

**Shenstone Lodge School**

**Child Protection**

**Policy**

**October 2016**

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| --- | --- | --- | --- |
| Author | Written/reviewed | Approved by governors | Next review |
| Allison Service | October 2016 |  | October 2017 |

**Policy Review**

This policy will be reviewed in full by the Governing body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on 11 October 2016.

It is due for review on 11 October 2017 (up to 12 months from the above date).

Signature …………………………………. Date …………………………

Executive Head Teacher

Signature ………………………………… Date …………………………..

Chair of Governors

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| **Terminology****Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances by accessing services as early as possible.**Child protection** is a part of safeguarding and promoting welfare. It refers to the activity undertaken to protect specific children who are suffering, or are likely to suffe significant harm.**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity, governors, contractors and external service or activity providers.**Child** includes everyone under the age of 18.**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents. |

**Contents**

|  |  |  |
| --- | --- | --- |
| **Part One** |  |  |
|  | Introduction and context | 4 |
|  | Overall Aims | 5 |
|  | Key principles | 5 |
|  | Safeguarding roles and responsibilities:All staffDesignated Safeguarding LeadsThe Governing BodyThe Executive Headteacher | 66789 |
|  | A safer school culture:Safer Recruitment and SelectionStaff Support | 101111 |
|  | Our role in the prevention of abuse | 10 |
|  | Safeguarding pupils who are vulnerable to extremism | 11 |
|  | Safeguarding pupils who are vulnerable to Child, Sexual Exploitation, Forced Marriage, Female Genital Mutilation or Trafficking | 13 |
|  | Children who go missing from education | 14 |
|  | What we do when we are concerned | 14 |
| **Part Two** | **The Key procedures** | 16 |
|  | Responding to concerns about a child | 16 |
|  | Involving parents/carers | 17 |
|  | Multi-agency work | 17 |
|  | Our role in supporting children | 17 |
|  | Confidentiality | 18 |
|  | Record keeping | 18 |
|  | Allegations about a member of staff | 19 |
|  | Children with Special Educational Needs and disabilities | 21 |
|  | Physical Interventions | 21 |
|  | Children in specific circumstances | 22 |
| **Appendices** |  |  |
|  | Appendix one – Definitions and indicators of abuse | 26 |
|  | Appendix two – Dealing with a disclosure of abuse | 32 |
|  | Appendix three – Preventing violent extremism: Roles and responsibilities of the single point of contact | 33 |
|  | Appendix four – Indicators of vulnerability to Radicalisation | 34 |

**INTRODUCTION AND CONTEXT**

Safeguarding is defined as:

* Protecting children from maltreatment,
* Preventing the impairment of health or development,
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
* Taking action to enable all children to have the best life chances by accessing services as early as possible.

Shenstone Lodge School is committed to safeguarding and promoting the welfare of all its pupils/students. We believe that:

* All children/young people have the right to be protected from harm,
* Children/young people need to be safe and to feel safe in school,
* Children/young people need support that 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/beliefs,
* All children/young people must be encouraged to respect each other’s values and support each other,
* All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally,
* Schools can and do contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours, and
* All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

Shenstone Lodge School will fulfil its local and national responsibilities as laid out in the following documents:

* The most recent version of Working Together to Safeguard Children (DfE)
* The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2016)
* Sandwell Safeguarding Children’s Board – Inter Agency Procedures
* The Education Act 2002 s175
* Mental Health and Behavious in Schools: Departmental Advice (DfE 2014)
* Residential Schools – National minimum standards (April 2015)
* UK Council for Child Internet Safety - Sexting in schools and colleges: Responding to incidents and safeguarding young people

**OVERALL AIMS**

This policy will contribute to safeguarding our pupils/students and promoting their

welfare by:

* Clarifying standards of behaviour for staff and pupils/students;
* Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
* Introducing appropriate work within the curriculum;
* Encouraging pupils and parents to participate;
* Alerting staff to the signs and indicators that all might not be well;
* Developing staff awareness of the causes of abuse;
* Developing staff’s awareness of the risks and vulnerabilities their pupils face;
* Addressing concerns at the earliest possible stage; and
* Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation, discrimination or victimisation.

