



Child Protection and Safeguarding Policy

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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Saima Shehzad	T: 01782 390807 / 07434 547050 (Out of hours) E: sshehzad@excellencegirlsacademy.co.uk E: safe@excellencegirlsacademy.co.uk
Deputy DSL	Samia Haroon	T: 01782 390807 / 07434 547050 (Out of hours) E: sharoon@excellencegirlsacademy.co.uk E: safe@excellencegirlsacademy.co.uk
Designated member of senior leadership team if DSL (and deputy) can't be on site	Rosina Khan	T: 01782 390807 / 07434 547050 (Out of hours) E: rkhan@excellencegirlsacademy.co.uk
Proprietorial Chair	Nasik Haroon	T: 01782 390807 E: proprietor@excellencegirlsacademy.co.uk
Chair of governors (also Proprietor) / Link governor for Safeguarding	Mohammad Ummar Azam	T: 07482 413519 E: muazam@excellencegirlsacademy.co.uk E: safe@excellencegirlsacademy.co.uk
Local Authority Designated Officer (LADO) / Children's advice and duty service (CHAD) (Formally known as Stoke-on-Trent Safeguarding Referral Team)		T: 01782 235100 (Mon-Fri 8:30am-6pm) T: 01782 234234 (Out of hours - Emergency Team)
Children's Social Care Team (Stoke-on-Trent City Council)		T: 01782 232200
First Response (Early Help)		T: 0800 131 3126 E: early.help@stoke.gov.uk W: Online enquiry form
NSPCC helpline		T: 0808 800 5000 E: help@nspcc.org.uk
Channel helpline		T: 020 7340 7264 E: counter.extremism@education.gov.uk (non-emergency situations)

1. Aims

Excellence Girls Academy is committed to safeguarding and promoting the wellbeing of all of its pupils and therefore aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues

These aims are based on the following principles:

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

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(KCSiE\) \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [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
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)

- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(2018\)](#)

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health, child sexual exploitation (CSE), bullying including cyberbullying, domestic abuse, drugs and substance misuse, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender-based violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, sexting, teenage relationship abuse and trafficking etc. There may also be other safeguarding issues that are specific to the school and/or local area.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Contextual safeguarding is an approach to safeguarding that recognises that young people may be at risk of significant harm not only within their home environment, but also outside it. The traditional safeguarding approach does not consider extra-familial contexts, which has led to cases of abuse and exploitation falling under the radar.

Extra-familial contexts include young people's peer groups, support networks, online contacts, and local community or neighbourhood. Safeguarding concerns in these contexts could consist of harassment or violence from their peers, a risk of grooming – whether online or in person – high levels of crime or gang violence in your local area, or even a local park where frequent incident reports have been made.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as **sexting** or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Harm means 'ill-treatment' or impairment of 'health' or 'development'; including for example, impairment suffered from seeing or hearing the ill treatment of another.

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Health includes physical and mental health.

Development means physical, intellectual, emotional, social or behavioural development.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 11)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 13)
- Are missing from education
- Whose parent/carers has expressed an intention to remove them from school to be home educated

Excellence Girls Academy's Governing Body will take into account the school's Equality and Diversity Policy when discharging their duties under this policy.

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility - every child entering the Excellence Girls Academy setting becomes the responsibility of all the adults around them. Our duty towards their welfare and safety also becomes an Islamic obligation for which we will be held accountable. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system

- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.1 All staff

All staff will:

- Read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBT to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, the online safety policy and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection

Section 7 and appendix 4 of this policy outline in more detail how staff are supported to do this.

All staff will comply with safe working practices which ensure that pupils are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Work in an open and transparent way and where possible, work with other colleagues in situations open to question (especially when working with individual pupils)
- Should be conscious of the position of trust they hold in respect of the children
- Discuss and/or take advice from school management over any incident which may give rise to concern
- Record any incidents or decisions made
- Apply the same professional standards regardless of gender, sexuality, or disability
- Comply and be aware of confidentiality policy
- Are aware that breaches of the law could result in criminal or disciplinary action being taken against them
- Are aware that when using reasonable force this must be in line with national guidelines and takes into account individual pupil needs and risk management/care plans and in particular with regard to SEND

5.2 The designated safeguarding lead (DSL)

The DSL at Excellence Girls Academy is the Deputy Headteacher, Saima Shehzad. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL can be can also be contacted out of school hours if necessary on 07434 547050 or via email to safe@excellencegirlsacademy.co.uk, which is monitored out of hours.

When the DSL is absent, the deputy – Samia Haroon (Headteacher) – will act as cover.

If the DSL and deputy are not available, Rosina Khan (SLT) will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour

The DSL will also:

- Keep the headteacher informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL and deputy are set out in their job description.

5.3 The Governing Body

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a senior board level (or equivalent) lead [or, link governor] to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 2).

All governors will read Keeping Children Safe in Education in its entirety.

Section 18 of this policy has information on how governors are supported to fulfil their role.

Additionally, the Governing Body will:

- Ensure the school operates 'safer recruitment' procedures and makes sure that all appropriate checks are carried out on all staff and volunteers who work with children as per the school's safer recruitment policy
- Ensure that all staff are suitably trained in recognising and responding to signs of abuse
- Ensure that all staff are aware that we do not tolerate extreme religious or political views in any capacity. This includes any views which are prohibited under the law as well as those views that contravene our ethos and stance on equality, tolerance and respect for all, regardless of race, gender, faith, sexual orientation etc.

5.4 The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction

- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL at Excellence Girls Academy, have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL, are absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 2)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Ensure that all appropriate checks have been carried out on staff and volunteers in the school
- Ensure that all staff are suitably trained in recognising and responding to signs of abuse
- Ensure that there is a robust, up to date Health and Safety Policy and Procedure to meet the statutory responsibility for the safety of pupils and staff at the school
- Ensure that all staff are aware that we do not tolerate extreme religious or political views in any capacity. This includes any views which are prohibited under the law as well as those views that contravene our ethos and stance on equality, tolerance and respect for all, regardless of race, gender, faith, sexual orientation etc.
- Assessing the level of risk within the school and put actions in place to reduce that risk - Risk assessment may include consideration of the school's curriculum, SEND policy, visitors policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy

5.5 Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

6. Confidentiality

At Excellence Girls Academy, our approach to confidentiality and data protection, with respect to safeguarding, adheres to the following principles for sharing information (within the school and with the 3 safeguarding partners and other agencies as required):

- Timely information sharing is essential to effective safeguarding
- Information should be shared on a need to know basis (not discussed with colleagues, friends or family), However, 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
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies

- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
 - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
 - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 17, and allegations of abuse against staff in appendix 2

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

7.1 Contextual safeguarding

Excellence Girls Academy recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school.

All staff, especially the Designated Safeguarding Lead, will consider the context within which such incidents and/or behaviours occur.

This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors and/or extra-familial contexts, such as young people's peer groups, support networks, online contacts, and local community or neighbourhood, are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

7.2 Identifying children who are suffering or likely to suffer significant harm

Teachers and other staff members in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

All staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of pupils who may be in need of help or protection. Staff members working with pupils are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of pupil, staff members should always act in the interests of the pupil.

Types and indicators of abuse and neglect, and examples of specific safeguarding issues, are described in Appendix 1 of this document. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL. However, the absence of such indicators does not mean that abuse or neglect has not occurred.

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead with responsibility for child protection (or the DDSL in the absence of the DSL) prior to any discussion with parents. Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned.

At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, a body map should be used as per the body map guidance in Appendix 3.

Concerns that staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse or neglect;
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of abuse from any person;
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present);
- Any potential indicators of CSE;
- Any potential indicators of FGM;
- Any potential indicators of radicalisation;
- Any potential indicators of living in a household with domestic abuse.

7.3 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly.

The children's social care team at the council in Stoke-on-Trent can be contacted on 01782 232200.

A referral to Staffordshire Safeguarding Children Board (SSCB) can be made through contacting the local Children's advice and duty service (CHAD) (formally known as Stoke-on-Trent Safeguarding Referral Team). This is a conversation-based referral service and therefore all new referrals should be made via 01782 235100 (Mon-Fri 8:30am-6pm) where a consultant social worker, experienced and trained in child protection and safeguarding, will discuss the concerns; and progress with the most appropriate service/outcome for that child/ren.

Please note: From 2 February, CHAD no longer accepts written referrals (with the exception of referrals from emergency services). Instead, the service will focus on early conversations with professionals and families leading to earlier support. This change complements our new restorative approach and will help to build on the strengths of families and communities across Stoke-on-Trent, ensuring the right support is offered at the right time.

