

# WOLVERHAMPTON GRAMMAR SCHOOL

## SAFEGUARDING POLICY

### 1.0 STATEMENT OF INTENT

The safety and welfare of all our students at Wolverhampton Grammar School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every student can learn in safety. In all matters relating to child protection the School will follow the procedures laid down by Wolverhampton Safeguarding Children Board or where appropriate, the relevant student's local safeguarding board (LSCB) together with DfE guidance contained in Working Together to Safeguard Children (July 2018) , Prevent (2015) and Keeping Children Safe in Education (September 2018). This policy is applicable to the whole School community.

All members of staff have a duty to safeguard our students' welfare and must therefore familiarise themselves and comply at all times with this policy; safeguarding and promoting the welfare of children is everyone's responsibility and staff should never assume that someone else will notice or report a concern. This includes a duty both to children in need and to children at risk of harm. All staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns. The Directors ensure that the following mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE: thorough safeguarding induction for new staff, termly safeguarding training for all staff and regular safeguarding updates, safe recruitment practices, thorough record keeping of all safeguarding matters, effective communication between the team of Designated Safeguarding Leads (DSLs).

This policy will be reviewed and updated annually as a minimum and has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2018) ('KCSIE')
  - Disqualification under the Childcare Act 2006 (June 2016)
  - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (July 2018)
  - Information sharing: advice for practitioners providing safeguarding services (March 2015)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
  - The Prevent Duty: Departmental advice for schools and childminders (June 2015)
  - The use of social media for on-line radicalisation (July 2015)

### 1.1 TRANSPARENCY

Wolverhampton Grammar School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting us in this. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

## **1.2 RAISING AWARENESS**

Dr Carol Griffiths is the liaison Director for safeguarding issues. The role of the designated governor is to liaise with the local authority on issues of child protection or in case of allegations against the Head or a member of the Board of Directors. The Directors, in conjunction with the Designated Safeguarding Leads (DSL), carry out an annual review of the School's Safeguarding Policy and procedures with day-to-day issues being reported at each full board meeting, which the Head and other Designated Safeguarding Leads attend. The governing body is responsible for:

- reviewing the procedures for and the efficiency with which the safeguarding duties have been discharged;
- ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay; and
- approving amendments to safeguarding arrangements in the light of changing Regulations or recommended best practice.

The School plays a significant part in the prevention of harm to our students by providing good lines of communication with trusted adults, supported friends and an ethos of protection. This includes the emotional wellbeing of our students. WGS plays a role in recognising and protecting children who may be vulnerable to radicalisation or becoming exposed to extremist views.

Dr Griffiths can be contacted via the School: Wolverhampton Grammar School, Compton Road, Wolverhampton, WV3 9RB Tel: 01902 712004.

Chair of Directors, Philip Sims, can be contacted via the School: Wolverhampton Grammar School, Compton Road, WV3 9RB Tel: 01902 712004.

## **1.3 STUDENT'S WISHES**

Where there is a safeguarding concern, the School will ensure the student's wishes and feelings are taken into account when determining what action to take and what services to provide. Such students will be given opportunity to speak with or email a DSL. Additionally, School can arrange for them to speak with the School Counsellor, or in some cases an external agency. The School will operate processes with the best interests of the student at their heart and will assure students that their concerns will be taken seriously.

## **2.0 ISSUES IN CHILD PROTECTION**

### **2.1 WHAT IS CHILD ABUSE?**

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

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

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

The departmental advice: What to do if you are worried a child is being abused - Advice for Practitioners (<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>) should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse. The NSPCC website (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>) also provides helpful information on types of abuse and what to look out for which staff are encouraged to refer to.

## **2.2 OTHER SAFEGUARDING ISSUES**

Staff will be made aware that safeguarding issues can manifest themselves in many ways and can often overlap with one another. Some behaviours linked to drug taking, alcohol abuse, truanting, gender based violence and sexting also put children in danger.