This policy will contribute to supporting our pupils by:

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

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

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

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**KEY PRINCIPLES**

* The school’s responsibility to safeguard and promote the welfare of children is of paramount importance.
* All children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
* All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or school.
* All staff members will maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
* When concerned about the welfare of a child, staff members should always act in the interests of the child.
* The principles embedded in this policy link into other policies relating to: Health and Safety; PSHE, Sex and Relationships Education; Anti-Bullying; Equal Opportunities; Special Educational Needs; Confidentiality; Substance Misuse; Racism and Homophobia; Educational Visits; E-Safety; Whistleblowing.
* If the child’s situation does not appear to be improving, any staff member with concerns should press relevant agencies and professionals for re-consideration. Concerns should always lead to help for a child at some stage.
* Pupils and staff involved in child protection issues will receive appropriate support.
* The policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

**SAFEGUARDING ROLES AND RESPONSIBILITIES**

**ALL STAFF AND VISITORS WILL:**

* Be familiar with this child protection policy,
* Understand their role in relation to safeguarding,
* Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.,
* Be involved, where appropriate, in the implementation of individual education programmes, Early Help Assessments and support plans, child in need plans and child protection plans,
* Be alert to signs and indicators of possible abuse (see Appendix One for current definitions and indicators),
* Record concerns and inform the relevant Designated Safeguarding Lead (DSL):
	+ **The DSL at Shenstone Lodge is Mel Keating**
	+ **The Deputy Designated Safeguarding Lead for Shenstone Lodge site is Leigh Bridgewater, Safeguarding Manager.**
	+ **The DSL at The Brades Lodge is Simon Hobbs**
	+ **The Deputy Designated Safeguarding Lead for Brades Lodge site is Karen Pickering, Safeguarding Manager.**
* Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 – you must inform the DSL immediately, and provide a written account as soon as possible.

All staff will receive annual safeguarding training and update briefings as appropriate. Key staff will undertake more specialist child protection training as agreed by the Governing Body.

**DESIGNATED SAFEGUARDING LEADS (DSLS):**

At least one Designated Safeguarding Lead or deputy will be available during school hours for staff to discuss issues of concern and appropriate cover will be arranged for any out of hours/out of term activities.

Our DSLs are **Mel Keating (Shenstone Lodge site)** and **Simon Hobbs (Brades** **Lodge site).** They have lead responsibility and management oversight and accountability for child protection on each site and, and with the Executive Headteacher, will be responsible for coordinating all child protection activity.

The Deputy Designated Safeguarding Leads are **Leigh Bridgewater, Safeguarding** **Manager (Shenstone Lodge site)** and **Karen Pickering, Safeguarding Manager (Brades Lodge site).**

Deputy DSL’s are appointed to act as directed by the DSL’s and act in their absence/unavailability.

In the event of the long term absence of the DSL, the deputy will assume all of the functions above.

In the absence of the DSL and the deputy DSL the most senior member of staff in school will assume responsibility for any child protection matters that arise.

The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files.

When the school has concerns about a child, the DSL will decide what steps should be taken and should advise the Executive Headteacher.

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared, with whom and when.

Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each child, the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the DSL and Deputy will be restricted, and a written record will be kept of who has had access to them and when.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

**Do not disclose to a parent any information held on a child if this would put the child at significant risk of harm.**

If a pupil/student moves from our school, child protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

If sending by post, pupil records will be sent by ‘Special/Recorded delivery’. For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and received.

Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student’s wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

When a DSL/Deputy DSL resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances when a face to face handover is unfeasible, the Executive Headteacher will ensure that the new post holder is fully conversant will all procedures and case files.

**THE GOVERNING BODY**

The Governing Body is the accountable body for ensuring the safety of the school.

The Governing Body will ensure that:

* The school has a safeguarding policy in accordance with the procedures of Sandwell Safeguarding Children Board.
* The school operates ‘safer recruitment’ procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers.
* At least one member of the school’s leadership team acts as a Designated Safeguarding Lead.
* The DSL/s attend appropriate refresher training every two years.
* All staff undertake training on an annual basis with additional updates as necessary.
* Temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities.
* The school remedies any deficiencies or weaknesses brought to its attention without delay.
* The school has procedures from dealing with allegations of abuse against staff/volunteers.

The Governing Body reviews its policies/procedures annually.

**The Nominated Governor for safeguarding at the school is Steve Rice**. The nominated governor is responsible for liaising with the Executive Headteacher and DSLs over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students.