The emergency team at CHAD can be contacted out of hours on 01782 234234.

7.4 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.3), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process
- Remember it is not your responsibility to investigate an allegation of abuse further once you have reported it to the appropriate person

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

7.5 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures, as outlined in Staffordshire Safeguarding Children Board's [Female Genital Mutilation Policy and Procedure](#).

7.6 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Appendix 5 on illustrates a summary of this procedure to follow if you have any concerns about a child's welfare.

Early help

The DSL will use the [Stoke-on-Trent framework](#) for making safeguarding decisions to determine the threshold of concern. This is available at:

They will then determine whether this can be dealt with within school or whether this may require an [Early Help Intervention by the Staffordshire Safeguarding Children Board \(SSCB\)](#).

All staff (including governors and volunteers) working within the school should be alert to the potential need for early help for children, for example a child who:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Is a privately fostered child
- Has returned home to their family from care
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence
- Is showing early signs of abuse and/or neglect
- Is showing signs of displaying behaviour or views that are considered to be extreme
- Is misusing drugs or alcohol themselves
- Not attending school or are at risk of exclusion from school
- Frequently going missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, exploitation, radicalised
- Not in education, training or employment after the age of 16 (NEET)
- Is homeless and the impact of the pupil facing homelessness

These children are therefore more vulnerable. Excellence Girls Academy will identify who their vulnerable children are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed.

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Requests for support from the Early Help Team (EHT) should be made via First Response - see 'Important contacts' as the beginning of this policy for contact details). Consent from the family should be obtained prior to a request for support been made.

Further information on early help can be found on [Staffordshire Safeguarding Children Board's website](#).

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.3), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves. Staffordshire Safeguarding Children Board's [Professional Disagreements And Escalation Policy](#) outlines our local escalation procedure.

7.7 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

More information regarding extremism can be found in Appendix 4.

7.8 If you have a mental health concern

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

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.6.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Where there are concerns about behaviour, the school will instigate an assessment to determine whether there are any underlying factors such as undiagnosed learning difficulties, difficulties with speech and

language, child protection concerns, or mental health problems. Effective use of data and the school's pastoral system will support this and provide the opportunity for pupils to seek support in a confidential way.

Where this is the case, staff can escalate the issue and take decisions about what to do next by contacting [Our Health 5-19 Public Health Advisory Service](#) which offers a universal service to all children within the Stoke-on-Trent area ages 5-19 years.

They can be contacted on 0300 124 0362 or via email at ourhealth5-19@ssotp.nhs.uk

More information about our role in supporting Children's mental health can be found in the Department for Education guidance on [mental health and behaviour in schools](#).

7.9 Concerns about a staff member, supply teacher, volunteer or contractor

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

All staff working within Excellence Girls Academy must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the Chair of Governors.

The headteacher/Chair of Governors will then follow the procedures set out in appendix 2, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

7.10 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendix 4 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)

- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.12 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL if they have any concerns
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.11 Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

The DSL will then carry out the following procedure, in line with our current local safeguarding procedures, outlined in Staffordshire's Safeguarding Children Board publications, '[Responding to Sexting Policy](#)' and '[Responding to Youth Produced Sexual Imagery](#)'.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed but if necessary, we will adhere to the DfE's guidance set out in [Searching, Screening and Confiscation Advice for Schools](#))
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult

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

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialing 101 and ask for MASH (Multi Agency Safeguarding Hub).

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 18 of this policy also apply to recording incidents of sexting.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our PSHE education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

7.12 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

At Excellence Girls Academy, pupils are made aware that they should report concerns to our Safeguarding team through discussion in our Relationship and Sex Education (RSE) curriculum, assemblies, displays and through our mentoring program.

Pupils know they can talk to staff confidentially to our safeguarding team either in person or via our designated safeguarding email address (safe@excellencegirlsacademy.co.uk).

Additionally, we ensure reassurances are provided following disclosures.

8. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year

- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems - The appropriateness of the filtering and monitoring systems in place will be informed in part by the risk assessment required by the Prevent duty
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use within the school

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our [website](#). Our school's behaviour policy also emphasises that pupils should be just as clear about what is expected of them online as offline.

The DfE have published guidance on '[Teaching online safety in school](#)' (DfE, 2019) which outlines how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements.

Whilst it is essential that the school should ensure that appropriate filters and monitoring systems are in place, the school is careful that 'over-blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. The following link provides further guidance on what "appropriate" might look like: www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring.

9. Working with parents and carers

Excellence Girls Academy always aims to maintain a positive relationship with parents and recognises the importance of working, where appropriate, in partnership with parents/carers to ensure the welfare and safety of our pupils. The school will therefore:

- Make parents/carers aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on, where necessary, by making all policies available on the website and on request.
- Work with parents/carers to support the needs of their child.
- Consider the safety of the pupil and, should a concern arise, the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents/carers.
- Aim to help parents/carers understand that the school has a responsibility for the welfare of all pupils and has a duty to refer cases to the Local Authority in the interests of the pupil as appropriate.
- Ensure a robust complaints system is in place to deal with issues raised by parents/carers and encourage parents/carers to discuss any concerns they may have with the Headteacher.

- Provide advice and signpost parents and carers to other services where pupils need extra support.

Where appropriate, we will discuss any concerns about a child with the child's parents/carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents/carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents/carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents/carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

10. Support, advice and guidance

10.1 For staff

We recognise the stressful and traumatic nature of child protection work. Staff will be supported by our DSL and Deputy, and professional associations. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

The Designated Safeguarding Lead for Safeguarding/Child Protection will be supported by the Designated Governor.

Advice is available from Stoke-On-Trent and Staffordshire Multi-Agency Safeguarding Hub (MASH) and the Police Child Safeguarding Unit, as well as from the Safeguarding Officer for Schools & Learning – Dawn Casewell, who can be contacted on 01782 235897 or via email at dawn.casewell@stoke.gov.uk.

10.2 For pupils

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to. Excellence Girls Academy's values, ethos and behaviour policies provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe.

All pupils know that we have a senior member of staff (DSL) with responsibility for child protection and know who this is.

Pupils are also aware that at Excellence Girls Academy, there are a number of staffs who they can talk to - we inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

We also offer a mentor scheme and a Student Council where children will have opportunities to voice any concerns.

We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being through the curriculum as there are opportunities for teaching safeguarding as part of a broad and balanced curriculum, particularly through Relationships and Sex Education (RSE). Excellence Girls Academy has developed a revised RSE curriculum in line with the mandatory changes from 2020 – (Although delayed until Summer 2021).

Relevant issues such as self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying, will be also addressed through the PSHEE curriculum, as well as through other areas of the curriculum, for example, ICT, English, History, Art etc.

We use PSHCE and Online Safety awareness materials to help pupils learn how to keep safe including Child Line, NSPCC, Police, Stranger Danger, Anti-Bullying etc.

We also ensure that pupils are made aware that information can be found at the following: www.ceop.gov.uk, www.kidscape.org.uk, www.childline.org.uk and www.nspcc.org.uk.

Pupils are aware that they can forward any concerning links or messages to safe@excellencegirlsacademy.co.uk.

All our policies which address issues of power and potential harm, for example anti-bullying, equal opportunities, positive behaviour, will be linked to ensure a whole school approach.

We will also offer appropriate support to individual pupils who have experienced abuse or who have abused others as we recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum i.e. PSHEE etc.;
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil such as social services etc.;
- Work in partnership with parents/carers and other agencies as appropriate;
- An individual support plan will be devised, implemented and reviewed regularly for these pupils. This plan will detail areas of support, who will be involved, and the pupil's wishes and feelings. A written outline of the individual support plan will be kept in the pupil's child protection record;
- Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims;
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

11. Multi-Agency work and partnerships with others

New safeguarding partners and child death review partner arrangements partnership have been in place since the formation of the Stoke-on-Trent and Staffordshire Safeguarding Children Board, from 1 April 2019, now known simply as Staffordshire Safeguarding Children Board (SSCB). This partnership comprises of the local authorities, a clinical commissioning group and the chief officer for police equally, sharing responsibilities for working together to safeguard, as per 'Working Together to Safeguard Children' (DfE, 2018).

We recognise that it is essential to establish positive and effective working relationships with other agencies who are partners in the local Safeguarding Children Board and that there is a responsibility on all agencies to work together and share information to ensure the safeguarding of all children.