The School recognises that children are capable of abusing their peers and that peer on peer abuse should never be passed off as 'banter', having a laugh or part of growing up. The School approaches incidents of sexting and the production and distributing of sexual imagery in line with its rewards and sanctions guidelines. Parents are always involved in such incidences and every opportunity to work in partnership with them to educate affected students is embraced. The School also recognises the different gender issues that can be prevalent in peer on peer abuse, for example, girls being sexually touched or boys being subjected to initiation/hazing type violence for example. All peer on peer abuse will be managed in accordance with this policy and a bullying incident will be treated as a safeguarding concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

A student against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from Wolverhampton Safeguarding Children Board on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged victim and perpetrator, both of whom will be treated as being at risk. If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Wolverhampton Safeguarding Children Board, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from Wolverhampton Safeguarding Children Board or police as appropriate.

Victims and perpetrators of peer on peer abuse will be offered support such as counselling by the School, as appropriate.

## **2.3 SO-CALLED 'HONOUR BASED' VIOLENCE ('HBV')**

So-called HBV can include forced marriage and Female Genital Mutilation ('FGM'). School staff will be alert to possible indicators of HBV. Guidance on the warning signs of HBV can be found on pages 38-41 of the Multi-agency statutory guidance of FGM:

(<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage (<https://www.gov.uk/guidance/forced-marriage>).

From October 2015, all teachers (along with social workers and healthcare professionals) have a statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. The police will request your details as well as information and contact details of the School's Safeguarding Lead and the victim. It will be rare for teachers to see visual evidence, and they should not seek to examine students themselves.

For the purposes of the mandatory reporting duty, a teacher is someone who undertakes teaching work as follows (including through distance learning or computer aided techniques):

- planning and preparing lessons and courses for students;
- delivering lessons to students;
- assessing the development, progress and attainment of students; and
- reporting on the development, progress and attainment of students.

These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Head to provide such direction. The mandatory reporting duty will not therefore apply to supervised teaching assistants.

If staff have concerns that FGM has taken place, as well as reporting this to the police, they should also activate local safeguarding procedures using existing and national and local protocols. This will include consultation with one of the School's DSLs and referral to Social Care and the Central Referral Hub.

The local police non-emergency number is 101.

Unless the teacher has a good reason not to, they should still consider and discuss any case of FGM with the DSL and involve children's social care as appropriate. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation: procedural information (<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>)

## **2.4 PREVENTING RADICALISATION**

We recognise that it is a key role of Wolverhampton Grammar School to support children and that School may provide stability in the lives of children who may be at risk of harm. We also recognise that our students can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the School to support safeguarding. This includes awareness and sensitivity to attitudinal changes of students which may indicate they are at risk of radicalisation and may need help or protection. However, staff acknowledge that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the radicalisation of young people.

Staff will consider the level of risk to identify the most appropriate referral, which could include a referral to Channel or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below.

The Home Office statutory Prevent duty guidance can be accessed on:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

The Department for Education non-statutory Prevent duty guidance can be accessed on:

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

The Channel General Awareness course can be accessed on the link below:

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

The School, in recognition that students may be at risk of being drawn into terrorism, carries out appropriate risk assessments (following consultation with local partners, such as the police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSLs, Deputy DSL, SMT and Director responsible for safeguarding, to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

## **2.5 CHILDREN MISSING FROM EDUCATION**

A child going missing from education can be a potential indicator of abuse, neglect or other safeguarding issues. Staff at Wolverhampton Grammar School should be aware of signs of potential safeguarding situations that could be related to attendance such as sexual exploitation, travelling to conflict zones, FGM and forced marriage.

Staff with overview of attendance records will carefully scrutinise records daily and will inform a DSL should they become aware of any concerning absences. Additionally, Heads of Year will inform the Deputy Heads and/or a DSL should they become concerned about patterns or timings of absences. All such cases will be swiftly investigated by the appropriate member of staff and school will work with the local authority to follow up on children that may be in danger of not receiving an education or who may be at risk of abuse or neglect.

## **2.6 CHILD SEXUAL EXPLOITATION**

The School recognises that children who are victims of child sexual exploitation may go missing from education. School staff will be alert to possible indicators of child sexual exploitation and any concerns will be managed in accordance with this policy. Further information on Child Sexual Exploitation is contained in the appendix to this document.