The nominated governor will liaise with the Executive Headteacher and the DSL to produce a report at least annually for the governors.

The nominated governor will liaise with the Executive Headteacher and the DSL to produce the annual Section 175 self-assessment, and ensure this is submitted on time to the local authority.

A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the local authority in the event of allegations of abuse being made against the Executive Headteacher.

**THE EXECUTIVE HEADTEACHER:**

* Ensures the child protection policy and procedures are understood and implemented by all staff.
* Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSLs and deputies to carry out their roles effectively
* Supports the designated teachers for looked after children to promote the educational achievement of any pupils who are looked after by the Local Authority and to ensure all staff have the skills, knowledge and understanding necessary to keeping looked after children safe.
* Ensures all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with whistle-blowing procedures.
* Ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe at all times including online, as part of a broad and balanced curriculum.
* In liaison with DSLs, refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Local Authority Designated Officer (LADO) within one working day prior to any internal investigation.
* Ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service, as advised by the LADO.
* Investigates allegations concerning members of staff and/or volunteers.

A SAFER SCHOOL CULTURE

SAFER RECRUITMENT AND SELECTION

The school pays full regard to ‘Keeping Children Safe in Education’. Safer

recruitment practice includes scrutinising applicants, verifying identity and academic

or vocational qualifications, obtaining professional and character references,

checking previous employment history and ensuring that a candidate has the health

and physical capacity for the job. It also includes undertaking interviews and

undertaking appropriate checks through the Disclosure and Barring Service (DBS).

All recruitment materials will include reference to the school’s commitment to

safeguarding and promoting the wellbeing of pupils.

Neil Toplass, Simon Hobbs, Maria Barnard and Steve Rice have undertaken

appropriate training in Safer Recruitment. One of the above will be involved in all

staff/volunteer recruitment processes and sit on the recruitment panel.

STAFF SUPPORT

We recognise the stressful and traumatic nature of safeguarding and child protection

work. We will support staff by providing an opportunity to talk through their anxieties

with the DSL and to seek further support as appropriate.

OUR ROLE IN THE PREVENTION OF ABUSE

We will provide opportunities for pupils/students to develop skills, concepts, attitudes

and knowledge that promote their safety and well-being.

The curriculum

Relevant issues will be addressed through the PSHE curriculum, for example self-

esteem, emotional literacy, assertiveness, power, healthy relationship education

(previously known as sex and relationship education SRE), online safety (formally

known as e-safety) and bullying.

Relevant issues will be addressed through other areas of the curriculum, for example

English, History, Drama, Art.

Other areas of work

All our policies which address issues of power and potential harm, for example

bullying, discrimination, equal opportunities, handling, positive behaviour, will be

linked to a whole school approach.

Our safeguarding policy cannot be separated from the general ethos of the school,

which should ensure that pupils/students are treated with respect and dignity, taught

to treat each other with respect, feel safe, have a voice, and are listened to.

**SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO**

**EXTREMISM**

Since 2010, when the Government published the Prevent Strategy, there has been

an awareness of the specific need to safeguard children, young people and families

from violent extremism. There have been several occasions both locally and

nationally in which extremist groups have attempted to radicalise vulnerable children

and young people to hold extreme views including views justifying political, religious,

sexist or racist violence, or to steer them into a rigid and narrow ideology that is

intolerant of diversity and leaves them vulnerable to future radicalisation.

Shenstone Lodge School values freedom of speech and the expression of

Beliefs and ideology as fundamental rights underpinning our society’s values. Both

pupils/students and teachers have the right to speak freely and voice their opinions.

However, freedom comes with responsibility and free speech that is designed to

manipulate the vulnerable or that leads to violence and harm of others goes against

the moral principles in which freedom of speech is valued. Free speech is not an

unqualified privilege; it is subject to laws and policies governing equality, human

rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation

of vulnerable people, to involve them in terrorism or in activity in support of terrorism.

The normalisation of extreme views may also make children and young people

vulnerable to future manipulation and exploitation. Shenstone Lodge School is clear

that this exploitation and radicalisation should be viewed as a safeguarding concern

and that protecting children from the risk of radicalisation is part of the school’s

safeguarding duty.

Definitions of radicalisation and extremism and indicators of vulnerability to

radicalisation are in Appendix One.