We work in partnership with other agencies in the best interests of all pupils. The school will, where necessary, make referrals to children's social care. Referrals should be made by the DSL to the Staffordshire Safeguarding Children Board.

Where the pupil already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager. We will co-operate with any child protection enquiries conducted by children's social care - the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

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

Where a pupil is subject to an inter-agency child protection plan or a Multi-Agency Risk Assessment Conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

12. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

We offer extra pastoral support for these pupils. This includes:

- More frequent mentor meetings
- In lesson support and/or additional learning resources to help pupils overcome any communication barriers they face.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

13. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

14. Looked-after and previously looked-after children

We recognise that Looked After Children (LAC) and care leavers are more vulnerable than other children, often having poorer educational outcomes.

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

The DSL takes the lead on promoting the educational achievement of looked-after and previously looked-after children.

As part of their role, they will:

- Ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, ensuring that care leavers are supported with pathways. This includes liaison with the local authority, where a personal advisor will be appointed and a full working relationship is maintained with the Virtual School contact (via virtualschool@stoke.gov.uk or 01782 237948), in respect of all pupils at the school who are subject of 'looked after' status.

Please refer to local information on [Virtual school for children in care and those previously in care](#).

15. Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors and contractors will be expected to report to the school reception on arrival, sign the visitors' book and wear a visitor's badge at all times.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times and be made aware of the arrangements for safeguarding and health and safety. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

16. Complaints and concerns about school safeguarding policies

16.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 2).

16.2 Other complaints

We will handle safeguarding-related complaints of other types, for example, those related to pupils or premises, in accordance with our procedures for dealing with complaints, as detailed in our complaints policy.

If you have serious concerns, you may wish to contact the Local Authority Designated Officer (LADO), who has local responsibility for safeguarding in Stoke-on-Trent, or the Staffordshire and Stoke-on-Trent Multi-Agency Safeguarding Hub (MASH).

16.3 Whistle-blowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures are in place within the school and can be read in further detail by accessing the school's separate Whistleblowing Policy.

If a staff member feels unable to raise an issue with their senior leadership or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them by accessing www.gov.uk/whistleblowing or alternatively, the NSPCC whistleblowing helpline via 0800 028 0285 (8am-8pm Mon-Fri) or email help@nspcc.org.uk.

17. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child. More details regarding file transfers can be found in section 17.3 below.

A summary of our safeguarding record-keeping arrangements:

- Paper based records are kept securely in a lockable cabinet inside the DSL's office, which only the school's safeguarding team (those named under 'Important contacts' at the beginning of this policy) can access. These files are stored separately from a child's personal file. A coloured dot will be marked on their personal file by the DSL to indicate that confidential safeguarding information is stored separately.
- Electronic records kept securely on a password-protected, cloud-based system, which can be only accessed by the school's safeguarding team. Electronic systems used by the school to store and transfer any child protection files will always be in accordance with the key principles of the Data Protection Act 1998 and the current GDPR guidelines.

- A child's safeguarding records will securely transferred to their new education setting once they leave us and a copy will be retained until the child's 25th birthday, unless otherwise stated in our retention schedule. When transferring the records, they will be clearly marked as Child Safeguarding, Confidential, for attention of Designated Safeguarding Lead for Child Safeguarding. Following this, the file will be shredded; a record will be kept of this having been done including the date, and why.
- The school may share information with other agencies as and when this is appropriate, in line with our local safeguarding procedures.

In addition:

- Our safer recruitment policy sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 2 sets out our policy on record-keeping with respect to allegations of abuse made against staff

17.1 Pupil information

Excellence Girls Academy will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above); ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- Details of any persons authorised to collect the child from school. In emergencies other family members are contacted;
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Children and Families Court Order, Injunctions etc.;
- If the child is or has been on the Child Protection Register or subject to a care plan
- if the child is or has been subject to an Early Help Assessment (EHA) or Child In Need (CIN) processes.
- If the child is a Child Looked After (LAC)
- Name and contact details of G.P.
- Any other factors which may impact on the safety and welfare of the child.

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.

17.2 Retention of records, data protection and disclosure to third parties

Records relating to child safeguarding are exempt information under the Education (School Records) Regulation 1989. They can be kept on computer and are exempt from the disclosure provisions of the GDPR 2018 and Data Protection Act 1984.

Neither the parent nor the child has an automatic right of access to child safeguarding records. It is however best practice to share information written by staff unless there is a valid reason to withhold it.

Any external individual or organisation contracted by the school to work with school pupils must report any child protection incidents or disclosures from pupils to the Head Teacher or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the school, be required to work in accordance with the school's child protection and safeguarding policy. The school has in place data sharing agreements and complies with all relevant data sharing protocols.

If the school receives a request for direct access to, or copies of, school documentation held on a Child Protection file, advice should be sought from the local authority safeguarding adviser or school safeguarding officer, and the child's social worker if they have one. All third party information should be removed, or

consent sought for its disclosure from source. The Head Teacher and DSL will be informed and a decision taken on the appropriate way forward in accordance with the Data Protection Policy. It may be that the schools Data Protection Officer will be consulted or further legal advice sought.

Cases of alleged abuse that result in court proceedings may require the school to disclose their records, either through the police or social services. Records (suitably anonymised) may also be requested for use in disciplinary proceedings.

In all court cases, a requesting solicitor or other third party should be advised that a Witness Summons or Subpoena should be obtained. In these situations the advice of the local authority legal department should be sought.

17.3 Transfer of files

In the event of a pupil who is being dealt with under the school's child protection procedures transferring to another school, the DSL will:

- Find out the name of the receiving school (and, where appropriate, the Local Authority).
- Contact the relevant member of staff at that school to discuss the transfer.
- Ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. This is usually done with a face-to face meeting unless the child moves out of area, if this is the case the file is transferred by recorded delivery and signed for and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.
- If the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.
- Check with the receiving school that the pupil has actually arrived there on the expected day (and inform all relevant agencies of the transfer).

In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

The school retains a copy of the child's chronology and any documents that the school created e.g. risk assessment in an archive until the child reaches the age of 25 years, the receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

18. Training

18.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

All staff will undertake training in safeguarding young people up to Level 1 through Staffordshire Safeguarding Children Board (via sscb.training@staffordshire.gov.uk), at the earliest opportunity after appointment. A recognised eLearning training course in Safeguarding is undertaken by new staff joining through the year and those who have missed whole school training.

Additionally, staff will receive training on fire safety and first aid through external providers.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

18.2 The DSL and deputy

The DSL and deputy will undertake training in Safeguarding Young People upon appointment up to Level 4, through Staffordshire Safeguarding Children Board. This covers child protection and training in multi-agency working.

The DSL and deputy will undertake subsequent child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

18.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the Chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

18.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

Please refer to our Safer Recruitment policy for more information about our safer recruitment procedures.

19. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Governing Body and approved by the Chair of Governors at every review.

20. Links with other policies

This policy links to, but not limited to, the following:

- Anti-bullying Policy
- Attendance Policy
- Attendance policy
- Behaviour Policy
- Children with Health Needs Who Cannot Attend School Policy
- Curriculum Policy

- Complaints Policy
- Data Protection Policy
- Equality and Diversity Policy
- Exclusions Policy
- First Aid Policy
- Health and Safety Policy
- ICT and Internet Acceptable Use Policy
- Parent/Carer & Visitors Code of Conduct
- Premises Management Policy
- Preventing Extremism and Radicalisation in Education Settings
- Privacy Notices
- Online Safety Policy
- Risk Assessment Policy
- Safer Recruitment Policy
- Supporting Children with Medical Conditions Policy
- Staff code of conduct
- Volunteers Policy
- Visitors Policy
- Whistle-blowing

Appendix 1: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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.

Indicators in the pupil - Physical presentation:

- Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth;
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas;
- Variation in colour possibly indicating injuries caused at different times;
- The outline of an object used e.g. belt marks, hand prints or a hair brush;
- Linear bruising at any site, particularly on the buttocks, back or face;
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
- Bruising around the face;
- Grasp marks to the upper arms, forearms or leg;
- Petechiae haemorrhages (pinpoint blood spots under the skin). Commonly associated with slapping, smothering/suffocation, strangling and squeezing.

- Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures

Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

- Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

- Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

- Fabricated or induced illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer.

Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits;
- Attendance at various hospitals, in different geographical areas;
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions;
- The child developing abnormal attitudes to their own health;
- Non-organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause;
- Speech, language or motor developmental delays;
- Dislike of close physical contact;
- Attachment disorders;
- Low self-esteem;
- Poor quality or no relationships with peers because social interactions are restricted;
- Poor attendance at school and under-achievement.

