware:

* + of the indicators of abuse and neglect so that they can identify children who may be in need of help or protection. If staff are unsure, they should speak to the Deputy Head (or a Deputy Designated Safeguarding Lead).
  + that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
  + that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children.
  + that pupils who are affected by abuse or neglect may demonstrate their needs and distress in a variety of ways.

Types of abuse and neglect include:

* + **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place on-line and technology may be used to facilitate off-line abuse.
  + **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child and includes domestic violence. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
  + **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
  + **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place on-line and technology can be used to facilitate off-line abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
  + **Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or

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

# Domestic abuse

The government definition of domestic violence and abuse is: ‘An incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members (regardless of gender or sexuality). Domestic abuse can encompass, but is not limited to, psychological, physical, sexual, financial and emotional abuse.’

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

As well as obvious non-accidental injuries and injuries which are not consistent with the explanation given and incidents reported by the child or others, the following signs may be significant:

* + *Physical harm:* Bruising; scarring; bandages/plasters; rubbing part of the body; cigarette burns; abstains from physical activities and resists using the changing room at school.
  + *Psychological abuse/harm:* Apathy; withdrawal from social contact; loss of enthusiasm/energy; seeming to be preoccupied; tearful; misses school or is frequently late.
  + *Neglect:* Socially withdrawn; untidy/unkempt; poor time-keeping; Infrequent mention of parents/family life; possibly slow to develop emotionally; overly self-reliant.
  + *Sexual abuse*: Delayed or no learning progress, inappropriate sexual behaviour, low self-esteem, unease or unusual behaviour with adults, sexualised drawings, self-injury and distinct changes in behaviour.
  + *Child sexual exploitation*: Children appearing 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 wellbeing; 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.

If a pupil discloses that they have witnessed domestic violence and is therefore at risk or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Deputy Head as a safeguarding issue.

# Children missing from education (CME)

Children going missing from education (particularly repeatedly) can be a vital warning sign of a range of

safeguarding problems. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing from education in future.

The school monitors pupil attendance, contacts home in cases of unauthorised absence and takes further action where appropriate.

The school has put in place appropriate safeguarding responses to pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect and to help prevent the risks of their going missing in future. (The Missing Child Policy.)

The School has due regard to the guidance “Children missing education” published by the Department for

Education in September 2016.

The school is aware of the impact on children of an adult close to them going missing and work in line with government guidance in offering support.

# Peer-on-Peer abuse

The school recognises that children are capable of abusing their peers. Peer-on-peer abuse can take many forms and can include:

* + bullying (including cyberbullying);
  + physical abuse (such as hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm);
  + sexual violence or sexual harassment
  + sexting;
  + initiating or hazing-type violence and rituals; and
  + upskirting

Adcote staff are aware of the importance of:

* + never tolerating or dismissing peer-on-peer abuse as “banter”, “part of growing up”, “just having a laugh” or “girls being girls”;
  + challenging behaviours;

and are aware that dismissing or tolerating such behaviours risks normalising them.

Adcote recognises that some groups (eg children with SEND\* and LGBT† children) are potentially more at risk of peer-on-peer abuse.

Allegations of peer-on-peer abuse will be recorded on CPOMS, investigated and dealt with in accordance with the school’s Anti-Bullying Policies, which are available on the policies page of the Adcote School’s website. The initial response to a report of peer-on-peer abuse from a child is important, both for the victim and alleged perpetrator.

Where appropriate, the school liaises with other agencies (including the police) after an allegation has been made (including by way of support to the relevant parties).

# Sexting/Sharing nude and semi nude images

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children and young people complex. It occurs when:

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

When an incident involving sexting comes to a member of staff's attention, it will be reported to the Deputy Head and (where appropriate) referred to appropriate agencies. Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.

Do not delete the imagery or ask the young person to delete it.

Do not say or do anything to blame or shame any young people involved

If a member of staff has already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL and seek support.

The school is very aware of sexting (including the sharing of sexually explicit photographs and the sending of sexually explicit messages) and the serious harm it can cause. The school gives guidance for pupils regarding the dangers of sexting within the PSHE/CLEAR programme. The school has regard to the guidance published by the UK Council for Child Internet Safety.

# Upskirting

Upskirting happens where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Upskirting is a criminal offence. Persons of any gender can be a victim of upskirting.

# Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Adcote School operates a zero tolerance approach. It is very important that schools recognise that children can, and sometimes do, abuse their peers in this way and that it is made clear to them that sexual violence and sexual harassment is not acceptable, will never be tolerated, will be taken seriously, and is not an inevitable part of growing up. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. They may not openly tell staff but staff may overhear information. It is likely to adversely affect their educational attainment.

Sexual violence and sexual harassment may overlap and can occur on-line and off-line (both physical and verbal).

Sexual violence includes offences under the Sexual Offences Act 2003 (rape, assault by penetration and sexual assault).

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. Staff (and especially designated safeguarding leads) understand consent and pupils are taught about this explicitly in PSHE lessons.

Sexual harassment is unwanted conduct of a sexual nature that is likely to violate a child’s dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. It can occur online and off-line. It can include: sexual comments, such as telling sexual stories; making lewd comments; making sexual remarks about clothes and appearance; calling someone sexualised names; sexual “jokes” or taunting; deliberately brushing against someone; interfering with someone’s clothes; or displaying pictures, photos or drawings of a sexual nature.

Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages (including on social media), sexual exploitation, coercion and threats, and upskirting.

If staff have a concern about a child or a child makes a report to them which relates to child-on-child sexual violence and/or sexual harassment, they are expected to speak to the Deputy Head(or a Deputy Designated Safeguarding Lead). Staff should refer to KCSIE Part 1 for indicators and further guidance. If an allegation is found to be unfounded or malicious, the DSL should consider whether the child making the claims is in need of help or may have been abused.

