



**HAGLEY CATHOLIC
HIGH SCHOOL**
SEMPER FIDELIS

Safeguarding and Child Protection Policy

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Post holder responsible	Assistant Principal – DSL

**How precious is your loving kindness, O God!
And the children of men take refuge in the shadow of Your wings
(Psalm 36:7)**

Key Personnel

- ✓ **The Designated Safeguarding Lead (DSL including PREVENT, GET SAFE and CSE) is:** Nicola Hackett Contact details: email: nhackett@hagleyrc.worcs.sch.uk

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- ✓ **The Chair of the Local Governing Body is:** Geoff Taylor Smith

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Other named staff and contacts:

- ✓ Designated Teacher for Looked After Children: Lindsay Imrie - limrie@hagleyrc.worcs.sch.uk
- ✓ Safeguarding in Education Adviser: WCF Denise Hannibal
- ✓ Local Authority Designated Officer/Position of Trust: LADO@worcschildrenfirst.org.uk
- ✓ Family Front Door (Worcs): **01905 822666** (core working hours)
- ✓ Out of hours or at weekends: **01905 768020**
- ✓ Data Protection Officer: Tracey Brown - tbrown@hagleyrc.worcs.sch.uk
- ✓ **Channel Chair Paul Kinsella Advanced Public Health Practitioner**

To submit an online Cause for Concern notification log onto:

- ✓ Worcs: [Refer to Children's Social Care | Worcestershire County Council](#)
- ✓ Sandwell: [Report a child at risk | Sandwell Council](#)
- ✓ Birmingham: <http://www.lscpbirmingham.org.uk>
- ✓ Dudley: <https://safeguarding.dudley.gov.uk/tell-us/>

[NSPCC's whistleblowing advice line](#): This is a dedicated helpline and is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by Hagley Catholic High School.

The NSPCC whistle blowing helpline number is also available (0800 028 0285).

Staff can call 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: help@nspcc.org.uk

[NSPCC - When to call the police](#)

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Safeguarding Statement

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

The aim of this policy is to safeguard and promote our students' welfare, safety, health and well-being by creating an honest, open, caring and supportive environment. The students' welfare is of paramount importance. Our systems and procedures are rigorous and robust and all people who work within our community maintain the attitude that 'it could happen here'.

We commit steadfastly to the teaching outlined in the Gospels that children should not be hindered 'for the kingdom of God belongs to such as these'. (Mt 10:14). Children's spirits are filled with innocence, joy and laughter. However, Jesus teaches us in John that his "prayer is not that you take children out of the world but that you protect them from the evil one." John 17:15

Called by a mission statement to fulfil our personal best by living and learning in Christ we therefore work to unite a community that ensures children are safe and protected against factors that may impede or hinder their physical, emotional, spiritual and academic development.

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

- ✓ Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to.
- ✓ Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- ✓ Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse (including online) and to know where to get help.
- ✓ Ensure every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies.
- ✓ Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools

Within our local area statistics show in September 2022 that anti-social behaviour offences rank as the highest crime(s) committed and therefore, are particular focus for our school. Data taken from <https://www.crime-statistics.co.uk>.

It is important to note that the vast majority of our pupils come from out of the area and are actively prohibited from loitering in the local area.

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

Links to Legislation

- ✓ [Section 175 of the Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of children
- ✓ [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- ✓ Part 3 of the schedule to the Education Regulations 2014 (Independent School Standards), which places a duty on academies and independent schools to safeguard and promote the welfare of students 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
- ✓ 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
- ✓ [Working Together to Safeguard Children 2018](#)
- ✓ [Welcome | West Midlands Safeguarding Children Group \(procedures.org.uk\)](#)
- ✓ [Keeping Children Safe in Education September 2022](#)
- ✓ [Children Missing Education 2016](#)
- ✓ [Education and Training \(Welfare of Children\) Act 2021](#) which amends the Education Act 2002 and the Apprenticeships, Skills, Children and Learning Act 2009 and places safeguarding duties on 16 to 19 academies and further education to ensure that safeguarding responsibilities are understood and prohibiting funding being given if safeguarding requirements not complied with.

Our staff are aware of:

West Midlands procedures:

Within the West Midlands, there are twelve local areas that collaborate with regards to child safeguarding procedures. With the introduction of *Working Together to Safeguard Children 2018*, each local area's multi-agency safeguarding arrangements are led by the statutory safeguarding partners/organisations: local authorities, clinical commissioning groups and the police.

These child protection and safeguarding procedures are for nine participating areas and are effective from 31st March 2017.

WCF levels of need guidance:

Working Together to Safeguard Children (2018) requires the safeguarding partners to publish a threshold document which sets out the local criteria for action when an early help response and the criteria for making a referral to local authority children's social care. Effective early help relies upon local organisations and agencies working together to

- ✓ identify children and families who would benefit from early help
 - ✓ undertake an assessment of the need for early help
 - ✓ provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve the outcomes for the child
- Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of all children. The terms 'early help' and 'early intervention' are often used interchangeably, and this can cause confusion.

The Department for Education and Ofsted both use the term 'Early Help' and this has also been adopted by Worcestershire. The term refers to the support which is needed for children and families at the first sign of additional unmet needs, at any point in the child's life from pre-birth through to 18 years. Providing the right help at the earliest opportunity can help to solve problems before they become more pressing and complex and avert the need for statutory intervention later on in their life. This document is intended to assist professionals to make decisions about how to respond to the needs of the children, young people and families they are in contact or working with. It is not intended to be prescriptive or exhaustive or is a definitive way to open or close a gateway to a particular service or range of services. Every child and family are unique, and their needs should be

considered on a case-by-case basis and decisions made using professional judgement, supported by this guidance

Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights | Equality and Human Rights Commission (equalityhumanrights.com).