Staff should refer to local guidance produced by the Staffordshire Safeguarding Child Board on '[Safeguarding Children in whom Illness is Fabricated or Induced](#)'.

- Bite marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

- Burns and scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his/her feet.
- A child getting into too hot water of his/her own accord will struggle to get out and there will be splash marks

- Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Indicators in the pupil - Emotional/behavioural presentation:

- Refusal to discuss injuries;
- Admission of punishment which appears excessive;
- Fear of parents being contacted and fear of returning home;
- Withdrawal from physical contact;
- Arms and legs kept covered in hot weather;
- Fear of medical help;
- Aggression towards others;
- Frequently absent from school;
- An explanation which is inconsistent with an injury;
- Several different explanations provided for an injury.

Indicators in the parent:

- May have injuries themselves that suggest domestic violence;
- Not seeking medical help/unexplained delay in seeking treatment;
- Reluctant to give information or mention previous injuries;
- Absent without good reason when their child is presented for treatment;
- Disinterested or undisturbed by accident or injury;
- Aggressive towards child or others;
- Unauthorised attempts to administer medication;
- Tries to draw the child into their own illness;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault;
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids;
- Observed to be intensely involved with their children, never taking a much-needed break nor allowing anyone else to undertake their child's care;
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child;
- Wider parenting difficulties may (or may not) be associated with this form of abuse;
- Parent/carer has convictions for violent crimes.

Indicators in the family/environment:

- Marginalised or isolated by the community;
- History of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Indicators in the pupil:

- Developmental delay;
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment;
- Aggressive behaviour towards others;
- Child scapegoated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self-esteem and lack of confidence;
- Withdrawn or seen as a 'loner' - difficulty relating to others;
- Over-reaction to mistakes;
- Fear of new situations;
- Inappropriate emotional responses to painful situations;
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking);
- Self-harm;
- Fear of parents being contacted;
- Extremes of passivity or aggression;
- Drug/solvent abuse;
- Chronic running away;
- Compulsive stealing;
- Low self-esteem;
- Air of detachment – 'don't care' attitude;
- Social isolation – does not join in and has few friends;
- Depression, withdrawal;
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention;
- Low self-esteem, lack of confidence, fearful, distressed, anxious;
- Poor peer relationships including withdrawn or isolated behaviour.

Indicators in the parent:

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse;
- Abnormal attachment to child e.g. overly anxious or disinterest in the child;
- Scapegoats one child in the family;
- Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection;

- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the family/environment:

- Lack of support from family or social network;
- Marginalised or isolated by the community;
- History of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- 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.

Indicators in the pupil - Physical presentation:

- Urinary infections, bleeding or soreness in the genital or anal areas;
- Recurrent pain on passing urine or faeces;
- Blood on underclothes;
- Sexually transmitted infections;
- Vaginal soreness or bleeding;
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father;
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Indicators in the pupil - Emotional/behavioural presentation:

- Makes a disclosure;
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit;
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn;
- Self-harm - eating disorders, self-mutilation and suicide attempts;
- Poor self-image, self-harm, self-hatred;
- Reluctant to undress for PE;
- Running away from home;
- Poor attention / concentration (world of their own);
- Sudden changes in school work habits, become truant;
- Withdrawal, isolation or excessive worrying;
- Inappropriate sexualised conduct;
- Sexually exploited or indiscriminate choice of sexual partners;

- Wetting or other regressive behaviours e.g. thumb sucking;
- Draws sexually explicit pictures;
- Depression.

Indicators in the parent:

- Comments made by the parent/carer about the child;
- Lack of sexual boundaries;
- Wider parenting difficulties or vulnerabilities;
- Grooming behaviour;
- Parent is a sex offender.

Indicators in the family/environment:

- Marginalised or isolated by the community;
- History of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement. Family member is a sex offender.

Neglect

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

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

Indicators in the pupil - Physical presentation:

- Failure to thrive or, in older children, short stature;
- Underweight;
- Frequent hunger;
- Dirty, unkempt condition;
- Inadequately clothed, clothing in a poor state of repair;
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold;
- Swollen limbs with sores that are slow to heal, usually associated with cold injury;
- Abnormal voracious appetite;
- Dry, sparse hair;
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea;
- Unmanaged / untreated health / medical conditions including poor dental health;
- Frequent accidents or injuries.

Indicators in the pupil - Development:

- General delay, especially speech and language delay;

- Inadequate social skills and poor socialization.

Indicators in the pupil - Emotional/behavioural presentation:

- Attachment disorders;
- Absence of normal social responsiveness;
- Indiscriminate behaviour in relationships with adults;
- Emotionally needy;
- Compulsive stealing;
- Constant tiredness;
- Frequently absent or late at school;
- Poor self-esteem;
- Destructive tendencies;
- Thrives away from home environment;
- Aggressive and impulsive behaviour;
- Disturbed peer relationships;
- Self-harming behaviour.

Indicators in the parent:

- Dirty, unkempt presentation;
- Inadequately clothed;
- Inadequate social skills and poor socialisation;
- Abnormal attachment to the child .e.g. anxious;
- Low self-esteem and lack of confidence;
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene;
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy;
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods;
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators in the family/environment:

- History of neglect in the family;
- Family marginalised or isolated by the community;
- Family has history of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement;
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals;
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating;
- Lack of opportunities for child to play and learn.

Staff should refer to [local guidance on Neglect](#), produced by Staffordshire Safeguarding Children Board (SSCB). This guidance has been shared with all staff in recent training.

The Staffordshire Safeguarding Children Board (SSCB) are have introduced the NSPCC GCP2 which will support all agencies in their assessment of neglect.

The [SSCB Threshold Framework 'Accessing the Right Help at the Right Time'](#) should also be referred to and has been developed in order to assist professionals in making judgements about:

- What good enough parenting is
- When poor parenting becomes neglect
- Knowing when the level of neglect is likely to constitute significant harm

Disabled Children

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

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

Appendix 2: Allegations of abuse made against staff

Section 1: allegations that may meet the harms threshold

This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Children Safe in Education and applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors, where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Our procedures for dealing with allegations will be applied with common sense and judgement and follow our local procedures as outlined by Staffordshire Safeguarding Children Board's published guidance on [managing allegations of abuse against a person who works with children](#) and [those specific to Stoke-on-Trent](#).

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation

- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Headteacher (or Chair of Governors where the Headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual’s family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children’s social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. They will also be able to signpost them to support who can offer advice and welfare counselling or medical advice.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)

- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education and applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children

- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils (using inappropriate sexualised, intimidating or offensive language)

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.9 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

The headteacher and DSL will work together in the process for confidentially sharing low-level concerns by overseeing the above.

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or#
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 3: Body map guidance for schools

Body maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to Duty and Advice or the child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and then recorded appropriately.

A copy of the body map should be kept on the child's concern/confidential file.

Appendix 4: Specific safeguarding issues

This appendix is based on the latest advice in annex A of Keeping Children Safe in Education and locally agreed procedures put in place by the 3 safeguarding partners, published by Staffordshire Safeguarding Children Board (SSCB) (Formally known as Stoke-on-Trent and Staffordshire Safeguarding Children Board (SSSCB)).

Parental substance misuse and the effects on children

Children's physical, emotional, social, intellectual and developmental needs can be adversely affected by their parent's misuse of substances. We will work together with other agencies to intervene and tackle the problems caused by substance misuse in families in order to safeguard children and promote their well-being.

Children cared for by adults who misuse substances or are on prescribed medication which inhibit responsible childcare, may need to be considered within the framework of children in need. In addition, it may be necessary, having regard to the lifestyle imposed on children by such adults, to consider them as children at risk of significant harm and therefore in need of protection.

Where there is concern that a parent/carer is involved in substance misuse, the impact on the child needs to be considered, including:

- The child's physical safety when the parent/carer is under the influence of drugs and/or alcohol;
- Children can suffer chronic neglect, from before birth and throughout childhood;
- Possible trauma to the child resulting from changes in the parent's mood or behaviour, including exposure to violence and lower tolerance levels in the parent;
- The impact of the parent's/carer's behaviour on the child's development including the physical, emotional and psychological well-being, education and friendships;
- The extent to which the parent's/carer's substance misuse disrupts the child's normal daily routines;
- The impact on the child of being in a household where illegal activity is taking place particularly if the home is used for drug dealing and the children may come in to contact with risky adults;
- How safely the parent's alcohol and/or drugs and equipment are stored as children can be at risk of ingesting substances or injuring themselves on drug paraphernalia;
- Children are particularly vulnerable when parents/carers are withdrawing from drugs;
- Dangerously inadequate supervision and other inappropriate parenting practices;
- Inadequate accommodation and frequent changes in residence;
- Children being forced to take on a caring role and feeling they have the responsibility to solve their parent's problems.