# Child Sexual Exploitation and Child Criminal Exploitation (including County Lines)

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse which tend to occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance can be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The experience of criminal exploitation can be very different for girls than boys.

* + The abuse can be perpetrated by individuals or groups, males or females, and children or adults.
  + The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.
  + It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
  + Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

*Child Sexual Exploitation (CSE)*

A victim of CSE may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact: it can also occur through the use of technology.

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

* + can affect any person under the age of 18 years (including 16 and 17 year olds who can legally consent to have sex);
  + can still be abuse even if the sexual activity appears consensual;
  + can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
  + can take place in person or via technology, or a combination of both; and
  + can occur without the child or young person's immediate knowledge (eg through others copying videos or images they have created and posted on social media).

The indicators of CCE can also be indicators of CSE, as can:

* + children who have older boyfriends or girlfriends; and
  + children who suffer from sexually transmitted infections or become pregnant.

*Child Criminal Exploitation (CCE)*

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

*County Lines*

County Lines is a specific form of Child Criminal Exploitation. It is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line". Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Missing school is a potential indicator of involvement in county lines.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further advice is available in the Home Office document “Criminal exploitation of children and vulnerable adults: county lines”.

# Serious crime & Weapons

*Serious crime*

Potential indicators that a child may be at risk from or involved with serious crime include:

* + increased absence from school,
  + a change in friendships or relationships with older individuals or groups,
  + a significant decline in performance,
  + signs of self-harm or significant change in wellbeing,
  + signs of assault or unexplained injuries, or
  + unexplained gifts or new possessions.

*Weapons*

The school is aware that fear and a need for self-protection is a key motivation for children to carry a weapon and that neighbourhoods with high levels of deprivation and social exclusion generally have the highest rates of

gun and knife crime. Children are more likely to carry knives and other weapons than guns. College staff will share any concerns about or knowledge of such children immediately with the Deputy Head.

Further advice is available in the Home Office document “Preventing youth violence and gang involvement”.

# Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Protecting children from this risk is an important

part of the Adcote’s safeguarding of its pupils.

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Radicalisation can occur through many different methods (such as social media) and settings (such as within the home).

As with other safeguarding risks, Adcote School staff should be alert to changes in pupils’ behaviour, which could indicate that they may be in need of help or protection.

The Counter-Terrorism and Security Act 2015 places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism (the ‘Prevent Duty’) and hate crimes. Young people can be exposed to extremist influences or prejudiced views (in particular via the internet and other social media) and schools can help to protect children from them.

Adcote School:

* + Communicates and promotes the importance of the Prevent duty to staff.
  + Provides training to enable staff: (a) to recognise the engagement, intent and capability factors which indicate that a person may be vulnerable to being drawn into terrorism or at risk of radicalisation (including changes in a pupil’s behaviour); (b) to challenge extremist ideas which can be used to legitimise terrorism; and (c) to know when and how to make a referral to the relevant agencies.
  + Builds pupils’ resilience to radicalisation by: (a) promoting their spiritual, moral, social and cultural

development; (b) by promoting democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths; and (c) helping pupils to acquire the knowledge, skills and understanding that they need to play a full and active part in society.

* + Teaches pupils about on-line-safety and the safe use of social media, manages internet access and ensures that there are suitable filtering arrangements in place.
  + Provides a broad curriculum and ensures that pupils are offered a balanced presentation of opposing views in relation to political issues.
  + Ensures that visiting speakers are suitable and that they are appropriately supervised when at Adcote School.
  + Assesses the risk of its pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
  + Works in partnership with the police, local authorities and other agencies involved with the implementation of the Prevent Strategy.
  + Engages effectively with parents (including assisting and advising parents who raise concerns).
  + Acknowledges its responsibility to act proportionately.
  + Where appropriate, makes a referral to the Channel Programme.

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

# So called ‘Honour-based abuse’ (including female genital mutilation and forced marriage)

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. Adcote School recognises that it is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and are handled and escalated as such. Adcote School staff are alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the DSL (or a Deputy DSL).

*Female genital mutilation (FGM)*

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

Adcote School recognises that teachers have a statutory duty 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 the age of 18. Adcote staff receive training on FGM as part of their safeguarding training.

Whilst it will be rare for teachers to see visual evidence, and they should not be examining pupils, 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. Unless the teacher has good reason not to, they should still consider and discuss any such case with the DSL (or a Deputy 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.

*Forced marriage*

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

# Children at potentially greater risk of harm

*Children being supported by a social worker*

A child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

A pupil may need support from a social worker due to his/her safeguarding or welfare needs. Local authorities should share the fact that a pupil has a social worker with the school. The DSL holds this information so that decisions can be made in the best interests of the child’s safety, welfare and educational outcomes. Where a child has a social worker, this informs decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by

statutory services).

Particular vigilance is exercised in respect of pupils who are subject to a Child Protection Plan and any incidents or concerns involving these pupils will be reported immediately to the allocated Social Worker (and confirmed in writing; copied to Shropshire Safeguarding Partnership.

*Looked-After Children*

In the case of a looked-after child, Adcote School will work with the virtual school head at the local authority to discuss how the needs identified in the child’s personal education plan can be met, and their progress supported. The school will also work with the virtual school head to promote the educational achievement of previously looked after children.

Adcote School ensures that appropriate staff have the information they need in relation to a child’s looked-after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Appropriate staff also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after her.