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools - GOV.UK (www.gov.uk). For further information [Equality Act guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com).

Extended school activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Local Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

Roles and Responsibilities

General - what our school staff need to know

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

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

Every member of staff, including volunteers working with children at our school, is advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned and '*think beyond the obvious*'. When concerned about the welfare of a child, staff members should always act in the interests of the

child and have a responsibility to act as outlined in this policy. They take account of the '*one chance rule*' in relation to honour based violence issues, that an adult may have only one opportunity to save a potential victim.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. We realise that young people face great challenges when speaking out about abuse and will ensure we foster a supportive environment that enables them to do so. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy.

Whistleblowing concerns about the Principal should be raised with the Chair of the Local Governing Body.

Staff will be made aware that if they feel unable to raise a child protection failure internally, they can contact the [NSPCC whistleblowing helpline](#).

In summary, all staff are aware of the following:

- ✓ Behaviour Policy
- ✓ Anti-bullying Policy
- ✓ Staff Code of Conduct
- ✓ Safeguarding response to children who go missing from education
- ✓ Role of the DSL
- ✓ Copy of Part one (or Annex B in KCSIE)
- ✓ All staff will receive appropriate training at induction, updates throughout the year with regard to pertinent issues and at least annual training to provide them with the relevant skills and knowledge to safeguard children effectively
- ✓ All staff know what to do if a child tells them they are being abused, exploited or neglected.
- ✓ All staff should be aware that children may not know how to tell someone they are being abused, exploited or neglected; may not recognise it as such or could feel humiliated or threatened.
- ✓ All staff should be aware that children with 'vulnerabilities', may present an extra barrier to the above.
- ✓ All staff able to reassure victims that they are being taken seriously and they will be supported and safe.

Local Governing Body

We will ensure that **all** governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole.

In accordance with the Statutory Guidance **Keeping Children Safe in Education 2022**, the Local Governing Body will ensure that:

- ✓ The school has a child protection/safeguarding policy, procedures and training in place which are effective and always comply with the law. The policy is made available publicly.
- ✓ The policy will be reviewed at least annually or more often, for example in the event of new guidance or a significant incident.
- ✓ The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Principal, a nominated Local Governing Body representative and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- ✓ There are procedures for dealing with allegations of abuse against members of staff and volunteers/ people in a position of trust.
- ✓ There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role (at least one deputy) with appropriate arrangements for before/after school and out of term activities.
- ✓ The Designated Safeguarding Lead undertakes effective Local authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.
- ✓ The Principal, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (at least every year); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy and Part 1 and Annex B of Keeping Children Safe in Education 2022). Training should include indicators of FGM; early signs of radicalisation and extremism; indicators of vulnerability to radicalisation. (Every 3 years), This will also include (at last annual) online updates.
- ✓ Any deficiencies or weaknesses in these arrangements brought to the attention of the Local Governing Body will be rectified without delay.
- ✓ The Chair of the Local Governing Body (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Principal, with advice and guidance from the Local Authority Designated Officer (LADO).
- ✓ Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - "Guidance for Safer Working Practice for those who work with children in education settings Feb 2022".
- ✓ Information is provided to the Local Authority (on behalf of the WSCP) when requested, for example through the Annual Safeguarding Return (e.g. section 175 audit and CSE audit).
- ✓ There is an individual member of the Local Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.
- ✓ The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children 2018" including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements consider the procedures and practice of the local authority and the Worcestershire Safeguarding Children Partnership (WSP).
- ✓ The school complies with all legislative safeguarding duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism. In conjunction with the Principal and DSL they should assess the level of risk within the school and put actions in place to reduce that risk.

Principal

The Principal of the school will ensure that:

- ✓ The Safeguarding policies and procedures adopted by the Local Governing Body are effectively implemented and followed by all staff.
- ✓ Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- ✓ Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer in a timely manner.
- ✓ All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- ✓ All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.

Designated Safeguarding Lead

- ✓ The responsibilities of the Designated Safeguarding Lead are found in annex C of Keeping Children Safe in Education September 2022
- ✓ The DSL is aware of the role of the Appropriate Adult and liaise with the Principal regarding any issues, especially under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult. Further information on this can be found in the statutory guidance [PACE Code C 2019 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/PACE_Code_C_2019_-_GOV.UK.pdf)
- ✓ The DSL should work to raise awareness within the school to ensure all staff have a relevant understanding of issues that students may be facing and understand when this might become a safeguarding concern.
- ✓ Oversee the progress of students with a social worker.
- ✓ Provision of information to the WSP/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004.
- ✓ Liaison with the Local Governing Body and the Local Authority on any deficiencies brought to the attention of the Local Governing Body and how these should be rectified without delay.
- ✓ Management and Referral of cases of suspected abuse to Family Front Door FFD (and/or Police where a crime may have been committed) and Disclosure and Barring Service (cases where a person is dismissed or left due to presenting risk / harm to a child).
- ✓ Liaise with the Principal to inform him of issues.
- ✓ Understand the assessment process for providing early help and make use of the Levels of Need guidance when deciding about whether or not the threshold for Early Help or Social Care intervention is met.
- ✓ Act as a source of support, advice and expertise within the school.
- ✓ To attend and contribute to child protection conferences and other key partnership risk management meetings when required.
- ✓ Be alert to the specific needs of children in need, those with educational needs and young carers.