It is important not to generalise or make assumptions about the impact on a child of parents who misuse drugs/alcohol as not all families will experience difficulties. They may be good enough parents who do not abuse or neglect their children, although research indicates that parental drug and/or alcohol use can have significant, damaging, and long lasting consequences for children. It is important that the implications for the child are properly assessed having full regard to the parent's/carer's ability to maintain consistent and adequate care. Equal regard should be given to each and every child's level of dependence, vulnerability and any special needs.

Further information can be found on the SSCB website regarding our local procedures on [working with parents who misuse substances](#).

Children with family members in prison

Excellence Girls Academy understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support.

Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage. The school works in partnership with the Local Authority to ensure localised risks are particularly taken note of and shared with all staff. Staff who have pastoral responsibility undergo training on attendance and safeguarding issues on an annual basis.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Excellence Girls Academy operates a strong attendance tracking system that is overseen by a member of the leadership team. The tracking and use of effective attendance management strategies enables the school to ensure each day that every child is accounted for.

The school takes a range of actions to tackle Persistent Absentees and completes official reports on children who are persistently absent from school. We will follow our procedures for unauthorised absence and for dealing with children who 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. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points (See below).

As a matter of course: pupil absence must be followed up on a daily basis – this must be a priority. Unless circumstances indicate that a pupil is at risk and immediate action is necessary, the Local Authority will be informed of every pupil who has a continuous period of unexplained absence of three days or more.

Where children on roll at a school do not arrive and attend, and the school has made the usual enquiries, we refer the case to the Attendance & Pupil Support Service in the usual way. If the allocated worker cannot locate the child/family they will inform the Children Missing Education team and the school will be advised by them or the Attendance & Pupil Support Service that they can take the child off roll (usually after 4 weeks).

Children Missing from Education (CME) in Stoke-on-Trent and Staffordshire is one of the statutory functions carried out by the Education Safeguarding Team which is situated within the Attendance & Pupil Support Service. Section 436A of the Education Act 1996 imposes a legal duty on all local authorities to identify, as far as it is possible to do so, Children Missing Education (CME) and get them back into education.

The Head Teacher, or Deputy in their absence, will determine the length of time that the child can be away from the school and will only authorise leave of absence in exceptional circumstances as school recognises that some children seeking leave of absence are vulnerable to risk of abuse, neglect, or travelling to conflict zones, or at risk of FGM or forced marriage. Where this is identified, staff should alert the DSL and Head Teacher. The DSL will, as soon as a concern is established, alert the Local Authority.

The admissions register at the school is kept up to date and the Local Authority is informed of all pupils who are removed from the school roll when they:

- Have been taken out of school by their parents and are being educated outside the school system e.g., home education.
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered.
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither they nor their parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and the Chair of Governors does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The local authority will be informed as soon as the grounds for deletion are met, in line with the local authority guidelines, but no later than at the point of deleting the pupil's name from the roll.

No pupil will be removed from a school roll until all safeguarding checks have been completed or the whereabouts of a pupil have been established.

Elective Home Education (EHE)

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, Excellence Girls Academy will work with the LA and other key professionals together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Child Criminal Exploitation

Child Criminal Exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

We recognise that there are a number of indicators that may signal that children are at risk from, or are involved with serious violent crime. Staff at Excellence Girls Academy are trained to ensure that they are vigilant and are aware of indicators which may include a change in friendships or relationships with older individuals or groups, a decline in performance, signs of self-harm and/or unexplained injuries.

Other indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Staff are also aware of the associated risks and understand the measures in place to manage these.

Child Criminal Exploitation: County Lines

Excellence Girls Academy recognises that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Excellence Girls Academy will consider whether a referral to the [National Referral Mechanism \(NRM\)](#) should be undertaken in order to safeguard that child and/or other children.

How do you know if County Lines drug dealing is happening in your area? Some signs to look out for include:

- An increase in visitors and cars to a house or flat.
- New faces appearing at the house or flat.
- New and regularly changing residents (e.g. different accents compared to local accent).
- Change in resident's mood and/or demeanour (e.g. secretive/ withdrawn/ aggressive/ emotional).
- Substance misuse and/or drug paraphernalia.
- Changes in the way young people you might know dress.
- Unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cars etc).
- Residents or young people you know going missing, potentially for long periods of time.
- Young people seen in different cars/taxis driven by unknown adults.
- Young people seeming unfamiliar with your community or where they are.
- Truancy, exclusion, and disengagement from school.
- An increase in anti-social behaviour in the community.
- Unexplained injuries.

All staff are aware of the associated risks and understand the measures in place locally to manage these.

Further advice is provided in the Home Office's [Preventing youth violence and gang involvement](#), and its [criminal exploitation of children and vulnerable adults: county lines guidance](#).

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional well-being
- Misusing drugs and alcohol
- Going missing for periods of time or regularly come home late
- Regularly missing school or education or do not take part in education

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Staffordshire Police have devised a process by which agencies, parents, carers and young people can provide information about perpetrators. This is gathered and used in situations where there may be no evidence available or the victim is either unwilling or unable to provide a police statement. This occurs in the vast majority of cases of sexual exploitation. Therefore, the opportunity to provide intelligence means that the police can build a sufficient picture over a period of time and act upon it. This could potentially interrupt and disrupt criminal activity where young people are being exploited.

Intelligence is what helps build a case, so recording data such as car registration numbers, the make, model and colour, key times and dates, descriptions, known hot spots (i.e. favourite places the victims and perpetrators like to frequent such as hotels, fast food outlets, parks or taxi firms used to drop off and collect victims). This type of data is extremely important when bringing a case to trial.

Intelligence such as this can be recorded on the [Staffordshire Police Information Sheet](#) and returned to the Child Exploitation Team, Staffordshire Police at childexploitation@staffordshire.pnn.police.uk.

This information can be shared at any time and not necessarily when a referral is made. The aim is to step in at an early stage to prevent children from becoming involved in CSE.

The Police CSE information Report is **NOT** a referral form and is to collect intelligence only which may then be used to assist police in building a case. Referrals should be made to First Response or to the Police.

Further information can be found on the SSCB website about the [Police CSE information Report](#).

In Stoke-on-Trent, the Strategic Manager Safeguarding and Quality Assurance chairs a monthly multi-agency CSE Panel where there is oversight of children/young people at medium to high risk of sexual exploitation. The Risk Factor Matrix is used to identify the level of risk and appropriate interventions and actions are agreed by this Panel.

The primary purpose of CSE Panels will be to ensure strategic oversight is enabled to enable problem profiling and to ensure prevention and targeted interventions aimed at groups and communities can be planned for and routinely monitored. The Panels will thus support actions to safeguard children and to disrupt and reduce the opportunity for children and young people to become victims of abuse as a result of CSE. Additional actions to existing Early Help Assessments, CIN, CP or looked after children plans may be agreed as part of the Panel's primary strategic objectives.

Further information can be found on the SSCB's website about our local [CSE procedures](#) and [CSE policy](#).

Excellence Girls Academy appreciates that it has a role to play in the prevention of CSE within its safeguarding curriculum e.g. Healthy relationships in PSHCE. Staff have been made aware of some of the key indicators of CSE by training provided by DSL and other accredited training provided by Educare.

More information on CSE can be found in '[Child sexual exploitation: Definition and a guide for practitioners](#)' (DfE, 2017).

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online. It can also take place both face-to-face and online, and can occur simultaneously between the two.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.10 and 7.11 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and so will offer them appropriate support.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.10 and 7.11 set out more detail about our school's approach to this type of abuse.

A multi-agency approach will be undertaken when responding to all such complaints; however the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the DSL.

There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school has a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

Further guidance regarding local procedures can be found here:

- > [Children who display Sexually Harmful Behaviour](#)
- > [Sexually Active Children and Young People Guidance](#)

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups

- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Carrying knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school premises is a criminal offence and immediate action will be taken by calling the police and informing the informed. The guidance on [Searching, Screening and Confiscation for Headteachers, schools and Trustees \(January 2018\)](#) will be consulted, and the school will consider and may apply the disciplinary procedure.