The school recognises that a previously looked-after child potentially remains vulnerable, that all staff should have the skills, knowledge and understanding to keep previously looked-after children safe and that it is essential to work with other agencies to ensure that prompt action is taken when necessary to safeguard these children.

*SEND, mental health, homelessness, refugee status etc*

Adcote school acknowledge the additional needs for support and protection of pupils who are vulnerable by virtue of:

* disability and/or special educational needs (“SEND”),
* mental health,
* homelessness,
* refugee/asylum seeker status,
* the effects of substance abuse within the family,
* a family member being in prison
* those who are young carers,
* mid-year admissions; and
* pupils who are suspended from school.

Adcote School acknowledges children with special educational needs and/or disabilities can be disproportionally affected by problems such as bullying (without showing any outward signs) and they may have communication barriers and difficulties in overcoming them.

# Staff Duty to Report Concerns

All staff are instructed that if they have any concerns about a child (including concerns regarding possible peer- on-peer abuse) or identify a child in need they must report the matter immediately to the DSL.

If, in exceptional circumstances, the Deputy Head (or a Deputy Designated Safeguarding Lead) is not available, staff are expected to speak to a member of the senior management team and/or take advice from Shropshire Children Services (see [the Appendix](#_1v1yuxt)), sharing any action taken with the DSL (or a Deputy Designated Safeguarding Lead) as soon as is practically possible.

Once a concern has been raised, the DSL(or a Deputy Designated Safeguarding Lead) decides on the appropriate course of action to take, such as:

* managing support for the pupil internally, via the school’s own pastoral support processes;
* an early help assessment;
* a referral for children’s social care/statutory services, for example, as the pupil might be in need or suffering harm.

# Early Help

Adcote School recognises that staff should be prepared to identify children who may benefit from early help, which means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years and that early information-sharing is vital for effective identification, assessment and allocation of appropriate service provision

Staff are reminded to be particularly alert to the potential need for early help for a child who is, for instance:

* + showing signs of being drawn into anti-social or criminal behaviour (including gang involvement and association with organised crime groups);
  + frequently going missing;
  + misusing drugs or alcohol;
  + in a family circumstance which presents challenges, such as substance abuse, adult mental health problems or domestic abuse;
  + showing early signs of abuse and/or neglect; or
  + at risk of being radicalised or exploited.

# Curriculum

Adcote School acknowledges the important role that the curriculum can play in teaching children to keep themselves safe in, for example, the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. We ensure that pupils are taught about safeguarding, including online safety, and will consider this as part of providing a broad and balanced curriculum.

It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. The curriculum includes teaching regarding Wellbeing (including Relationships and Sex Education) and on-line-safety. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened.

Adcote School will work with partners (including the Agencies Supporting Schools Programme (ASSP) and Safer

Schools Partnership) to promote a safe school status through the curriculum.

# Mental Health

Adcote School recognises that it has an important role to play in supporting the mental health and wellbeing of our pupils and that in some cases mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Whilst only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, Adcote School staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Adcote School have a Mental Health leader (see appendix) appointed onto the staff. She will oversee promoting a healthy mental health policy.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is essential that staff are aware of how these children’s experiences can affect their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL (or a Deputy Designated Safeguarding Lead).

# Drugs

Adcote School recognises that children and young people who are exposed to or involved in substance abuse are a safeguarding concern and may need help and support, as outlined in the school’s Drugs Policy.

# Boarding

Adcote School acknowledges that particular safeguarding issues can arise in relation to boarding provision, including the risk of peer abuse in a residential setting and the risk of alcohol and substance misuse.

All boarding pupils are given the details of persons they can contact directly about personal problems or concerns at school (including how they may be contacted). This also includes appropriate agency helplines and outside contact numbers.

All persons visiting the boarding houses are appropriately supervised.

# Outings and Expeditions

All pupils are spoken to regarding safeguarding during trips and expeditions. All pupils are issued with contact numbers of staff should safeguarding issues arise. All appropriate safeguarding checks are made both at home and abroad according to local law.

The school’s Off site Policy can be found on our shared google drive.

# Children’s Services’ Referrals

Any person who has concerns regarding a child may make a referral direct to Children’s Services (including any parent, pupil or member of staff). The contact details of the team at Shropshire’s Children’s Services are set out in [the Appendix](#_1v1yuxt) to this Policy.

When an individual concern/incident is brought to the notice of the DSL, she will decide whether or not this should be reported to Children’s Services as a safeguarding issue. It is important to note however that anybody can make a referral to Children’s Services. Where a referral is made to Children’s Services by a member of staff the DSL should be informed, as soon as possible, that a referral has been made.

There must be an immediate referral to Children’s Services and (if appropriate) the police whenever a child is at risk i.e. that they have suffered or are likely to suffer significant harm and/or there are concerns about maltreatment (including all forms of abuse and neglect, FGM, honour-based abuse, radicalisation and sexual exploitation). The referral should be followed up if the local authority does not offer a response within one working day.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the referral process should not delay the administration of first aid or emergency medical assistance.

If it is thought that a person may have:

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

a referral must be made to Children’s Services and/the police immediately. Referrals should be made to FPOC (First point of contact) on 0345 6789021. This is an integrated team including CAMHS, Early help, Youth workers and family information service. Child Protection referrals can still be made direct to the Initial contact team on the same number.

The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves for example alleged or suspected sexual abuse, honour-based abuse, fabricated or induced illness or the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

In the case of abuse by one or more pupils against another pupil, there should be a referral to Children’s Services where there is reasonable cause to suspect that a pupil is suffering or likely to suffer significant harm. In such cases, all the children involved (whether perpetrator or victim) should be treated as at risk. Please also refer to the school’s Anti-Bullying Policy.