- ✓ Ensure each member of staff has access to and understands the school's child protection policy especially new or part-time staff who may work with different educational establishments.
- ✓ Ensure all staff have induction training covering child protection and staff behaviour and are able to recognise and report any concerns immediately they arise.
- ✓ Ensure that all staff have read and understood Part 1 of "Keeping children safe in education", including Annex B for KCSIE 2022.
- ✓ Keeping detailed, accurate and secure written records of concerns and referrals.
- ✓ Ensure that there are resources and effective training for all staff.
- ✓ Keep up to date with new developments in safeguarding by accessing briefings and journals. Attend refresher training every 2 years and face to face CSE training.
- ✓ Ensure compliance with relevant procedures and policies, for example in relation to safe record keeping and transfer. The rules around the transfer of child protection files are now applicable for mid-year transfers.
- ✓ Carrying out, in conjunction with the Principal and Local Governing Body representative, an annual audit of safeguarding procedures, using the County safeguarding checklist or similar.
- ✓ Ensure that the school provides appropriate support for staff who may feel distressed when dealing with safeguarding concerns.
- ✓ DSLs should help promote educational outcomes of children with a social worker, by working closely with the teaching staff and sharing information about their welfare, safeguarding and child protection concerns.
- ✓ The DSL should undertake Prevent training and support the school with the requirements of the Prevent duty and are able to provide advice and support staff on protecting children from the risk of radicalisation.
- ✓ The DSL will have a good understanding of their own role and the processes, procedures, and responsibilities of other agencies, especially Childrens' Social Care.
- ✓ Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- ✓ Understand the importance of information sharing, both within the school, with the three safeguarding partners, other agencies, organisations, and practitioners.
- ✓ Understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- ✓ Can understand risks associated with online safety and work with the IT department to ensure they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- ✓ Be aware of the vulnerability SEND students face, particularly face online. For example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- ✓ Obtain access to resources and attend any relevant or refresher training courses.
- ✓ Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- ✓ In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.
- ✓ Ensure the school's Child Protection policies are known, understood, and used appropriately.
- ✓ Ensure the school's Child Protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

- ✓ Ensure the Child Protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- ✓ Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- ✓ Help promote educational outcomes by sharing the information about the welfare safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- ✓ Where children leave the school (including for in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school within 5 days of enrolment to enable the new school to have support in place for when the child arrives. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained.
- ✓ Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs are aware as required.
- ✓ 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 in advance of a child leaving.

Availability

- ✓ During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via Teams.
- ✓ The DSL will ensure there is adequate cover throughout the holiday periods.

Records, Monitoring and Transfer

- ✓ The school uses Safeguard to record, monitor, track and report upon all safeguarding incidents.
- ✓ Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school.
- ✓ The record should include the child's words as far as possible. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- ✓ Child protection records are stored securely, with access confined to specific staff, e.g. Designated Safeguarding Leads and the Principal.
- ✓ Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals (e.g. child who repeatedly goes missing) and ensuring these are acted upon. Each stand - alone file should have a chronology of significant events.
- ✓ When children transfer school, their safeguarding records are also transferred within 5 working days. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving education setting, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a

named Designated Safeguarding Lead. Files requested by other agencies e.g. Police, should be copied.

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

Safeguarding in The Curriculum

Children are taught about safeguarding in schools. The following areas are among those addressed in PSHE/SRE and in the wider curriculum. This is the bare minimum all students will receive; where specific issues arise; they will be targeted through an appropriate medium.

- **Bullying/Cyber Bullying**
This is taught through the school's character and culture programme as well as targeted assemblies. In addition, there are targeted student liturgies that take place in forms to address such issues.
- **Drugs, Alcohol and Substance Abuse**
This is taught through the school's character and culture programme as well as targeted assemblies.
- **Online Safety / Mobile technologies**
This is taught through the school's character and culture programme as well as targeted assemblies.
- **Stranger Danger**
This is taught through the school's character and culture programme as well as targeted assemblies.
- **Fire and Water Safety**
This is taught through the school's character and culture programme as well as targeted assemblies.
- **Child on Child Abuse**
This is taught through the school's character and culture programme as well as targeted assemblies.
- **Sexual Violence and Sexual Harassment**
This is taught through the school's character and culture programme. In addition, as a Catholic School we work with the Ten Ten Theatre Company alongside the RE and English Curriculum to address issues of Health Relationships and SRE from a faith perspective.
- **Road Safety**
This has been delivered through assemblies and workshops with the transport services and West Mercia Police
- **Domestic Abuse**
This is delivered within the school's character and Culture programme as well as in curriculum subjects
- **Healthy Relationships / Consent**

This is taught through the school's character and culture programme. In addition, as a Catholic School we work with the Ten Ten Theatre Company alongside the RE Curriculum to address issues of Health Relationships and SRE from a faith perspective.

- **So-called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)**

This is taught within the curriculum, English and the Humanities subjects as well as assemblies being in line with the school's Character and Culture programme.

- **Sexual Exploitation of Children (CSE)**

This is taught through the school's character and culture programme. In addition, as a Catholic School we work with the Ten Ten Theatre Company to address issues of Health Relationships and Child Sexual Exploitation from a faith perspective.

Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)¹.

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

This is taught within the curriculum, English and the Humanities subjects as well as assemblies being in line with the school's Character and Culture programme

Information Sharing

At Hagley we recognise the importance of information sharing between practitioners and local agencies. We have ensured arrangements are in place that set out clearly the processes and principles for sharing information within our school and with other organisations as required. The Principal regularly reminds staff of their GDPR obligations.

- In our school staff are proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. Staff use Safeguard to log incidents. This is tracked and monitored daily by our Inclusion and Safeguarding Officer.
- The governing body are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

This includes:

- We are confident of the processing conditions which allow us to store and share information for safeguarding purposes, including information, which is sensitive and personal, and is treated as 'special category personal data'.
- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. If

¹https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

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 understand The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not obstruct the need to safeguard and promote the welfare and protect the safety of children.

Focused Support

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in students with Special Educational Needs or Disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence via our in school Early Help offer.