If a member of staff suspects a pupil being involved in gang culture, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by Staffordshire Safeguarding Children Board. The pupil may be an exploited child and victim to which the school will offer support.

Self-harm and Suicide

Please refer to local guidance produced by Staffordshire's Safeguarding Children Board on '[Children and Young People who Self-Harm or Disclose an Intent to Die by Suicide](#)'.

Non-collection of children

If a child is not collected at the end of the session/day, we will contact parents/carers and any other named contact provided by the parents/carers. We will keep the child within the school under the supervision of staff until they are collected and record the incident on the school's attendance register.

Missing pupils within school

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Report the missing child's details immediately to the DSL/DDSL/Head teacher/Deputy
- Search for the child inside and outside of the school and check the CCTV recording if appropriate
- If we cannot find the child, report to the local police and notify the parents/carers of the child

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputy will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Domestic abuse

Excellence Girls Academy understand that the cross-government definition of domestic violence and abuse is 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality'. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional harm.

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

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

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If staff do identify children for whom domestic abuse may be a concern, they should apply the usual referral process and Child Protection procedures and pass this information to the DSL. The DSL can then refer cases, where relevant, to the Staffordshire Safeguarding Children Board. Where domestic violence notifications are received from the Domestic Drug and Alcohol Action Team, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

The DSL may be informed if police are called to an incident of domestic abuse and any children in the household have experienced the incident as the police will complete a thorough investigation and will spend time with the victim to complete a risk assessment, known as a DIAL (Domestic Investigation Assessment Log). The details gathered within the risk assessment will identify issues of potential risk heightened risk – i.e. separation, pregnancy, escalation, community issues, stalking or sexual abuse.

The DSL will provide support according to the child's needs and update records about their circumstances.

Further information can be found on the SSCB website on [our local procedures on Domestic Abuse](#)

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia. FGM is illegal and a criminal offence in the UK, as well as a form of child abuse and has long-lasting harmful consequences. There is no justification for this procedure.

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 to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Therefore, all staff at Excellence Girls Academy recognise this mandatory responsibility to report FGM if they discover it (through disclosure not physical examination) to the police and informing the DSL immediately who will support (the Deputy DSL will take on this responsibility if the DSL is not available).

All staff at Excellence Girls Academy will be made aware of FGM practices and the need to look for signs, symptoms, and other indicators of FGM.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.5 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM

- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Further details can be found on the SSCB website about [our local procedures on Female Genital Mutilation](#).

Further guidance and information is also available from the NSPCC FGM Helpline (Open 24 hours) - Tel: 0800 028 3550 / Email: fgmhelp@nspcc.org.uk.

Forced marriage

Forcing a person into marriage is a crime. 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.

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence.

Young men and women can be at risk in affected ethnic groups. Evidence shows that the issue of forced marriage affects certain sectors of communities, typically girls in the age range of 14 – 16 years old originating from Pakistan, India, and Bangladesh (approx. 60% of the cases) together with a percentage of cases of children originating from the Middle-East and African countries.

A signal of FM is the removal of the pupils from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistleblowing may come from younger siblings.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

Any member of staff at Excellence Girls Academy with any concerns should report this immediately to the DSL, who should raise the concern with the Local Police Safeguarding Unit by email or phone. Never attempt to intervene directly as a school or through a third party. Whilst the onus of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current child protection responsibilities.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmunit@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Further details can be found on the SSCB website about [our local procedures on Forced Marriage](#).

Extremism and radicalisation

Definitions

- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and 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 of terrorism 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.

- **Partisan:** The best synonym for "partisan" is "one-sided".
- **Political views:** Views expressed for a political purpose. A political purpose is either directly or indirectly:
 - to further the interests of a particular political party; or
 - to procure changes to the laws of this or another country; or
 - to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

In-school procedures

Schools have a duty to prevent children from being drawn into terrorism. Excellence Girls Academy follows the statutory guidance, under section 26 of the Counter-Terrorism and Security Act 2015, on the school's responsibility to fulfil our Prevent Duty. Prevent is one of strand of the UK's overall counter terrorism strategy, known as CONTEST which aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

- Challenging ideologies that support terrorism and those who promote it
- Protecting vulnerable individuals from being drawn into extremism through appropriate advice and support
- Supporting sectors and institutions where there is a risk of radicalization, such as schools

It is rare for children to become involved in terrorist activity. However, some pupils from an early age can be exposed to terrorist and extremist influences or prejudiced views. Excellence Girls Academy are aware that there have been occasions, both locally and nationally, in which extremist groups have attempted to radicalise vulnerable children to hold extreme views including those 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.

Consequently, the school takes the view that early intervention is always preferable and includes this in its procedures as it does for all safeguarding concerns.

In line with the local procedures outlined by Staffordshire Safeguarding Children Board, we recognise the need to protect people against the messages of all violent extremism including that linked to Far Right / Extreme Right Wing (e.g. Neo Nazi / White Supremacist), Al Qaeda and ISIS ideologies, Irish Nationalist and Loyalist paramilitary groups, those linked to Animal Rights movements and others.

In order to fulfil the Prevent Duty, the DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

As with managing other safeguarding risks, all school staff will be vigilant to changes in pupils' behaviour which could indicate that they may be in need of help or protection as it is commonly recognised that children at risk of radicalisation may display changes in behaviour, show different signs or seek to hide their views.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Additionally, the government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

Concerns that an individual may be vulnerable to radicalisation does not mean that you think the person is a terrorist; it means that you are concerned that they are prone to being exploited by others. Radicalisation of vulnerable children (including young children) and adults is a safeguarding issue.

The school recognises that the Prevent duty does not ask teachers to carry out unnecessary intrusions into family life, but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

It is always worth remembering that numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most children or young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation. For example, they may address mental health, relationship, or drug/alcohol issues.

Staff should **always** take action if they are worried. If staff are concerned about a pupil, they will follow our procedures set out in section 7.7 of this policy, involving discussing their concerns with the DSL.

Single Point of Contact (SPOC)

Excellence Girls Academy have appointed the DSL as the Prevent Single Point of Contact (SPOC) to be the lead within the school for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

SPOC responsibilities:

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

Receiving Referrals

It is expected that if a staff member within the school identifies an individual vulnerable to radicalisation, they will contact the SPOC and/or DSL first to discuss the case internally. They should be asked to record their concerns and raise it, as they would with any other safeguarding concern, with the Local Authority (See contact below)

When an individual is referred to Prevent, Staffordshire Police Prevent Team will complete an initial risk assessment for the individual. The risk assessment will be used to inform a decision about how to ensure the most suitable outcomes for the individual, including whether the person needs to be referred to Channel.

Channel is a multi-agency safeguarding programme run in every local authority in England and Wales. Both Staffordshire and Stoke-on-Trent have established Channel Panels, which allow joint working between local authorities, Staffordshire Police and their partners to offer help and guidance to people who may be at risk of becoming involved in extremism. Links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local Channel panel for screening and assessment.

If deemed suitable, the staff member will be asked to complete the Referral and Assessment Form (RAF). This should then be emailed to the Channel coordinator at: channel.project@gmp.police.uk.

If the person is referred to Channel, a vulnerability assessment will be completed prior to the Channel Panel. The Prevent Team will, in partnership with other professionals including those involved in Safeguarding, investigate further to assess the nature and extent of the risk and the Channel Panel will develop the most appropriate support package for the individual concerned. At no point will the person be recorded on a criminal records system as a result of being involved in this process. The coordinator will then complete a case summary and return it to both the SPOC and the staff member.

The SPOC should then arrange a multi-agency safeguarding meeting with the necessary professionals to support the vulnerable individual. Channel can assist this process by using our list of SPOCs from other agencies to help ensure the right people are brought to the multi-agency meeting.

If at any stage, it is felt that the individual poses an immediate danger to themselves or any other person, the police should be called immediately (via 999).

If the person is not accepted into the Channel process at this stage, the majority of cases will be signposted for further support elsewhere, where appropriate. Where required, the case will be referred into a statutory process.

The person making the referral will be kept informed and, in many cases, will be involved in decision-making going forward.

See appendix 6 for a summary of the Prevent Referral Process.

For more information about Prevent in Stoke-on-Trent & Staffordshire, including referral forms and project examples, please refer to the [local Prevent guidance](#).

More information can be found on the Government's website about the [Channel Programme](#).