When it comes to the school’s notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children’s Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

Adcote School will inform Ofsted/ISI of all allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises - as soon as practicable and always within 14 days.

Low level concerns that do not meet the threshold of a referral should still be recorded.

# Private Fostering Arrangements

The law requires that Shropshire Children's Services are notified of private fostering arrangements. Any privately fostered children, i.e. children under the age of 16 (or under 18 if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, that come to our attention will be referred to Children’s Services. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

# Notifying parents of injury

In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as possible.

# Physical Restraint

Any physical restraint used will comply with Department for Education and Shropshire guidance. In the exceptional circumstances where it becomes necessary for staff physically to restrain a pupil for their own

protection or others’ safety, this will be appropriately recorded and reported to the Headmistress and

parents (see Adcote School’s Use of Reasonable Force Policy).

# Chastisement

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation to the appropriate local authority.

# First Aid and Medical Plans

Except in cases of emergency, first aid will only be administered by qualified First Aiders.

All first aid treatment will be recorded and where significant will be shared with parents/carers at the earliest opportunity.

If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present.

If a child needs help with toileting, or washing after soiling themselves, another adult should be present or within earshot.

All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

# I C T and on-line Safety

Adcote School recognises that the use of technology has become a significant component of many safeguarding issues and that an effective approach to on-line safety empowers a school to protect and educate the whole school community in their use of technology and has mechanisms to identify, intervene in and handle incidents that occur. The use of filters and monitoring, remote learning,and possible cyber crime are reviewed annually.

Pupils have access to a secure wifi connection, which has appropriate filters and enables activity to be monitored and acted upon. We are careful that ‘over blocking’ does not lead to unreasonable restrictions as to what pupils can be taught with regard to online safety and safeguarding.

Pupils are taught about on-line safety, including the risk of being exposed to harmful material, the risk of harmful interaction with others and the risk of on-line behaviour that causes or increases the likelihood of harm. They are taught about the dangers of sexting and the risks associated with location sharing.

Adcote School does not allow the use of mobile phones by pupils during the school day. All parents, pupils and staff are required to have read and understood the ‘Use of mobile phones’ policy.

All parents, pupils and staff are required to have read and to follow the school’s ICT Acceptable Use Policy, our Social Media Policy and our On-line Safety Policy.

# Security

Entry to school premises is controlled by doors that are secured physically. Authorised visitors to the school will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. Unidentified visitors will be challenged by staff.

# Doors

Any teacher teaching 1;1 must leave the door ajar.

# Recruitment (Staff, Volunteers and Contractors)

Adcote School is committed to safer recruitment and has adopted procedures and processes (including its recruitment policy and safeguarding checks protocols) that are intended to help deter, reject or identify people who might abuse children.

The recruitment policy and safeguarding checks protocols are available to staff in the staff code of conduct. Birth certificates must be used as part of an individual’s identity check, along with additional checks.

We have regard to the Department for Education’s statutory guidance for schools about the employment of staff disqualified from childcare “Disqualification under the Childcare Act 2006”, which also contains information about ‘disqualification by association’. Separate barred list checks must only be carried out for newly appointed staff pending receipt of an Enhanced Certificate with Barred List information from DBS or where an individual has worked in regular contact with children which ended not more than 3 months before appointment.

HR must check for individuals subject to section 128 direction.

Further information is contained in Adcote’s Safer recruitment policy.

# Safeguarding allegations against Staff (including the Designated Safeguarding Lead, supply staff, volunteers and the Headmistress)

Adcote School takes seriously all cases that involve allegations against staff.

When handling any such cases, the College follows the guidance given by the Department for Education in Part

Four of “Keeping Children Safe in Education”.

Subject to the next paragraph, where there is a concern that a member of staff (including a member of supply staff or a volunteer) has or may have:

* + Behaved in a way that has harmed a child or may have harmed a child; or
  + Committed a criminal offence against or related to a child; or
  + Behaved towards a child or children in a way that indicates that he/she would pose a risk of harm if they worked regularly or closely with children; or
  + Behaved in a way that indicates that he/she may not be suitable to work with children,

This must be reported wherever possible in the first instance to the DSL who will inform the Head.

Any allegations relating to the DSL must be reported to the Head. Any allegations relating

to the Head must be reported to the Safeguarding Governor (Ms Anna Fletcher) or the Chair of Governors (Mrs Maggie Langdale). Contact numbers are available from the school office.

Once a matter has been reported internally, advice will then immediately be sought from the Local Authority Designated Officer (“LADO”). Where a crime may have been committed or serious harm has been suffered, the matter will be reported to the police. The school will not undertake its own investigations without prior consultation with the LADO.

Temporary and visiting staff will be subject to the same procedures in relation to safeguarding complaints and allegations, as permanent staff. Where an allegation relates to a member of supply staff provided by an agency, the agency would also be fully involved.

If a member of staff living in the boarding houses is suspended pending an investigation of a child protection nature, the school would make arrangements for alternative accommodation (away from children) to be provided until the matter had been resolved.

It is a legal duty to make a report to the DBS, within one month of their leaving the school, concerning any person (whether employed, contracted, a volunteer or pupil) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier.

Consideration must be given to making a referral to the Teaching Regulation Agency where a teacher has been dismissed for misconduct (or would have been dismissed had he/she not resigned first).

Staff who are formally disciplined for the mistreatment of pupils (or who resign before disciplinary action can be completed) will be notified to Children’s Services and the Department for Education.

If an allegation against a member of staff is substantiated, the school would work with the LADO to determine whether any improvement should be made to the school’s safeguarding procedures or practices.

Low level concerns

Adcote School gives guidance to staff about their duty to report low level concerns, including concerns regarding the behaviour of a member of staff towards children (i.e. concerns that fall below the threshold for mandatory reporting to the local authority).