Raising Concerns/Complaints

We respond robustly when concerns are raised or complaints made (from children, adults including parent/carers) as we recognise that this promotes a safer environment and we seek to learn from complaints and comments. The school will act and seek to resolve the concerns in a timely way, keeping people informed as to progress wherever possible. The school's complaints procedures are available on the school's website.

Procedures for Managing Concerns

Our school adheres to child protection procedures that have been agreed locally through [Safeguarding Worcestershire](#). In addition, many of students live across 5 local safeguarding partnerships and therefore we liaise closely with those boards to ensure the correct procedures are followed.

Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the [Worcestershire Children First Levels of Need Guidance \(formerly Threshold Guidance\)](#)

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

All concerns about a child or young person should be reported without delay and recorded in writing using the Safeguard software which is installed on the school system.

The DSL will consider what action to take and have appropriate discussions with parents/carers prior to referral to children's social care or another agency unless, to do so would place the child at risk of harm or compromise an investigation

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

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

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

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

Signs of Abuse and Neglect

Our staff are particularly vigilant around the following, recognise these as signs of abuse and neglect and will report via Safeguard:

- ✓ unexplained changes in behaviour or personality
- ✓ becoming withdrawn
- ✓ seeming anxious
- ✓ becoming uncharacteristically aggressive
- ✓ lacks social skills and has few friends, if any
- ✓ poor bond or relationship with a parent
- ✓ knowledge of adult issues inappropriate for their age

- ✓ running away or going missing
- ✓ always choosing to wear clothes which cover their body.

Child on Child Abuse (Including Sexual Violence and Sexual Harassment) (See Appendix 3 below for further explanation)

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers, siblings and strangers. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to child-on-child abuse, must not pass it off as 'banter', 'just having a laugh' or 'part of growing up'.

Staff are aware of the indicators of serious youth violence, including a reduction in attendance, changes in friendship groups, attitude toward learning, their personal conduct and interactions.

We will ensure, through training, that staff, volunteers, and governors will have an understanding of the range of child on child abuse, including sexual violence and sexual harassment, and will be made aware of how to recognise and manage such issues. Staff will be given the skills to identify and manage harmful sexual behaviour using resources such as the Brook Traffic Light Tool. Staff should be aware that some groups are potentially more at risk, for example girls, children with SEND and LGBT children. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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

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

Where the abuse is physical, verbal, bullying or cyber-bullying, recording of such incidents and sanctions will be applied in line with our Behaviour and Anti-Bullying policies. Where a child discloses safeguarding allegations of a sexual nature against another student in the same setting, the DSL should refer to the West Midlands Safeguarding Children procedures website and seek advice from the Family Front Door or Community Social Worker before commencing its own investigation or contacting parents. This may mean, on occasions, that the school is unable to conduct its own investigation into such incidents. All such incidents will be recorded using our child protection recording forms.

Reports of incidents of sexual violence or sexual harassment will be responded to in line with Part 5 of Keeping Children Safe in Education 2022. Staff should be aware of the importance of:

- ✓ making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

- ✓ not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- ✓ challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

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

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

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

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

What is Consent? (See Appendix 3 for further explanation)

Consent is about having the freedom and capacity to choose.

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

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

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

Upskirting

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

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should

never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

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

Victims of abuse will be treated in line with support outlined in the school's Behaviour and Anti-Bullying policies. For victims of sexual abuse, the school should follow advice given by Children's Social Care and consider using external agencies, such as Early Help or [West Mercia Rape and Sexual Abuse Support Centre](#) to support any strategies that they may be able to provide within school.

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

Children with Additional Vulnerabilities

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

The school will ensure that staff have sufficient knowledge and guidance so that they are aware of the additional challenges faced by these children and the impact of their additional vulnerabilities. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration; no single point of contact for the school as a child has a number of care-givers and involved professionals; assumptions that state approved care-givers are providing safe care for the child; communication needs of a child which can lead to over reliance on parental accounts and interpretations.

Children Who Need A Social Worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks)

and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that we endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

Child Sexual Exploitation (CSE)

All staff are made aware of the indicators of sexual exploitation. It is sexual abuse involving criminal behaviours against children and young people which can have a long-lasting adverse impact on a child's physical and emotional health. Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls; this can be one off or reoccurring. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. It may also be linked to child trafficking. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

The DSL will use the Worcester Safeguarding Children's Partnership CSE Screening Tool² or relevant documentation depending on the local authority on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the tool identifies any level of concern the DSL should contact their local Missing and Child Sexual Exploitation Forum and email the completed Get Safe Screening Tool along with a **Family Front Door (FFD)** Cause for Concern form (or equivalent for each authority) If a child is in immediate danger the police should be called on 999.

Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

² http://www.worcestershire.gov.uk/info/20054/safeguarding_children/273/child_sexual_exploitation_pathway

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important we provide practical advice on how to keep themselves safe. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

We liaise with the local police to ensure information is shared around community safety.

Preventing Radicalisation and Extremism

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

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

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

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

As defined in the Government's Counter Extremism Strategy,
www.gov.uk/government/publications/counter-extremism-strategy

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

Hagley Catholic High School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism³.

Hagley Catholic High School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

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

³ <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Through our curriculum, we will promote the spiritual, moral, social and cultural development of students. We encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Channel

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

Guidance on Channel is available at: Channel guidance. The Home Office has developed three e-learning modules:

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

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

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

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

So Called Honour Based Abuse

The terminology has been updated to recognise non-violent forms of abuse Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may constitute domestic and/or sexual and mental/emotional abuse.

Honour based abuse might be committed against people who:

- ✓ become involved with a boyfriend or girlfriend from a different culture or religion.
- ✓ want to get out of an arranged marriage.
- ✓ want to get out of a forced marriage.

- ✓ wear clothes or take part in activities that might not be considered traditional within a particular culture.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty on teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police⁴.