Shenstone Lodge School seeks to protect children and young people against the

messages of all violent extremism including, but not restricted to, those linked to

Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, *Domestic*

*Terrorism*, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal

Rights movements.

Risk reduction

The school governors, the Executive Headteacher and the DSLs will assess the level

of risk within the school and put actions in place to reduce that risk. Risk

assessment may include consideration of the school’s RE curriculum, SEND policy,

assembly policy, the use of school premises by external agencies, integration of

pupils by gender and SEN, anti-bullying policy and other issues specific to the

school’s profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is

monitored by the local authority and the local safeguarding children board.

Response

With effect from 1st July 2015 all schools are subject to a duty to have ‘due regard to the need to prevent people being drawn into terrorism’ (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors is in Appendix 1.

Our school, like all others, is required to identify a Prevent Single Point of Contact

(SPOC) who will be the lead within the organisation for safeguarding in relation to

protecting individuals from radicalisation and involvement in terrorism: this will

be the DSLs for each site. The responsibilities of the SPOC are described in

Appendix three.

Staff of Shenstone Lodge School will be alert to the changes in a child’s behaviour or

attitude which could indicate that they are in need of help or protection.

Shenstone Lodge School will monitor online activity within the school to ensure that

inappropriate sites are not accessed by pupils or staff. This is best done by the use

of specialist online monitoring software, which in this school is called Webscreen 2.0

(incorporating Netsweeper).

When any member of staff has concerns that a pupil/student may be at risk of

radicalisation or involvement in terrorism, they should speak with the SPOC/DSL for

the relevant site.

Numerous factors can contribute to and influence the range of behaviours that are

defined as violent extremism, but most young people do not become involved in

extremist action. For this reason the appropriate interventions in any particular case

may not have any specific connection to the threat of radicalisation, for example they

may address mental health, relationship or drug/alcohol issues.

**Channel**

Channel is a multi-agency approach to provide support to individuals who are at risk

of being drawn into terrorist related activity. It is led by the West Midlands Police

Counter-Terrorism Unit, and it aims to:

* Establish an effective, multi-agency referral and intervention process to identify vulnerable individuals,
* Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
* Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s participation in the programme is entirely voluntary at all stages.

Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on The Prevent Duty.

**SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO CHILD SEXUAL EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING**

Our safeguarding policy above and through the school’s values, ethos and behaviour policies provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum.

Our school works with and engages our families and communities to talk about such issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our DSLs know where to seek and get advice as necessary.

Our school brings in experts and uses specialist material to support the work we do.

**Reporting of Female Genital Mutilation**

With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions*.*

When a teacher at Shenstone Lodge School has reasons to suspect that an act of FGM has been carried out on a pupil/student, or is at risk of such s/he will discuss the situation with the Designated Safeguarding Lead, who will consult children’s social care before a decision is made as to whether the mandatory reporting duty applies.

**CHILDREN WHO GO MISSING FROM EDUCATION**

A child going missing from education is a potential indicator of abuse or neglect., including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil/student goes missing for an extended period, or on repeat occasions.

The school must notify the local authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent with the school’s permission for a continuous period of 10 days or more. The school (regardless of designation) must also notify the local authority of any pupil/student who is to be deleted from the admission register because s/he:

* Has been taken out of school by their parents and is being educated outside of the school system (e.g. home education),
* Has ceased to attend to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the area, within the country or moved abroad but failed to notify the school of the change),
* Displaced as a result of a crisis e.g. domestic violence or homelessness,
* Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age,
* Is in custody for a period of more than four months due to a final court order and the school does not reasonably believe that s/he will return to the school at the end of that period, or
* Has been permanently excluded.

**WHAT WE DO WHEN WE ARE CONCERNED**

Where risk factors are present but there is no evidence of a particular risk then our

DSLs advise us on early help and preventative work that can be done within school

to engage the pupil into mainstream activities and social groups. The DSL may well

be the person who talks to and has conversations with the pupil/student’s family,

sharing the school’s concern about the young person’s vulnerability and how the

family and school can work together to reduce the risk.

In this situation, we will utilise the Sandwell Safeguarding Children Board Multi

Agency Thresholds Document to consider the needs of the family and in discussion

with the parent and the young person (as far as possible).