It is recognised by the school that:

* + The method of commencing abuse often includes the erosion of boundaries, slow progression to abuse, use of trust and authority, meeting the child’s needs (including physical and emotional), and developing relationships with the child’s family.
  + There seems to be a ‘slippery slope’ of boundary violations towards abuse and that there are many stages on the slippery slope towards the breach of a boundary within a relationship. Sometimes initial infringements are part of a grooming process but at other times they are made innocently and with good intention. However, once boundaries are breached (e.g. inappropriate conversations or other communications, inappropriate physical contact, social contact outside school and favouritism) it then becomes more difficult to restore the relationship to one in which proper boundaries are respected.
  + Serious case reviews in the sector repeatedly indicate that staff, parents and parents were often aware of individual incidents of inappropriate behaviour but that there was a failure to ‘join the dots’ and take appropriate action. Concerns were not voiced; incidents were viewed in isolation and as too low level to require reporting.
  + A series of low level concerns may cumulatively meet the mandatory reporting threshold and need to be reported to the local authority as such.

The “low level concerns” guidance given by the school informs staff that:

* + Whilst the concern may seem very minor and one-off, the behaviour may form part of a pattern that is putting children at risk or (without intervention) may develop into such a pattern.
  + The behaviour may have been innocent but the member of staff may need to be given guidance to understand why it was inappropriate and should not happen again.

The Deputy Head conducts a regular review of reported low level concerns to ensure that:

* the concerns are being handled appropriately and proportionately;
* no concerns meet the threshold of mandatory reporting to the local authority; and
* patterns of behaviour are spotted.

# The Role of the Governing Body

The Governors’ role is to:

* + comply with their safeguarding duties under legislation and ensure that the policies, procedures and training in the school are effective and comply with the law at all times;
  + ensure that the school contributes to inter-agency working in line with statutory guidance (including

“*Working Together to Safeguard Children*” and “*Keeping Children Safe in Education”*);

* + ensure that the school’s safeguarding arrangements take into account the procedures and practices of Shropshire as part of the inter-agency safeguarding procedures set up by the Shropshire Safeguarding Children Partnership
    - ensure that pupils are taught about safeguarding (including on-line safety);
    - nominate a Safeguarding Governor to act as the lead Governor for child protection and safeguarding issues in the school; and
    - review this Policy and the effectiveness of its implementation annually.

The Safeguarding Governor:

* + - is the lead Governor for child protection and safeguarding issues in the College;
    - receives a report from the DSL on a regular basis to monitor both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding;
    - keeps fully abreast of the guidance available for safeguarding;
    - visits the school to monitor its procedures; and
    - liaises with Shropshire safeguarding Children partnership and/or partner agencies on issues of child protection and allegations of abuse against the Master and/or the DSL or Head..

The Governors review how children are taught about safeguarding in PSHE and ICT lessons (including safe use of electronic equipment and access to the internet).

**35. Training**

All staff (including volunteers and temporary staff) undergo safeguarding training at induction. All staff receive safeguarding updates at least annually by email or face-to-face and informally. Updates are in line with advice from the Shropshire Safeguarding Children Partnership, and include Prevent and online safety (as appropriate).

The safeguarding training covers:

* + - this Safeguarding Policy (including the identity of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads);
    - the Code of Conduct;
    - the Staff Code of Conduct
    - the Whistleblowing Policy;
    - the Behaviour Policies;
    - the Mental Health Policy;
    - the Online Safety Policy;
    - ICT Acceptable Use Policy;
    - the Social Media Policy;
    - the Attendance and Registration and Missing Pupil policies; and
    - Part 1 and Annex A of Keeping Children Safe in Education.
    - RSHE training via https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health

The DSL and the Deputy Designated Safeguarding Leads attend Shropshire’s dedicated

induction course and then refresher training (including inter-agency working) at least every two years.

Designated Safeguarding Leads will be encouraged to attend appropriate network meetings and to participate in the multi-agency training programme organised by the Southwark Safeguarding Children Partnership.

The HR Department maintains a record of staff safeguarding training.

# 36. Records

Brief written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils. These notes are significant especially if the incident or the concern does not lead to a referral to other agencies. This information may be shared with other agencies as appropriate.

Adcote School uses the online recording system of CPOMS where all safeguarding concerns can be noted by any member of staff. They may only be accessed by the DSL, the Deputy Designated Safeguarding Leads and the senior managers of the school if necessary. All Child Protection records are kept securely by the Designated Safeguarding Leads and separately from educational records.

Child Protection records are reviewed regularly so that concerning patterns of behaviour can be spotted and appropriate interventions made. Adcote School recognises the importance of information sharing where appropriate and is a vital part of tackling abuse and neglect, and in promoting children’s welfare.

Once places at Adcote School for the following academic year have been accepted, the DSL writes to the designated safeguarding lead at the respective feeder schools to request that they complete a confidential safeguarding/pastoral enquiry form and return this with the pupil’s safeguarding file.

When pupils leave to go to another school, child protection/safeguarding records are sent to the receiving school

separately and under a confidential cover (separately from the main pupil file). A receipt is obtained.

Adcote School will inform the LA of all deletions from the admission register or when a child is removed from roll. This includes if the child is moved to electric home education.

Once leavers have finalised their plans for the next academic year and following publication of A level results in August, the DSL and the Head of 6th form judge whether it is appropriate for information about a girl (beyond that included on his UCAS form) to be transferred to his university/college in the interests of his physical safety or personal wellbeing, The following list is not exhaustive, and each case must be judged on an individual basis, but information will usually be transferred where a girl:

* has a long-term medical condition which is likely to affect his ability to study;
* has a diagnosed mental health condition, including depression, anxiety and eating disorders;
* has been known to self-harm or to attempt to commit suicide;
* has had prolonged periods of absence from school (for whatever reason); or
* has an unstable home life or no fixed abode.