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

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher 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 the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

Concerns about FGM outside of the mandatory reporting duty should be reported as per Hagley Catholic High School's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

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

Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

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

Forced Marriage

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

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

⁴ <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

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

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

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

Children Missing Education

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

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities. Staff are made aware of these procedures at induction and through our Attendance policy

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

Children at risk of missing in education includes children of compulsory school age who are:

- ✓ not on a school roll
- ✓ not being educated other than at school
- ✓ identified as having been out of any educational provision for a substantial period of time (4 weeks)

Children go missing from education for a number of reasons including:

- ✓ they don't start school at the appropriate time and so they do not enter the educational system
- ✓ they are removed by their parents
- ✓ behaviour and/or attendance difficulties
- ✓ they cease to attend, due to exclusion, illness or bullying
- ✓ they fail to find a suitable school place after moving to a new area
- ✓ the family move home regularly
- ✓ problems at home

The law requires all children between the ages of 5 and 16 to be in full time education.

The school's duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points can be found in the department's statutory guidance:

- ✓ Worcestershire children first children missing from education guidance.
- ✓ Statutory guidance children missing in education

Elective Home Education

Many home educated children have an overwhelmingly positive learning experience. We expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, we know this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended, we must inform our LA of all deletions from our 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, we will work together to ensure all relevant and necessary supporting material is provided.

We will always hold a meeting prior to removal from role to discuss the implications and practicalities of EHE.

Children with Family Members in Prison

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

Child Criminal Exploitation (CCE) and County Lines

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. All staff but especially the DSL (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside of their families. We recognise that the experience and indicators of girls being criminally exploited can be different to that of boys.

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

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

County Lines is where children and young people are being exploited and drawn into drug related activity by criminal gangs, groups or individuals. Typically, the gang exploits young or vulnerable people to store and /or supply drugs, move cash and to secure the use of homes belonging to

vulnerable adults. There is a cross over between CSE and County Lines and concerns about young people being possibly involved should be passed to the DSL who will refer to Police and the FFD and complete a Get Safe Risk Assessment.

Domestic Abuse

In line with the Domestic Abuse Act (2021) We recognise that exposures to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The school recognises that extra-familial harm is a possibility – harm that occurs to children outside of their home often occurs during adolescence. Intra-familial harm may also instigate the need to support siblings.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Domestic abuse affecting young people can also occur within their personal relationships as well as in the context of their home. Where we identify a victim of domestic abuse being high risk. We will consider a referral to MARAC (multi agency risk assessment conference). The purpose of MARAC is to share information and establish a multi-agency action plan to support the victim and to make links with other public protection procedures, particularly safeguarding children, vulnerable adults and the management of offenders. We will continue to provide help and support in order to safeguard children. This will usually be led by the designated safeguarding lead. MARAC does not replace a referral to children social care.

[Worcestershire children first Domestic abuse guidance](#)

Operation Encompass

Operation Encompass is to highlight that a Domestic Abuse Incident has taken place and the police have been called or visited the family home. It is about keeping an eye on changed behaviour and logging anything out of the ordinary. Our school receives Operation Encompass notifications via WCC Children's Portal daily from West Mercia Police. All parents have received or will receive a letter informing them on how we use Operation Encompass notifications.

We will ensure that our students are educated to ensure they understand what a healthy relationship looks like, for example by using the programme outlined by the DES for Catholic Schools

Online Safety

There is a separate policy in relation to online safety and the school have a robust approach to promoting safety through the curriculum. (*Online Safety Policy*) The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce

and distribute sexual imagery in the form of photos and videos. (sharing of nudes and semi-nudes) Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where:

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

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCIS guidance "Sharing nude and semi-nudes: advice for education settings working with children and young people⁵.

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

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

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

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

- ✓ the incident involves an adult.
- ✓ There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- ✓ What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- ✓ The imagery involves sexual acts.
- ✓ The imagery involves anyone aged 12 or under.
- ✓ There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

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

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

⁵[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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

Cybercrime

Cybercrime is a criminal activity using computers and/or the internet. . It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- ✓ unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- ✓ 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources;
- ✓ Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre – www.ncsc.gov.uk

Allegations Against staff: supply/contract/external/volunteers

In some circumstances schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly.

When using an agency, the school will inform the agency of its process for managing allegations. Staff used on a day-by-day basis will receive a summarised version of this. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies. Whilst Hagley are not the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a

suitable outcome. Governing bodies and proprietors will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

A “case manager” will lead any investigation. This will be the or principal, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee.

- ✓ possibly committed a criminal offence against or related to a child and/or;
- ✓ behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- ✓ behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children’s social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body or proprietor when working in the school. They will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are considered by the school during the investigation.

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

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

A referral should be made when the following applies:

- ✓ Where they have behaved in a way that has harmed a child or may have harmed a child
- ✓ Possibly committed a criminal offence against or related to a child.
- ✓ Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- ✓ Behaved or may have behaved in a way that indicates they may not be suitable to work with children (i.e. if an individual has been involved in an incident, such as domestic violence, outside of school)
- ✓ If an allegation is made which meets the criteria as identified in Part 4 of Keeping Children Safe in Education, the member of staff receiving the allegation will immediately inform the Principal, unless the allegation concerns the Principal, in which case the Chair of the Local Governing Body will be informed immediately. Where the Principal is the sole proprietor, the allegation will be reported directly to the Local Authority Designated Officer (LADO).

The initial response to an allegation

Where we identify a child that there may be an immediate risk of harm to a child or if the situation is an emergency, we will contact children’s social care services and as appropriate the police immediately as per the processes explained in Part one of this guidance.

We will consider when an allegation is made:

Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk, referring cases of suspected abuse to the local authority children's social care as described in Part one of this guidance.