The DSL may decide to:

* Monitor the situation after taking appropriate action to address the concerns.
* Liaise with the appropriate Central Operating Group (COG) and undertake an Early Help assessment to try and meet the needs of the child and family though a multi-agency approach.
* If the concerns about the pupil/student are significant and meet the additional needs/complex need criteria, they will be referred to the Sandwell Contact Centre. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

**PART TWO – THE KEY PROCEDURES**

**RESPONDING TO CONCERNS ABOUT A CHILD**

Cause for concern

* All concerns to be shared with the Designated Safeguarding Lead or Deputy as soon as possible and before you leave work for the day.
* **If, at any point, a child is at imminent significant risk of harm/immediate danger, and the DSL or deputy are not available, a professional should consider calling 999 in the first instance (for Police or an Ambulance) and contacting Children’s Social Care by telephoning Sandwell’s Contact Centre on 0121 569 3100 (out of office hours is the same number).**
* If urgent but child is not at imminent significant risk of harm/immediate danger speak directly to Designated Safeguarding Lead (DSL) or deputy.
* For all concerns staff to use the Safeguarding tab on Behaviourwatch to record the concern whenever possible or make a written record and hand to DSL/deputy.
* If the child already has a social worker, DSL/deputy to inform social worker or their manager of new concern.

###### Discussion when appropriate:

* Between concerned party/DSL/deputy
* DSL/deputy to discuss with child and/or parents unless to do so would put the child at risk.
* DSL/deputy to record outcome on Behaviourwatch

**DSL/deputy to seek advice if appropriate:**

**Sandwell Contact Centre 0121 569 3100** (for all referrals about children)

 **Sandwell LADO Team 0121 675 1669** (for all allegations about staff conduct)

**Staffordshire First Response Team (FRT) 0845 6042 886** (additional contact required for all Shenstone Site referrals about children and allegations about staff conduct)

**Locality COG Teams:**

|  |  |
| --- | --- |
| Oldbury 0121 569 7295  | Rowley 0121 569 7296 |
| Smethwick 0121 569 7297 | Tipton 0121 569 7291 |
| Wednesbury 01021 569 7293  | West Bromwich 0121 569 7293 |

**Outcome of discussion/advice:**

* Call to emergency services
* No further action
* DSL/deputy to monitor and review
* DSL/deputy to plan support and monitor and review
* Refer to Locality COG
* Complete Early Help Assessment
* DSL/deputy to complete MARF and send to Sandwell Contact centre
* All Shenstone Lodge referrals must also be shared with Staffordshire FRT on the number above informing them of the concerns and the response given by Sandwell.

**All outcomes to be recorded on Behaviourwatch under Safeguarding**

INVOLVING PARENTS / CARERS

In general, we will discuss any child protection concerns with parents / carers before

approaching other agencies, and will seek their consent to making a referral to

another agency. Appropriate staff will approach parents / carers after consultation

with the DSL. However there may be occasions when the school will contact

another agency before informing parents/carers because it considers that contacting

them may increase the risk of significant harm to the child.

Parents / carers will be informed about our safeguarding policy through the school

Website, newsletter and paper copies will be available at the reception on each site.

MULTI-AGENCY WORK

We work in partnership with other agencies in the best interests of the children. The

school will, where necessary, liaise with other agencies, and make referrals to

children’s social care. Referrals should be made by the DSL or deputy to

Sandwell Contact Centre. Where the child already has a safeguarding social worker,

the request for service should go immediately to the social worker involved, or in

their absence to their team manager.

We will co-operate with Single Assessments completed by social care and any child

protection or child in need processes that result. The school will ensure

representation wherever possible at appropriate inter-agency meetings such as

multi-agency risk assessment and sexual exploitation meetings, child protection

conferences, child in need and core group meetings and will provide reports as

required for these.

OUR ROLE IN SUPPORTING CHILDREN

We will offer appropriate support to individual children who have experienced abuse,

who have abused others or who act as Young Carers in their home situation.

In the absence of any Child Protection, Child in Need or Team Around the Child

procedures an individual support plan will be devised, implemented and reviewed

regularly for children where appropriate. This plan will detail areas of support, who

will be involved, and the child’s wishes and feelings. An outline of an individual

support plan will be kept in the child’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

implementation of a 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.

We will ensure the school works in partnership with parents / carers and other

agencies as appropriate.