The Head of 6th form will write to the pupil’s parents and with their consent then write to the relevant Admissions Tutor, requesting an acknowledgement from the university/college and placing this on the girl's file.

The school will require documentary proof as to the identity of pupils presented for admission. We will maintain accurate and up to date records of those with parental responsibility and emergency contacts. We will make every effort to ensure at least two contacts for each pupil are held.

# 37. Complaints

All parent complaints arising from the operation of this policy will be considered under the school’s complaints procedure.

# 38. Prospective parents aware of safeguarding

This policy is placed on the school website so that it is available to prospective parents

**39. Review of this Policy**

The Safeguarding Policy is reviewed each year and updated as necessary. The review process includes consultation with the Deputy Designated Safeguarding Leads and other staff regarding proposed amendments.

Safeguarding is on the agenda for staff meetings each term. It is the duty of the DSL to provide all necessary information and to make a report at such meetings.

**COVID 19**

**Safeguarding arrangements for possible school closures in light of Covid 19 pandemic and the need for online teaching from Adcote School.**

In these extraordinary times, we have been instructed by Dfe to make amendments where necessary to our safeguarding policy. These amendments will only remain in force during the school closure. The safety and wellbeing of our pupils and staff remain paramount.

Adcote School believes that regular online contact between pupils and teaching staff is crucial to maintaining a productive learning environment. As such we are permitting the use of ‘Google meets’ and ‘Zoom’ for lessons.

Students:

* Do not have to enable their video camera although we encourage this to promote mental well being
* Should select mute unless directed by the teacher
* Should always be seated at a desk (not on a bed)
* Should be appropriately dressed
* Should not have private messages or conversations on the classroom ‘stream’ or meet ‘chat’ facility

Staff:

* Do not have to enable their video camera
* May choose to record lessons previously rather than be ‘live’
* Should be available on the classroom ‘stream’ during the timetabled lesson times
* Should report to management any misuse or inappropriate behaviour by pupils
* Should not be giving 1:1 support online to students
* Any lessons with just 1 pupil may be recorded or have another member of staff logged on to the lesson
* All ‘classrooms’ have another member of staff invited so that they can join meets at any time.
* Staff should always be the first to leave a meet

Parents:

* Be conscious that if your daughter is in a ‘meet’ background noise and conversations can be heard if she hasn’t ‘muted’ herself.
* Take interest in your daughter’s online activity. All parents and guardians will be invited to receive the weekly summary via google classroom.

**APPENDIX A : SAFEGUARDING CONTACTS**

**ADCOTE SCHOOL’S SAFEGUARDING LEAD TEAM**

|  |  |  |
| --- | --- | --- |
| **DESIGNATED SAFEGUARDING LEAD FOR THE WHOLE SCHOOL** | | |
| **Louise Hudson**  Deputy Head | 01939 260202  lhudson@adcoteschool.co.uk |  |
| **DEPUTY DESIGNATED SAFEGUARDING LEADS** | | |
| **Miss N Jones (Boarding)** | [njones@adcoteschool.co.uk](mailto:njones@adcoteschool.co.uk) |  |
| Miss S Roberts (Prep)  Mrs J Greenwood [jgreenwood@adcoteschool.co.uk](mailto:jgreenwood@adcoteschool.co.uk) | sroberts@adcoteschool.co.uk |  |
| **MENTAL HEALTH LEAD** |  |  |
| Jackie Greenwood  Head Of Student Support | 01939260202  [jgreenwood@adcoteschool.co.uk](mailto:jgreenwood@adcoteschool.co.uk) |  |
| SENDCO  Helen Reidy | 01939 260202  [hreidy@adcoteschool.co.uk](mailto:hreidy@adcoteschool.co.uk) |  |
| GOVERNORS  Chair  Governor responsible for Safeguarding | Mrs Maggie Langdale  Ms Anna Fletcher |  |

**SHROPSHIRE CHILDREN’S SERVICES**

|  |
| --- |
| Initial Contact Team/ FPOC 0345 678 9021  Out of hours emergency **0345 6789040**  Shropshire Designated Officer (former LADO) 03456 789021  Protecting Vulnerable People (West Mercia Police): 0300 333 3000  Reporting FGM West Mercia Police have trained, specialist officers who can be contacted by calling 101 |
| West Mercia Prevent Team:  Sgt Calum Forsyth – 07970 047227  DC Holly Aungiers – 01386 591815  Prevent@westmercia.pnn.police.uk |
|  |
|  |

**OTHER CONTACTS**

|  |
| --- |
| **ChildLine -** 0800 1111 24-hour freephone for children and young people who need advice |
| **NSPCC Child Protection Helpline** 0808 800 5000 24-hour freephone service for adults, children or young people for advice or to give details about a child who may be at risk. |
| **OFSTED -** 0300 123 3155 Email: [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk) Whistleblowing Helpline. Monday to Friday from 8.00am to 6.00pm.  ISI 02076000100 Email: concerns@isi.net  Independent Listener: Mrs L Balzan balzanlynn@gmail.com |

APPENDIX B:

Further Guidance for Staff

Any concern should be discussed in the first instance with the designated lead or in their absence the head as soon as possible. **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. Anybody can make a referral.**

Immediate response to the pupil

It is vital that our actions do not abuse the pupil further or prejudice further enquiries, for example:

* listen to the pupil, if you are shocked by what is being said, try not to show it
* it is OK to observe bruises but not to ask a pupil to remove their clothing to observe them

If a disclosure is made:

* accept what the pupil says
* stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as “what did she do next?” It is our role to listen - not to investigate
* use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”
* be careful not to burden the pupil with guilt by asking questions like “why didn’t you tell me before?”
* acknowledge how hard it was for the pupil to tell you
* do not criticise the perpetrator, the pupil might have a relationship with them
* do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time” or “it will be all right now”.