Investigating and supporting the person subject to the allegation - the case manager should discuss with the Local Authority Designated Officer (LADO), the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations, we will:

- apply common sense and judgement.
- deal with allegations quickly, fairly and consistently; and
- provide effective protection for the child and support the person subject to the allegation.

We will ensure all staff understand the local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made. Before contacting the LADO, school will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

- was the individual in the school at the time of the allegations?
- did the individual, or could they have, come into contact with the child?
- are there any witnesses? and,
- was there any CCTV footage?

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

The school will follow the DfE and West Midlands procedures for managing allegations against staff, a copy of which is available in school.

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

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

Governors

If an allegation is made against a governor, we will follow our own local procedures. Where an allegation is substantiated, we will follow the procedures to consider removing them from office.

Concerns and or allegations that do not meet the harm threshold

Our Governing body/ proprietors have policies and processes to deal with any concerns (including allegations) which do not meet the harm threshold, referred to as 'low-level' concerns.

Low Level concerns

We ensure that at Hagley we promote an open and transparent culture in which all concerns about all adults working in or on behalf of our school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We strive to create a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

- ✓ encourage an open and transparent culture
- ✓ enable schools identify inappropriate, problematic or concerning behaviour early
- ✓ minimise the risk of abuse and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low-level concern?

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - 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 harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

- ✓ being over friendly with children
- ✓ having favourites
- ✓ taking photographs of children on their mobile phone, contrary to school policy
- ✓ engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- ✓ humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is crucial that all low-level concerns are shared responsibly with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools from becoming the subject of potential false low-level concerns or misunderstandings.

Managing Professional Disagreements

On occasions there will be disagreements between professionals as to how concerns are handled, and these can impact on effective working relationships. The school will support staff to promote positive partnerships within school and with other agencies and will ensure that **staff** are aware of how to escalate concerns and disagreements if appropriate and use the WSCP escalation procedures⁷ if necessary.

<https://westmidlands.procedures.org.uk/local-content/4gjN/escalation-policy-resolution-of-professional-disagreements>

The Use Of 'Reasonable Force' In Schools

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

- ✓ Departmental advice for schools is available www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Modern Slavery

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

Private Fostering

A private fostering arrangement occurs when someone other than a parent, or a close relative, cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

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

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in

accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The [Homelessness Reduction Act 2017](#) places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets (gov.uk) The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are on the provision of accommodation for 16- and 17-year olds who may be homeless and/or require accommodation.

Mental Health

All staff should be aware that 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; issues around poor mental health have escalated during and since the pandemic.

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff will be made aware of how these children's experiences, can impact on their mental health, behaviour and education. The school can and will access a range of resources to support teachers to promote positive health, wellbeing and resilience amongst young people.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, recording concerns on safeguard and speaking to the designated safeguarding lead or a deputy.

Several staff at Hagley are Mental Health First Aid Trained; we employ counselling and Educational Psychologist provision. Pupils receive the Quo Vadis programme.

Children Potentially at Greater Risk of Harm

Children who need a social worker (Child in Need and Child Protection Plans)

Sometimes children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead may hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and [schools] to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services). Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this.

Any child may benefit from early help, but all staff will be particularly alert to the potential need for early help for a child who:

- ✓ is disabled or has certain health conditions and has specific additional needs;
- ✓ has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- ✓ has a mental health need;
- ✓ is a young carer;
- ✓ is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- ✓ is frequently missing/goes missing from care or from home;
- ✓ is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- ✓ is at risk of being radicalised or exploited;
- ✓ has a family member in prison, or is affected by parental offending;
- ✓ is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- ✓ is misusing drugs or alcohol themselves;
- ✓ has returned home to their family from care;
- ✓ is at risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage;
- ✓ is a privately fostered child; and
- ✓ is persistently absent from education.

Use of School Premises for Non-School Activities

- ✓ We will ensure that when we hire out our school facilities/premises to organisations or individuals (for example to community groups, sports associations and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.
- ✓ When services or activities are provided by us under the direct supervision or management of our school the arrangements for child protection will apply.
- ✓ Where an external body is providing community or extra-curricular activities, we will seek assurance that appropriate safeguarding and child protection policies/procedures are in place (including inspecting these as needed) and will ensure that there are arrangements to liaise with us on these matters where appropriate. We will ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of

use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Alternative Provision

At Hagley we have pupils who, for a variety of reasons, require alternative provision. We are aware of the additional risk of harm that their pupils may be vulnerable to.

The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard

[Alternative provision - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Education for children with health needs who cannot attend school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Other Relevant Policies

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

- ✓ Behaviour Management
- ✓ Alternative Provision Policy
- ✓ Emmaus Employees Code of Conduct
- ✓ Anti-Bullying (including Cyber Bullying)
- ✓ SEND Information Report and Policy
- ✓ Work Related learning and Enterprise, Work Experience, Offsite Placements/Provision
- ✓ Medication Policy
- ✓ Emmaus Health and Safety Policy
- ✓ RSE (to be updated in accordance with government guidance 2021)
- ✓ Emmaus Complaints Procedure
- ✓ Equal Opportunities
- ✓ Emmaus MAC Online Safety Policy
- ✓ Emmaus Whistleblowing Policy

Appendix 1: Safer Recruitment and DBS Checks – Policy and Procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

The SCR will be monitored and checked by the DSL/HT/Safeguarding Governor on a regular basis, throughout the academic year.

Appointing New Staff

When appointing new staff, we will:

- ✓ Verify their identity.
- ✓ Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months.
- ✓ Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available.
- ✓ Verify their mental and physical fitness to carry out their work responsibilities.
- ✓ Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards.
- ✓ Verify their professional qualifications, as appropriate.
- ✓ Ensure they are not subject to a prohibition order if they are employed to be a teacher.
- ✓ Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent.
- ✓ Check that candidates taking up a management position are not subject to a prohibition from management (**section 128**) direction made by the secretary of state.
- ✓ Ask for written information about previous employment history and check that information is not contradictory or incomplete.
- ✓ We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.
- ✓ School will consider carrying out an online search on the candidate as part of our due diligence.
- ✓ We will only request criminal history and suitability to work with children information from applicants who have been shortlisted.