## **2.7 CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARRASMENT**

The School further recognises that sexual violence and sexual harassment can occur between children of any age and sex. Sexual harassment can also occur online and can be both physical and verbal. Staff are given training on how to respond to reports of sexual violence and sexual harassment and are made aware of the importance of making clear that sexual violence and sexual harassment is never acceptable and is not 'an inevitable part of growing up'. More information and guidance on Sexual Violence and Sexual Harassment can be found in Part 5 of KCSIE (2018) and all staff are required to understand this guidance.

## **2.8 SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

All staff also need to be alert to the specific needs of those students who have special educational needs and/or disabilities, including young carers, as well as understanding that SEND students may need additional pastoral support and may also be prone to peer-group isolation and be at greater risk of bullying. Those with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with a DSL or recording concerns on MyConcern, as appropriate.

## **3.0 ACTIONS REQUIRED**

### **3.1 PROCEDURES FOR DEALING WITH CONCERNS, EARLY HELP NEEDS OR SUSPICIONS OF ABUSE OR NEGLECT**

The School treats the safeguarding of the students in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the School's care. Staff members are alerted to the particular potential vulnerabilities of looked after children.

The School recognises that there may also be children who, whilst not suffering harm or at immediate risk, require additional support from external agencies. Where appropriate, the School may consult with the child concerned and their parents regarding a referral to external agencies (such as children's social care). This may lead to a written plan to support a child in need being drawn up or an early help assessment, such as the Common Assessment Framework, being carried out. In either case, the School will liaise with and take advice from external agencies as appropriate and adhere to the Team Around the Child Approach.

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

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- 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
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child.

If a member of staff is made aware of **any** allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the student, to provide re-assurance and to record the student's statements, but not to probe or put words into the student's mouth. On hearing an allegation of abuse or complaint about abuse directly from a student, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the student should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in School should report any concerns (including those where a student may benefit from early help or where it includes alleged abuse by one or more students against another student) to a DSL either by submitting an accurate record of the disclosure or concern on My Concern via the Firefly interface or in person, including the date, time and place of the conversation and detail of what was said and done by whom. If they speak to a DSL in person, they will be asked to note details on My Concern thereafter. During the school holidays, or out of hours, concerns should be raised with the Head, by email. However, any staff member can make a direct referral to children's social care or other external services such as early help services in accordance with the referral threshold set out by Wolverhampton Safeguarding Children Board, which can be found on the WSCB website: <https://www.wolverhamptonsafeguarding.org.uk/>

Where staff have concerns that a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. **Anyone** can make a referral. However, if anyone other than a DSL makes a referral, they should inform a DSL that a referral has been made as soon as possible. Staff must share information with children's social care and/or the police where there are any concerns that a child may be at risk of harm or neglect. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care.

If staff members are unsure about whether or not a referral should be made, they should speak to a DSL. The DSL will contact the Local Authority Designated Officer (LADO also known as DO) for advice or direction and inform the Head immediately. The Designated Officer will provide advice and guidance to employers and voluntary organisations, liaising with police and other agencies and monitoring the progress of cases to ensure they are dealt with as quickly as possible and in a consistent and fair way. Once an allegation has been received, the following will be considered by the LADO:

- Police investigation of a possible criminal offence
- An assessment by Children's Social Care or MASH team (where a child has been injured) to consider if a child is in need of protection or in need of services
- Consideration by the organisation of Disciplinary Action regarding the Person of Concern

More details on the DSL/LADO roles and liaison can be found in the following section.

A DSL will refer **all** allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the local authority designated officer (LADO) within 24 hours.

Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meet the relevant threshold. The LADO will decide in the circumstances what further steps should be taken. This could involve calling the police.