**Recording information**

* Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.
* If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow” Do not take photographs!
* Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into ‘proper terms’).
* It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.

**Supporting pupils**

* The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.
* We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
* We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.

The school will support all pupils by:

* discussing child protection cases with due regard to safeguarding the pupil and her family
* supporting individuals who are or thought to be in need or at risk in line with SSCB procedures
* encouraging self-esteem and self-assertiveness
* challenging and not condoning aggression, bullying or discriminatory behaviour
* promoting a caring, safe and positive environment.

**Confidentiality**

A pupil’s views will be considered by the designated lead in deciding whether to inform the pupil’s family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

The personal information about all pupils’ families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality

Staff should understand that they need to know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and head teacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

Staff must be aware that they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe.

**Appendix C**

**Thresholds: (Taken fromThreshold document)**

**Level 1 – Universal**

Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available.

Consent must be sought to access services and share information with others. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form completed.

Support is provided by services identified as universal in local communities and are available to all. These include: schools, colleges, early years and childcare provision, primary healthcare provision (i.e. GP, hospitals), and the voluntary and community sector.

Universal support will most likely be provided by a single agency and/or existing support from family, friends, the community.

It is these Universal Services who are best placed to ensure children and families have access to the Early Help Offer. The needs of the child/young person are appropriately met within this framework.

Universal Services are constant and remain involved if/when the child/family move up to other levels of need.

**Level 2 – Children in need of Early Help**

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential.

Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child.

In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child.

Early Help aims to provide a multi-agency response when a single agency is not able to progress and help the child and their family.

The existing single agency or multi-agency team should work with the family and each other to complete a Whole Family Assessment and Action Plan.

At this stage a lead professional/practitioner should be identified who can build a relationship with the whole family and ensure that the whole family’s needs are met and any actions progressed.

Consent must be sought to access services. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form completed.

**Level 3 –Targeted Early Help**

This level applies to those children identified as requiring targeted support and who meet at least 2 of the 6 Strengthening Families criteria in the Whole Family Assessment. It is likely that for these children their needs and care are compromised.

These children will be those who are vulnerable to harm or experiencing adversity. In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child.

These children are potentially at risk of developing acute/ complex needs if they do not receive targeted early help.

If a child continues to have unmet needs which cannot be met by Universal or Early Help support, then the existing single agency or multi-agency team should work with the family and each other to review the Whole Family Assessment and Action Plan and follow the Request for Intervention Pathway to request more intensive family support from a Targeted Early Help Family Support Worker.

Consent must be sought from the family to access services. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form completed

**Level 4 – Complex Significant Needs**

These are children whose needs and care at the present time are likely to be significantly compromised and or they are suffering or likely to suffer significant harm and so who require intervention from Shropshire Council Children’s Social Care.

An immediate referral to Compass should be made for assessment under Section 17 or Section 47 of the Children Act 1989.

Specific local tools and pathways and the Shropshire Threshold Matrix should be used to support their referral and help practitioners to assess significant harm to the child.

Child in Need

Section 17 of the Children Act (1989) states that a child shall be considered in need if:

• They are unlikely to achieve, maintain or have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision of services by a local authority.

• Their health and development is likely to be significantly impaired, or further impaired, without the provisions of such services

and/or;

• They are disabled.

Child Protection

Section 47 of the Children Act 1989 states that the authority shall make necessary enquiries to enable them to decide whether they should take action to safeguard or promote the child’s welfare where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm.

Where it is suspected that a child may be suffering or be at risk of suffering significant harm; referring practitioners must inform parents or carers that they are making a referral to Compass, and seek consent unless to do so may:

• Place the child at increased risk of significant harm; or

• Place any other person at risk of injury; or

• Obstruct or interfere with any potential Police investigation; or

• Lead to unjustified delay in making enquiries about allegations of significant harm.

Guidance for assessment practice can be found on page 13 of the Shropshire Threshold document.

(Taken from: Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire 2021) [*Threshold Do*](https://westmidlands.procedures.org.uk/local-content/2gjN/thresholds-guidance/?b=Shropshire)*cument*

**Appendix D**

**Pupil’s Chronology**

**Name of pupil:…………………………………….. D.O.B………………………..**

|  |
| --- |
| Brief summary of events prior to chronology: |

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Significant event   * Any event that has an impact on child or family | Source of information  (eg contact, home visit, from other agency etc.) | Action taken and reasons why |
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Appendix E

Shropshire Multi-Agency Referral Form

MARF

**BEFORE PROCEEDING PLEASE** ensure you have referred to the [Threshold Document](http://westmidlands.procedures.org.uk/assets/clients/6/Shropshire%20Downloads/Threshold%20document%20-%20Accessing%20the%20right%20service%20at%20the%20right%20time.pdf), if you still remain unsure that a referral is needed you can book a Social Work consultation through First Point of Contact (FPOC).