Regulated activity means a person who will be:

- ✓ Responsible, on a regular basis in a school, for teaching, training, instructing, caring for or supervising children.
- ✓ Carrying out paid, or unsupervised unpaid, work regularly in a school or where that work provides an opportunity for contact with children.
- ✓ Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Existing Staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- ✓ Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant).
- ✓ Where the individual has received a caution or conviction for a relevant offence.
- ✓ If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009.
- ✓ If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and Third-Party Staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- ✓ An enhanced DBS check with barred list information for contractors engaging in regulated activity.
- ✓ An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.
- ✓ We will obtain the DBS check for self-employed contractors.
- ✓ We will not keep copies of such checks for longer than 6 months.
- ✓ Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- ✓ We will check the identity of all contractors and their staff on arrival at the school.

Trainee/Student Teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- ✓ Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity.
- ✓ Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity.
- ✓ Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers.
- ✓ Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity.

Governance

All members of the governance will have an enhanced DBS check without barred list information and section 128 check. They will have an enhanced DBS check with barred list information if working in regulated activity.

Appendix 2 - Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. At Hagley we use Esafe reporting to filter inappropriate material.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- ✓ content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views; pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- ✓ contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- ✓ conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.
- ✓ commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group [APWG | Unifying The Global Response To Cybercrime](#)

Protecting Children

In order to do all that we reasonably can to limit children's exposure to the above risks from the school's IT system, the company will ensure that Hagley High school has appropriate filters and monitoring systems in place. "Appropriate" filtering and monitoring will be defined using government advice, taking into considering the age and number of students. This will be balanced against "over blocking" to ensure that this does not lead to unreasonable restrictions that impede a breadth of teaching and learning opportunities.

Online safety will also be taught through the curriculum and all students will receive assemblies on protective behaviours.

The Local Governing Body ensures that online safety is a running and interrelated theme whilst devising and implementing the whole school approach to safeguarding and related policies and procedures.

We have a clear policy on the use of mobile and smart technology. We understand the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.

Reviewing Online Safety

This will be reviewed annually and will be informed by the amount and nature of breaches. Smoothwall provides a regular summary of incidents.

Staff Training

Annual online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. Extra training will be provided for topical issues and staff are encouraged to complete training via the National College.

Appendix 3: Guidance on Child-on-child sexual violence and sexual harassment

In June 2020 Soma Sara created the online platform 'Everyone's Invited' to share experiences of rape culture in schools. This precipitated a national movement. The website currently has over 50,000 testimonies. The government responded by commissioning Ofsted to carry out a rapid review Review of sexual abuse in schools. The summary recommendations stated that all schools are to accept that the type of behaviour associated with rape culture is happening here, whether we have proof or not.

Hagley High School has systems of reporting, tracking and monitoring in place which are well promoted, easily understood and easily accessible. All staff will challenge the normalisation of misogynistic and misandric language and behaviour (gateway behaviours).

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff at Hagley maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Action following a report of sexual violence and/or sexual harassment

All staff will be trained to manage an initial report. Where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCIS sharing nudes and semi-nudes: advice for education settings working with children and young people.

The key consideration is for staff not to view or forward illegal images of a child.

Any report of sexual violence is likely to be traumatic for the victim. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor should a victim ever be made to feel ashamed for making a report.

We will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response which will be in the form of a risk/needs assessment. Important considerations will include:

- ✓ the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. We will support victims to be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children.
- ✓ the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour.
- ✓ the ages of the children involved.
- ✓ the developmental stages of the children involved.

- ✓ any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- ✓ if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature).
- ✓ that sexual violence and sexual harassment can take place within intimate personal relationships between peers.
- ✓ are there ongoing risks to the victim, other children, adult students or school staff.
- ✓ other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always, when concerned about the welfare of a child all staff should act in the best interests of the child. In all cases, schools should follow general safeguarding principles as set out throughout this guidance. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

The starting point regarding any report should always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable.

Once the report has been made, proximity of the victim and (alleged) perpetrator must be considered. This applies to the classroom, social spaces and transport.

Managing the process

We will consider every report on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not us from taking immediate action to safeguard children, where required.

There are four routes to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we will decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school that could enable the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again. The four scenarios are:

1. Manage internally

- ✓ In some cases of **sexual harassment**, for example, one-off incidents, we may take the view that the children concerned are not in need of early help or that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
- ✓ Whatever the response, it should be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.
- ✓ All concerns, discussions, decisions and reasons for decisions will be recorded on Safeguard.

2. Early help

- ✓ In line with 1 above, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. We have an internal early help offer at Hagley which is advertised on our website. Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).
- ✓ Whatever the response, it should be under-pinned by the principle that there is zero tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.
- ✓ All concerns, discussions, decisions and reasons for decisions will be recorded on Safeguard.

3. Referrals to children's social care

- ✓ Where a child has been harmed, is at risk of harm, or is in immediate danger, the school should make a referral to local children's social care.
- ✓ At the point of referral to children's social care, school will generally inform parents or carers, unless there are compelling reasons not to (if informing parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- ✓ If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- ✓ Where statutory assessments are appropriate, the DSL team will work alongside, and cooperate with, the relevant lead social worker.
- ✓ School will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the DSL team to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school should be **immediate**.
- ✓ In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school will be prepared to refer again if we believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the DSL (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.
- ✓ Whatever the response, it should be under-pinned by the principle that there is a **zero-tolerance** approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- ✓ **All concerns**, discussions, decisions and reasons for decisions will be recorded on Safeguard.