Where the outcome of a referral is not reported to the referring member of staff or DSL and/or where a child's situation does not appear to be improving, the School will follow this up with the children's social care and push for reconsideration where appropriate. Any member of staff who has concerns that a child's situation does not appear to be improving should press for re-consideration. The School will not do anything that may jeopardise any external investigation. Once the matter has been referred, all further responsibility for gathering information and deciding what happens next will rest with social services and the police. Similarly with regard to the Prevent Duty, the School will co-operate with Channel panels and the Police while assessments are being undertaken.

In the case of student-on-student abuse which the School has reported to the LADO and which the LADO or statutory child protection authority decides to investigate further, the matter will be dealt with under the School Behaviour Policy after discussion with the LADO.

Where the suspicion or complaint is in relation to terrorism or extremist ideas involving a student, staff must firstly raise this with the Head or another DSL (who will raise it with the Head) without delay. The Head or DSL will consult with external agencies, as appropriate in accordance with this policy. Where the level of risk is such that there is an immediate risk of harm or staff have a genuine concern that there is an immediate risk of harm, any member of staff may make a referral directly to children's social care or the police. The School will not discuss any concerns in relation to possible radicalisation without first agreeing with children's social care or the police what information can be disclosed.

All DSLs will report safeguarding concerns to the Head (provided they do not concern the Head).

For children in need of additional support from one or more agencies, the school will liaise with the Wolverhampton Multi Agency Safeguarding Hub where appropriate. The school's local authority is Wolverhampton which operates the Wolverhampton Safeguarding Children Board.

### **3.2 DESIGNATED SAFEGUARDING LEADS**

The Head has overview of school safeguarding provision and leads the team of Designated Safeguarding Leads. The Head (Kathy Crewe-Read, [kcr@wgs-sch.net](mailto:kcr@wgs-sch.net), member of SMT), the Head of Junior School (Dan Peters, [dlp@wgs-sch.net](mailto:dlp@wgs-sch.net), member of SMT), the Head of Year 7 (Jonathan Hall, [jh@wgs-sch.net](mailto:jh@wgs-sch.net)), the Deputy Head of Junior School (Jill Trevor, [jt@wgs-sch.net](mailto:jt@wgs-sch.net)), Claudine Jones (Assistant Head Pastoral, [cj@wgs-sch.net](mailto:cj@wgs-sch.net)), Zoe Rowley (School Librarian, [ZER@wgs-sch.net](mailto:ZER@wgs-sch.net)) and Gloria Jones (Receptionist, [gl@wgs-sch.net](mailto:gl@wgs-sch.net)) are Designated Safeguarding Leads (DSLs). They have been fully trained for the demands of this role in child protection and inter-agency working in accordance with the locally agreed procedures and as set out in Annex B of Keeping Children Safe in Education. Dan Peters is Deputy DSL in Kathy Crewe-Read's absence. All DSLs regularly attend courses with child support agencies to ensure that they remain conversant with best practice. They undergo refresher training every two years and also receive regular updates as required, but at least annually, to ensure that they remain conversant with best practice and to keep up with developments relevant to their role. They all have a job description for their safeguarding roles and key activities. In addition, full details of the DSL's role can be found at Annex B of KCSIE. The DSL role is to ensure that each member of staff has access to and is aware of and understands the School's safeguarding policy and procedures. Their training meets the requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE 2018). The Head has ultimate responsibility for safeguarding and child protection in the School. This responsibility will not be delegated.

The DSLs can be contacted at any time by email or on the School's phone number 01902 421326 and staff should feel that they are on hand and available to discuss safeguarding concerns.



The DSLs maintain close links with Wolverhampton Safeguarding Children Board and reports are made at every Directors meeting on the child protection issues outlined above. (The Head, The Head of Junior School and Jonathan Hall attend Director Meetings). A DSL will make prompt contact with children's social care where there are concerns that a child may be in need of help or is at risk of harm. A DSL will also make contact with the Local Authority Designated Officer, Paul Cooper, as soon as is practically possible in relation to all allegations concerning people who work with children, and to the Police if a criminal offence is suspected. All unnecessary delays in reporting will be avoided. Further, the School will not undertake its own investigations until the consent of the LADO/police has been received.