**You MUST inform those with parental responsibility of your referral and seek consent**.

Consent is not required for child protection referrals where it is suspected that a child may be suffering or be at risk of suffering significant harm; however, the referring practitioner, will need to inform parents / carers that you are making a referral, unless to do so may:

* **Place the child at increased risk of Significant Harm**
* **Place any other person at risk of injury**
* **Obstruct or interfere with any potential Police investigation**
* **Lead to unjustified delay in making enquiries about allegations of significant harm**

The child’s interest must be the overriding consideration in making such decision. Decisions should be recorded

If the matter is urgent or you are concerned about an immediate risk or significant harm to a child it is essential that you telephone the First Point of Contact (FPOC) to share your concerns.

|  |  |
| --- | --- |
| First Point of Contact (FPOC) | 0345 678 9021 |
| Out of hours Emergency Duty Team | 0345 678 9040 |

**Following a verbal referral** the MARF should be fully completed and password protected and forwarded within 24 hrs to the Compass Team email account: [initialcontact@shropshire.gov.uk](mailto:initialcontact@shropshire.gov.uk)

***Note: Personal or sensitive information should only be sent by secure email or encrypted***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Have you obtained parental consent to make this referral and share information? | | | | | | | | | | | |
| Yes No    If you haven’t obtained parental consent, why not? | | | | | | | | | | | |
| 1. Child / Young Person Details | | | | | | | | | | | |
| Child’s First Name | | | | | | | | Child’s Surname / Last Name | | | |
|  | | | | | | | |  | | | |
| Any alternative name | | | | | | | | | | | |
| Date of Birth or Estimated Date of Delivery | | | | Gender  (M/F) | | | | Religion | | Language or preferred method of communication e.g. sign language | |
|  | | | |  | | | |  | |  | |
| Name of Parents / Carers: Include all adults involved in the care of the child | | | | | Date of Birth | | | | Contact Telephone Number | | |
|  | | | | |  | | | |  | | |
|  | | | | |  | | | |  | | |
|  | | | | |  | | | |  | | |
| Who holds parental responsibility? | | | | | | | Does the child have any special needs disability? | | | | |
|  | | | | | | | Yes No | | | | |
| Home Address: | | | | | | Any other relevant addresses: | | | | | |
| Post Code |  | | | | | Post Code | | | |  | |
| 1. Ethnic Origin | | | | | | | | | | | |
| White | | White British | | | | White Irish | | | | | Gypsy or  Irish Traveller |
| Mixed / Multi Ethnic Group | | White and Black Caribbean | | | | White and Black African | | | | | White and Asian |
| Asian / Asian British | | Indian | | | | Pakistani | | | | | Bangladeshi |
| Chinese | | Any other White background, please write below | | | | Any other Mixed Multi Ethnic background, please write below | | | | | Any other Asian background, please write below |
| 1. Other Significant Family Members / Adults and children e.g. siblings, grandparents and any other people residing in the home | | | | | | | | | | | |
| Name | | | Relationship | | | Contact Phone Number | | | | | Address |
|  | | |  | | |  | | | | |  |
|  | | |  | | |  | | | | |  |
|  | | |  | | |  | | | | |  |
| 1. Contact information: of other agencies involved if known (please add others you think may be relevant) | | | | | | | | | | | |
| Agency | | Name | | | | Address | | | | | Telephone |
| GP | |  | | | |  | | | | |  |
| Health Visitor | |  | | | |  | | | | |  |
| School | |  | | | |  | | | | |  |
| School Nurse | |  | | | |  | | | | |  |
| Other Agency | |  | | | |  | | | | |  |
| Other Agency | |  | | | |  | | | | |  |
| Other Agency | |  | | | |  | | | | |  |
| Other Agency | |  | | | |  | | | | |  |
| 1. Have you had a consultation with Children’s Services about your current concerns? If so what advice were you given? | | | | | | | | | | | |
|  | | | | | | | | | | | |
| 1. Have you discussed Early Help with the family prior to making this referral? | | | | | | | | | | | |
| Yes If yes did the family consent? | | | | | | | No If Early Help wasn’t discussed why not? | | | | |
| 1. Why are you referring this child to Children’s Services today?   What evidence / information are your concerns based on, please identify your specific concerns and comment on what you think the family need from Children’s Services. State how long you have known the child and in what capacity, i.e. as teacher, doctor etc | | | | | | | | | | | |
|  | | | | | | | | | | | |
| 1. Which level threshold level do you feel this referral meets | | | | | | | | | | | |
| Level 1 Universal | | Level 2  Early Help | | | | Level 3 –  Targeted Early Help | | | | | Level 4 –Complex Significant Needs |
| For guidance please refer to the [Threshold Document](http://westmidlands.procedures.org.uk/assets/clients/6/Shropshire%20Downloads/Threshold%20document%20-%20Accessing%20the%20right%20service%20at%20the%20right%20time.pdf): | | | | | | | | | | | |
| 1. Is there a perceived risk of violence or other matters that could place those making contact with this family in danger | | | | | | | | | | | |
| Yes No  If yes, please specify what the identifies risk is: | | | | | | | | | | | |

If you are making a Child in Need referral, agreement **must** be sought from the parent/carer (and where appropriate the young person). If parental agreement is not obtained it will not be possible to progress a Child in Need referral.

If you are making a referral of a child protection concern and are unsure about whether to advise the parent/carer about the referral, you should consult your agency about this issue. If you remain unsure about whether the parent/carer should be contacted/informed about the referral i.e. due to evidence being compromised, or someone being placed at risk, please consult Children’s Services in the first instance.

|  |  |
| --- | --- |
| 1. Referrer details | |
| Name and Status |  |
| Email Address |  |
| Work Address |  |
| Contact Telephone Number |  |
| Signature |  |
| Date |  |

The MARF should be fully completed and password protected and forwarded within 24 hrs of a telephone referral to the Compass Team email account: [initialcontact@shropshire.gov.uk](mailto:initialcontact@shropshire.gov.uk)