4. Reporting to the Police

- ✓ **Any report** to the police will generally be in parallel with a referral to children's social care (as above).
- ✓ It is important that the DSL team are clear about the local process for referrals and follow that process.

- ✓ Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- ✓ Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- ✓ At this stage, the school will generally inform parents or carers unless there are compelling reasons not to. For example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- ✓ All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. [How to report possible child abuse | West Mercia Police](#)
- ✓ In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the victim and alleged perpetrator(s) as required.
- ✓ Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- ✓ All concerns, discussions, decisions and reasons for decisions will be recorded on Safeguard.

Considering bail conditions

- ✓ The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance.
- ✓ Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions.
- ✓ Whatever arrangements are in place; the school will consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution.
- ✓ Particular regard should be given to: the additional stress and trauma that might be caused to a victim within the institution; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc).
- ✓ Careful liaison with the police investigators should help to develop a balanced setoff arrangement.

Managing any delays in the criminal process

There may be delays in any case that is being progressed through the criminal justice system. School will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school community.

The end of the criminal process

- ✓ If a child is convicted or receives a caution for a sexual offence, the school will update the risk assessment, ensure relevant protections are in place for all the children and, if it has not already, consider any suitable action in line with their behaviour policy. This process should include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remains in the same school as the victim, the school should be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the perpetrator(s)' timetable.
- ✓ Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among the school community. The school will ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).
- ✓ Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school will continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. School will discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support.

Unsubstantiated, unfounded, false or malicious reports

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing and stored on Safeguard.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child and/or the person who has made the allegation requires help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual making the allegation.

Ongoing response: Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

- ✓ The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.
- ✓ Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. School is aware that, by the very nature of sexual violence

and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).

- ✓ The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- ✓ Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- ✓ Schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre
- ✓ Childline provides free and confidential advice for children and young people.
- ✓ Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously.
- ✓ Childline / IWF: Remove a nude image shared online Report Remove is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet.

Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, school will ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible). School will respect and support this choice.

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While school will endeavour to avoid any action that would have the effect of isolating the victim, particularly from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, school can provide a physical space for victims to withdraw.

It may be necessary for school to maintain arrangements to protect and support the victim for a long time. Schools will prepare for this by liaising with the relevant agencies.

School will do everything they reasonably can to protect the victim from bullying and harassment as a consequence of any report having been made.

Whilst they should be given all the necessary support to remain in school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The DSL team will take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Ongoing Considerations: Victim and alleged perpetrator(s) sharing classes

Once the DSL team has decided what the next steps will be in terms of progressing the report, they should carefully consider again the question of the victim and alleged perpetrator(s) sharing classes and sharing space at school. This will inevitably involve complex and difficult professional decisions, including considering their duty to safeguard children and their duty to educate them.

It is important each report is considered on a case-by-case basis and risk assessments are updated as appropriate. As always when concerned about the welfare of a child, the best interests of the child should come first.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school should also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during before and after school-based activities) and on transport to and from school where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s). Close liaison with the police is essential.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action, if we have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if we have not already, consider any suitable sanctions in light of the behaviour policy, including consideration of permanent exclusion. Where the perpetrator(s) is going to remain at the school, the principle would be to continue keeping the victim and perpetrator(s) in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

In all cases, school will record and be able to justify their decision-making.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator(s). Appropriate support should be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. In all cases, school will record and be able to justify the decision-making.

All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Safeguarding and supporting the alleged perpetrator(s)

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator(s):

School has a difficult balancing act to consider. On one hand, we need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, we will safeguard and support as appropriate and implement any disciplinary sanctions.

We will consider the age and the developmental stage of the alleged perpetrator(s) and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

We will consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials.

Advice will be taken, as appropriate, from children's social care, specialist sexual violence services and the police.

If an alleged perpetrator does move to another educational institution (for any reason), we will inform the new educational institution of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file.

The National Organisation for the Treatment of Abusers (NOTA) provides support for professionals involved in work with, or related to, sexual offending.

Staff are aware of the importance of:

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

What is classified as sexual violence and sexual harassment?

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

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

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

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

What is consent?

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

Sexual harassment

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

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

- ✓ sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- ✓ sexual "jokes" or taunting.
- ✓ physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (school will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- ✓ online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- ✓ It may include non-consensual sharing of sexual images and videos.
- ✓ sexualised online bullying.
- ✓ unwanted sexual comments and messages, including, on social media.
- ✓ sexual exploitation; coercion and threats; and up skirting.

At Hagley we recognise the term 'victim' to refer to those who have been subjected to abuse. But we recognise that not every victim will view themselves as such, also we use the term '**alleged perpetrator(s)**' and where appropriate '**perpetrator(s)**.' Though they caution the use of this term as in some cases the abusive behaviour will have been harmful to the perpetrator as well

The following resources may be helpful:

- [Child Exploitation and Online Protection command](#): is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors
- The NSPCC provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk The helpline provides expert advice and support for school staff will be especially useful for the designated safeguarding lead (and their deputies)

- Support from specialist sexual violence sector organisations such as [Rape Crisis](#) or [The Survivors Trust](#)
- The Anti-Bullying Alliance has developed [guidance for schools about Sexual and sexist bullying](#). Online: Schools should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. Online concerns can be especially complicated, and support is available from:
- The UK Safer Internet Centre provides an [online safety helpline](#) for professionals at 0344 381 4772. The helpline provides expert advice and support for school and staff with regard to online safety issues
- [Internet Watch Foundation](#): If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF)
- [Childline/IWF Report Remove](#) is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online
- [UKCIS Sharing nudes and semi-nudes advice](#): Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery).
- [Thinkuknow](#) from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online
- [LGFL 'Undressed'](#) provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.
- Public Health England: Rise Above Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2021. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.