CONFIDENTIALITY

All staff have a responsibility to share relevant information about the protection of children with other professionals and agencies.

If a child confides in a member of staff and requests the information is kept secret, the member of staff needs to tell the child, in an appropriate manner to their individual needs, that they cannot promise confidentiality and that they may need to pass the information on to help keep the child or other children safe.

Staff who receive information about children and their families which indicates a welfare or safeguarding issue should share that information the DSL’s/deputy.

RECORD KEEPING

The importance of good, clear child welfare and child protection record keeping has been highlighted in the learning from Serious Case Reviews.

Accurate and up to date records of concerns and action taken are important as:

* It helps schools identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating safeguarding or child protection concerns.
* It helps schools monitor and manage their safeguarding practices and provides evidence of robust and effective safeguarding policy and practice.

A record of concern, suspicion or allegation should be made at the time or as soon as possible after the event. Staff receiving a disclosure of abuse from a child should make a written record using the child’s own words, what was said or seen, the location and context of the abuse and the disclosure including dates and times.

A record should be made of any visible marks or injuries to a child that gives cause for concern. The child should not be examined intimately or pictures taken of any injuries/marks.

All records should contain objective information and observations rather than interpretations or assumptions.

Staff should record all information using the school’s electronic system Behaviourwatch using the Safeguarding tab. If Behaviourwatch cannot be accessed for any reason staff should make a written record.

Children must not be asked to make a written statement themselves or to sign any records.

All records should be shared with the appropriate DSL/deputy at least on the same day and within an hour for significant concerns.

ALLEGATIONS ABOUT A MEMBER OF STAFF

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 our organisation must report any potential safeguarding

concerns about an individual’s behaviour towards children and young people

immediately.

The following procedure should be used in any case in which it is alleged that a

member of staff, governor, visiting professional or volunteer has:

* Behaved in a way that has harmed a child or may have harmed a child;
* Possibly committed a criminal offence against or related to a child; or
* Behaved in a way that indicates s/he is unsuitable to work with children.

Inappropriate behaviour by staff could take the following forms:

* **Physical**

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

* **Emotional**

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

* **Sexual**

For example sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls, texts, images via social media, sexual assault and rape.

* **Neglect**

For example failing to act to protect a child or children, failing to seek

medical attention or failure to carry out an appropriate risk assessment.

Allegations or concerns either reported by a child, parent or member of staff about

colleagues and visitors must be reported direct to the Executive Headteacher or

DSLs unless the concern relates to the Executive Headteacher or DSL.

If the concern relates to the DSL it must be reported immediately to the Executive

Headteacher.

If the concern relates to the Executive Headteacher it must be reported immediately

to the Chair of Governors, or in their absence, the vice chair. If the concern relates to the Chair of Governors, then it must be reported to the Vice Chair to oversee.

The Chair of Governors in this school is Steve Rice telephone number:

07402 964447

The Vice Chair in this school is Norman Ball telephone number: 07765 368582

For all concerns relating to the conduct of staff, the Executive Headteacher or DSL should carry out an urgent initial consideration and consultation with the Local Authority Designated Officer (LADO) in order to establish whether there is substance to the allegation.

As with all other concerns about the welfare of children, the member of staff receiving the allegation should make a written record of the allegation using the informant’s words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Executive Headteacher, DSL or Chair of Governors as appropriate.

Under no circumstances should the informant be asked to make a written record of the allegation or asked to sign any documentation. This is the responsibility of the person receiving the allegation.

The Executive Headteacher/DSL/Chair of Governors will not investigate the allegation itself, or take written statements, but will consult with the LADO Team when appropriate, and if necessary, make a referral to the LADO.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document ‘Guidance for safer working practice for adults who work with children and young people in an educational setting’.

If there are safeguarding or child protection concerns relating to the parents/carers of children and you are aware that they work with children, young people or vulnerable adults, staff must inform the DSL. This will allow for consideration to be given as to whether the position of trust process needs to be applied.

If it is decided that the allegation meets any of the criteria above, procedures will be followed in accordance with SSCB Inter-Agency Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school’s internal procedures.

The Executive Headteacher/DSL/Chair of Governors should, as soon as possible, after consulting with the LADO inform the person against whom the allegation has been made of the concern.

Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found by contacting the NSPCC whistleblowing helpline. Staff can call 0800 028 0285 – the line is available from 8am to 8pm, Monday to Friday and Email: help@nspcc.org.uk.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs (SEN) and disabilities can face additional

safeguarding challenges. Additional barriers can exist when recognising abuse and

neglect in this group of children.

This can include:

* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration,
* Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing and signs, and:
* Communication barriers and difficulties in overcoming these barriers.

When the school is considering excluding, either fixed term or permanently, a

vulnerable pupil and / or a pupil who is the subject of a child protection plan

or where there is an existing child protection file, we will call a multi-agency risk-

assessment meeting prior to making the decision to exclude. In the event of a one-

off serious incident resulting in an immediate decision to exclude, the risk

assessment must be completed prior to convening a meeting of the Governing Body.

**PHYSICAL INTERVENTIONS**

It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place (i.e. a child who is hurt, who needs instruction in the use of an instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves or others).

Section 93 of the Education and Inspections Act 2006 enables school staff to use ‘reasonable force’ to prevent a pupil from:

* Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
* Causing personal injury to, or damage to the property of, any person (including the pupil him/herself);
* Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

The general guidance on The Use of Reasonable Force: Guidance for Head Teachers, staff and Governing Bodies (2013) and supplemented by a specialist guidance document, namely ‘Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders’ (2012) and ‘Guidance on the use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties’. The circular titiled ‘Guidance on the use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autism Spectrum Disorders applies to all special school settings.

Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the Governing Body to ensure that a procedure is in place for recording each significant incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

There is separate guidance on the use of force by staff in Further Education colleges: [www.aoc.co.uk](http://www.aoc.co.uk) and applies to school pupils who receive some of their education in an FE college.

CHILDREN IN SPECIFIC CIRCUMSTANCES

Private Fostering

Many people find themselves looking after someone else’s child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of the local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become in private fostering for all kinds of reasons.

Examples of private fostering include:

* Children who need alternative care beacsue of parental illness
* Children whose parents cannot care for them because their work or study involves long or anti-social hours
* Children sent from abroad to stay with another family, usually to improve their educational opportunities
* Unaccompanied asylum seeking and refugee children
* Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
* Children staying with families while attending a school away from their home area

There is a mandatory duty on the school to inform the local authority of a private fostering arrangement. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Other Specific Circumstances

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. Information for schools can be found on the TES, MindEd, CEOP and the NSPCC websites.

School staff can also access guidance as required on the issues listed below via the Sandwell Safeguarding Children Board website and the government website GOV.UK:

[Abuse Linked to Spiritual and Religious Belief](http://www.proceduresonline.com/birmingham/scb/chapters/p_faith_belief.html)s

Abuse of Children with Disabilities

[Bullying](http://www.proceduresonline.com/birmingham/scb/chapters/p_bullying.html)

Children Living Away from Home (including Children who are Privately

Fostered or Looked After)

 Children of Alcohol Misusing Parents

Children of Drug Misusing Parents

Female Genital Mutilation

Children Affected by HIV

Peer on Peer Abuse

Safeguarding Children from Abroad

Safeguarding Children who may have been Trafficked

Safeguarding Children involved in Sport, Cultural and Recreational Settings

Response to Children and Young People involved in Substance Misuse

Cross-border Child Protection Cases under the 1996 Hague Convention

Safeguarding Children and Young People who may be affected by Gang

Activity

Safeguarding Children and Young People against Radicalisation and Violent

Extremism

Suicide Prevention Pathway

Relating to sexual abuse:

Children abused through Child Sexual Exploitation

Child Abuse and Information Communication Technology

Harmful Sexual Behaviour presented by Children and Young People

Guidance to Professionals for Sexual Health Advice, Intervention or

Treatment of Sexually active Children and Young People under 18 in

Sandwell

Youth Produced Sexual Imagery

Association of Chief Police Officers: Young People who Post Self-Taken

Indecent Images

APPENDICES

APPENDIX ONE

DEFINITIONS AND INDICATORS OF ABUSE

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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

Behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

# NEGLECT

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

* provide adequate food, clothing and shelter (including exclusion from home or abandonment);
* protect a child from physical and emotional harm or danger;
* ensure adequate supervision (including the use of inadequate care-givers); or
* ensure access to appropriate medical care or treatment.