Preventing radicalisation

The school is committed to working with the local authority and other local partners, families, and communities to play a key role in ensuring young people and our communities are safe from the threat of terrorism. Full details can be found in our policy on Preventing Extremism and Radicalisation in Education Settings, adopted from guidance produced by Staffordshire Safeguarding Children Board.

One of the important roles of the Prevent Single Point of Contact (SPOC) is to raise awareness in relation to all aspects of Prevent and the counterterrorism agenda generally. They also promote the necessity to safeguard vulnerable children and adults from being exploited and recruited into violent extremism. It is expected that the SPOC will ensure that staff are aware of the role and its responsibilities. The DSL will keep up to date with all local policies and procedures relating to Prevent.

SPOCs are also expected to provide advice and guidance to staff within their school. The Channel coordinators have a range of training packages available to help raise awareness. The aim of training the trainers is to streamline the safeguarding agenda and give everyone the necessary knowledge. Excellence Girls Academy will ensure that the DSL/SPOC will complete a local Workshop to Raise Awareness of Prevent (WRAP) and that this training will be cascaded to staff as part of the annual CPD training programme.

The MASH offer training to organisations, community groups, education establishments and front line staff who engage with children, young people and individuals or groups who may be susceptible to being radicalised or drawn into extremist narratives. This includes projects and resources that can be delivered as part of alternative curriculum days or embedded within the curriculum for pupils and young people across a number of key stages.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

Risk assessments will include:

- The use of school premises by external agencies.
- Integration of pupils by gender and SEND.
- Anti-bullying policy.
- Other issues specific to the school's profile and community.

Radicalisation will also be considered within current online safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, social media and gaming. We will equip our pupils to stay safe online at school and at home.

Exposure to partisan and political views

Excellence Girls Academy will take reasonable practicable steps to ensure that pupils are offered a balanced presentation of opposing views where political issues are brought to the attention of pupils:

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organized by or on behalf of the school; or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

The Prevent statutory guidance requires school to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the school may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

The above also relates to the use of promotional literature in the school building for events which are not part of the curriculum, which pupils might see and as a result wish to attend. Although such events may be political in nature, Excellence Girls Academy aims to ensure that they are not unbalanced (for example by advertising events held only by one political party or proponents of one particular view) and that they do not risk breaches of other SMSC standards (for example, by advertising speakers who are promoting anti-democratic beliefs).

We will also incorporate the promotion of fundamental British Values into the PSHCE curriculum in order to help build pupils' resilience and enable them to challenge extremist views. The school will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

In line with both the fundamental British Values and the School Values, the following key principles underpin the community in which the school is based:

- Inclusion.
- Tolerance.
- Freedom of speech.
- The expression of beliefs and ideology.

Both pupils and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility. Free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is subject to treating others with respect, understanding differences, equality, an awareness of human rights, community safety, and community cohesion.

Staff members should demonstrate courtesy to colleagues and pupils at all times and refrain from expression of strong personal and political views. This includes ensuring that personal views are not directly or indirectly imparted through delivery of the curriculum and the expression of partisan political views must be avoided in all aspects of teaching. Part 2 of the Teachers' Standards on personal and professional conduct, specifies that teachers must ensure that their 'personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.'

It is the responsibility of all teaching staff to be aware of the professional standards applying to them and the requirements of this standard. Staff are expected to take steps, in every aspect of their work, to ensure that when political issues are discussed or arise, pupils are made aware that there are normally countervailing views and a balance is struck between the opinions and beliefs discussed. This may be during lessons, or when extra-curricular activities within the school such as debates take place, or through the use of external speakers. The word balanced means nothing more than 'fair 'and dispassionate'.

While this part of the standard does not preclude the presentation of controversial political viewpoints to pupils, staff must ensure that views are not promoted which are inconsistent with the requirements of any other part of the standard (for example views which are derogatory of particular ethnic groups or faiths, or which are actively in opposition to the fundamental British values referred to in the standard).

The Prevent regulation refers to the systematic promotion of partisan views in a way that is likely to exert undue influence on the views of pupils. However, this does not mean to prevent pupils from being exposed to political views or from discussing political issues in school. For our school to meet Regulations 5(a)(v) and (vi), pupils should continue to learn about public institutions and services, including those of a political nature, and be introduced to fundamental values that have a political dimension. In particular, subjects such as history, PSHCE, and religious studies cannot be taught effectively without reference to the political context. What is required by this regulation is that pupils are not indoctrinated or unduly influenced by the promotion of partisan political views. This does not prevent the presentation of political views. If, for example, a history class is shown Nazi propaganda, or a citizenship class is shown a racist film, this is not 'promoting' the views shown, but merely presenting them. We recognise that concepts such as democracy and the historical development of the political process in society cannot be meaningfully taught without reference to political belief and practice and the use of concrete examples is normally helpful in promoting understanding.

Pupils should not, however, be actively encouraged by teachers or others to support particular political viewpoints. Teaching staff should not exploit pupils' vulnerability by seeking to convince them that a particular political position is necessarily correct, or by trying to impose their own views on pupils. Such action may also amount to a breach of Part 2 of the Teachers' Standards on personal and professional conduct, which can be taken into account for the purposes of proceedings under the Teachers' Disciplinary (England) Regulations 2012, which apply to teachers in independent schools.

Contacts for reporting extremism and radicalisation

The Staffordshire Police Prevent Team can be contacted via telephone: 01785 232054 and/or email: prevent@staffordshire.pnn.police.uk

The Department for Education has a dedicated telephone helpline (020 7340 7264) to enable staff and Governors to raise concerns relating to extremism directly, or in non-emergency situations, they can be emailed at: counter.extremism@education-gov.uk

The Government also provides an online reporting tool for concerns about online material that promotes terrorism or extremism: www.gov.uk/report-terrorism

If someone is in immediate danger or you see or hear something that may be terrorist-related, call 999 or the Anti-Terrorist Hotline on 0800 789 321.

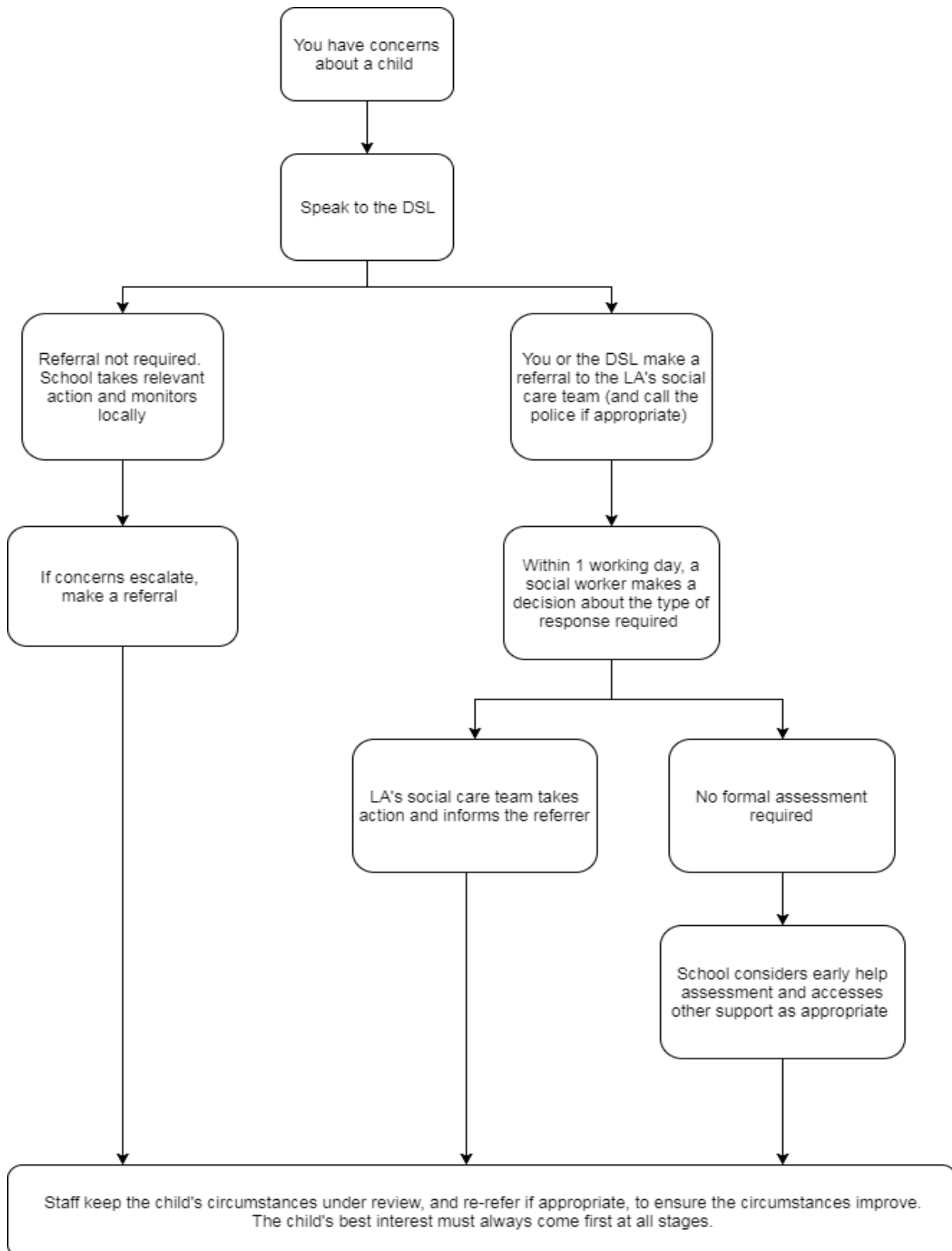
Further information

Further details on the school's measures in preventing radicalisation are set out in other school policies and procedures, including:

- Behaviour and anti-bullying policies
- Online safety & IT acceptable use policies
- Curriculum policy
- Staff code of conduct
- Visitors policy
- Remote learning policy

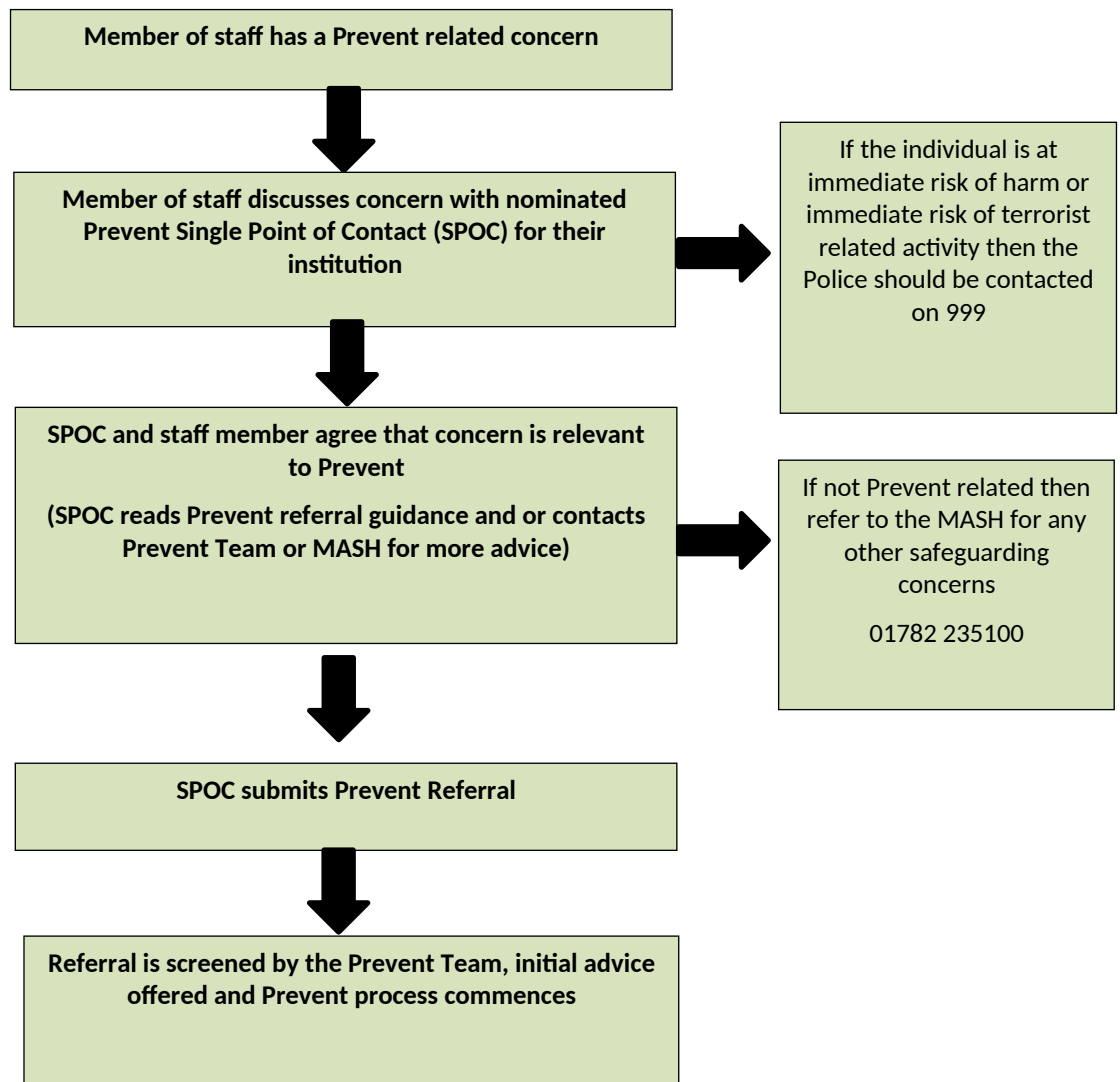
Appendix 5: Summary of the procedure if you have concerns about a child's welfare

(as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



Note – if the DSL is unavailable, this should not delay action. See section 7.6 for what to do.

Appendix 6: The Prevent Referral Pathway



Appendix 7: National guidance - links to useful guidance documents

School and college staff can access government guidance as required on the issues listed below:

- Abuse: What to do if a child is being abused (2015) - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- Bullying including Cyberbullying - www.gov.uk/government/publications/preventing-and-tackling-bullying
- Children missing from Education - www.gov.uk/government/publications/children-missing-education
- Child missing from home or care - www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care
- Criminal exploitation of children and vulnerable adults: county lines - www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines
- Domestic violence - www.gov.uk/domestic-violence-and-abuse
- Drugs - www.gov.uk/government/publications/drugs-advice-for-schools
- Fabricated or induced illness - www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced
- Faith abuse - www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief
- Forced marriage - www.gov.uk/forced-marriage
- Gangs and youth violence - www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence
- Gender based violence - www.gov.uk/government/policies/violence-against-women-and-girls
- Hate - www.educateagainsthate.com/
- Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Mental health - www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
- Missing children and adults strategy - www.gov.uk/government/publications/missing-children-and-adults-strategy
- NSPCC provides useful additional information on abuse and neglect and what to look out for - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>
- Online safety in school - www.gov.uk/government/publications/teaching-online-safety-in-schools
- Prevent duty guidance - <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Prevent for Schools: <http://www.preventforschools.org/>
- Private fostering - www.gov.uk/government/publications/children-act-1989-private-fostering
- Sexting - www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/
- Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2016) ([hyperlink to document](#))
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018) ([hyperlink to document](#))
- Teenage relationship abuse - www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/
- Trafficking - www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance
- Working Together to Safeguard Children: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Appendix 8: Local Context

A total of 225,000 children under 18 live across Staffordshire and Stoke-on-Trent, most of whom are happy, healthy and well-supported by their parents and carers. They access universal services such as schools, GPs, dentists, opticians as well as those provided by voluntary and community services.

Some children require additional support and this is known as early help or early intervention (Staffordshire 2,800–3,500 (1.6-2.0%) Stoke-on-Trent 1,500–1,800 (2.6–3.3%). The typical characteristics include parental substance misuse, domestic abuse and concerns regarding mental health and well-being.

There are also a small number of children and their families who face more complex challenges and require specialist support, Staffordshire 2,800–3,500 (1.6-2.0%) Stoke-on-Trent 1,500–1,800 (2.6–3.3%). The typical characteristics include increased likelihood of one parent in prison, parental substance misuse, domestic abuse is common and parental education ability is low.

In Staffordshire and Stoke-on-Trent there have been a number of significant cases which have resulted in consideration for either a Serious Case Review (if the criteria had been met) or a review of a different type e.g. a multiagency learning review.

Stoke-on-Trent local authority have adopted a restorative, strength based relational approach to working with children, young people and families and have made documents within its case management system much more outcome focussed.

Further local information and guidance can be found on the [Staffordshire Safeguarding Children Board's website](#) and details about the Stoke-on-Trent Safeguarding Children Partnership can be accessed via [Stoke-on-Trent Council's website](#).