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

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

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

# PHYSICAL ABUSE

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

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

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

* Sexually explicit play or behaviour or age-inappropriate knowledge;
* Anal or vaginal discharge, soreness or scratching;
* Reluctance to go home;
* Inability to concentrate, tiredness;
* Refusal to communicate;
* Thrush, persistent complaints of stomach disorders or pains;
* Eating disorders, for example anorexia nervosa and bulimia;
* Attention seeking behaviour, self-mutilation, substance abuse;
* Aggressive behaviour including sexual harassment or molestation;
* Unusual compliance;
* Regressive behaviour, enuresis, soiling;
* Frequent or open masturbation, touching others inappropriately;
* Depression, withdrawal, isolation from peer group;
* Reluctance to undress for PE or swimming; or
* Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

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

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

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying)*,* causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

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

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

## Fear of parents being contacted;

## Running away;

## Compulsive stealing;

### Appetite disorders - anorexia nervosa, bulimia; or

* Soiling, smearing faeces, enuresis.

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

* Parents request removal of the child from home,
* Violence between adults in the household, or
* Evidence of coercion and control.
1. **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.
1. **PEER ON PEER ABUSE**

Children are capable of abusing their peers and this is known as peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults, sexting or initiation/hazing type violence.

Peer on peer abuse should not be tolerated or passed off as ‘banter’ or ‘part of growing up’.

All peer on peer abuse should be considered a Safeguarding issue and responded to in line with the key procedures outlined on page 16 of the school’s Safeguarding and Child Protection policy.

1. **YOUTH PRODUCED SEXUAL IMAGERY**

Youth produced sexual imagery describes the practice of young people sharing images that they, or another young person, have created of themselves – either still photos or moving videos.

Specifically this includes:

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

Creating and sharing sexual photos and videos of under-18’s is illegal and presents a range of risks which need careful management.

All incidents involving youth produced sexual imagery should be responded to in line with the key procedures outlined on page 16 of the school’s Safeguarding and Child Protection policy.

1. **RESPONSES FROM PARENTS**

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

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

APPENDIX TWO

DEALING WITH A DISCLOSURE OF ABUSE

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

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

NB It is not education staff’s role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

### **Immediately afterwards**

**You must not deal with this yourself**. Clear indications or disclosure of abuse must be reported to children’s social care without delay, by the Designated Safeguarding Lead or deputy.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or deputy.

**APPENDIX THREE**

**PREVENTING VIOLENT EXTREMISM -**

**ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The SPOCs for Shenstone Lodge School are Mel Keating on the Shenstone Lodge site and Simon Hobbs on the Brades Lodge site who are responsible for:

* Ensuring that staff of the school are aware that they are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
* Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
* Raising awareness about the role and responsibilities of Shenstone Lodge School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
* Monitoring the effect in practice of the school’s RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
* Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
* Acting as the first point of contact, on their site, 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 Channel\* process;

* attending Channel\* meetings as necessary and carrying out any actions as agreed;
* Reporting progress on actions to the Channel\* Co-ordinator; and
* Sharing any relevant additional information in a timely manner.

\* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

* Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
* Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
* Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

**APPENDIX 4**

**INDICATORS OF VULNERABILITY TO RADICALISATION**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including

democracy, the rule of law, individual liberty and mutual respect and

tolerance of different faiths and beliefs. We also include in our definition

of extremism calls for the death of members of our armed forces,

whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

 The demonstration of unacceptable behaviour by using any means or

medium to express views which:

* Encourage, justify or glorify terrorist violence in furtherance of particular beliefs,
* Seek to provoke others to terrorist acts,
* Encourage other serious criminal activity or seek to provoke others to serious criminal acts, or
* Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a ‘typical extremist’: those who become involved in extremist actions com from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

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

Indicators of vulnerability include:

* Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
* Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
* Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
* Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
* Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
* Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people

experiencing the above are at risk of radicalisation for the purposes of violent

extremism.

More critical risk factors could include:

* Being in contact with extremist recruiters;
* Accessing violent extremist websites, especially those with a social networking element;
* Possessing or accessing violent extremist literature;
* Using extremist narratives and a global ideology to explain personal disadvantage;
* Justifying the use of violence to solve societal issues;
* Joining or seeking to join extremist organisations; and
* Significant changes to appearance and / or behaviour;
* Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.