DSLs will liaise with the local authority when necessary and work with other agencies in line with Working Together to Safeguard Children 2018 and attend strategy meetings. The DSLs will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet. Any safeguarding event, which is considered serious enough to require advice from the LADO, should be discussed with the Head the same day and written notes of all advice will be recorded on MyConcern. Other issues are discussed at regular DSL meetings.

The DSLs receive focused training to support learning and understanding of the ever changing landscape of safeguarding which is underpinned by legislation and guidance and includes issues such as radicalisation. The DSLs will undertake Prevent awareness training to enable them to provide advice and support to staff on protecting children from the risk of radicalisation. The DSLs' and the School's focus is to support children in need through seeking early help and/or inter agency working, including using the Team around the Child Approach and/or the Common Assessment Framework.

The School's hard copy records on child protection are kept securely in the Head's office suite, and are separated from routine student records. Access is restricted to the DSLs and the Head. My Concern is currently being trialled as a management information system for storage of safeguarding notes and training records, as well as a more immediate way of staff raising safeguarding issues. Only the DSLs have full access to this system. All staff have received training on its use.

### **3.3 PARENTS**

In general, we believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Head who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO.

### **3.4 PROCEDURES FOR MANAGING ALLEGATIONS OF ABUSE AGAINST STAFF, VOLUNTEERS AND THE HEAD**

The School's procedures for dealing with allegations against any staff member (and volunteers who work with children) aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from vexatious allegations. The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

The School will liaise with the LADO, police and social services as to managing confidentiality as appropriate. The School's procedures for managing allegations against staff (including the Head or

another DSL) and volunteers follows Departmental guidance and Wolverhampton Safeguarding Children Board arrangements and apply when staff, including volunteers, have (or alleged to have):

- Behaved in a way that has harmed a student, or may have harmed a student;
- Possibly committed a criminal offence against or related to a student; or
- Behaved towards a student in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

Any allegation of abuse involving a member of staff or member of the Board of Directors or a DSL other than the Head, should be reported to the Head. Should the allegation be against the Head staff should inform the Deputy DSL, who will immediately inform Philip Sims, Chairman of the Board of Directors, without the Head being informed first. Staff may also go directly to the Chairman of the Board of Directors. It will then be the Chairman's responsibility to contact the LADO. In any case, advice from the LADO will be sought within 24 hours of the allegation being made.

If the allegation concerns a member of staff, the Head or a volunteer he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. The School will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), unfounded (where there is no evidence or proper basis to support the allegation and there may be evidence which supports the contrary position), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice. A copy will only be provided to the individual concerned following consultation with appropriate agencies and agreement has been reached as to what information can be disclosed. Allegations proven to be false, unfounded, unsubstantiated or malicious will not be included in employer references.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. The School recognises it has a duty of care to staff but may take action in the event of allegations against staff in accordance with its disciplinary procedures. The School will ensure support is in place for individuals facing an allegation and a representative will be appointed to keep the individual informed of progress of the case and to consider what other support is available and appropriate for the individual.

During the course of the investigation the School in consultation with the LADO will decide what information should be given to parents, staff and other students and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 and in Keeping Children Safe in Education relating to reporting restrictions identifying teachers who are the subject of allegations from students.

Allegations against a member of staff who is no longer at the School (including historical allegations) should be referred to the police.

Any students who are involved will receive appropriate care.

Staff should have regard to the Staff Code of Conduct to minimise the risk of allegations being made.

On conclusion of the case, the case manager should review the circumstances of the case with one of the School's designated officers to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

### **3.5 POSITION OF TRUST**

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Staff should refer to the School's Staff Employment Manual which also includes its Social Media Policy.

Staff teaching or dealing with pupils in a one-to-one situation, such as peripatetic music or sport or in individual pastoral situations, should be particularly aware of the need to be able to be seen by others and should not make themselves vulnerable to accusation. The need for staff to safeguard themselves is addressed through the recruitment process and subsequent training and is highlighted in the Staff Code of Conduct.

### **3.6 WHISTLEBLOWING**

If staff and volunteers have concerns about poor or unsafe practices or potential failures in the School's safeguarding regime, these should be raised in accordance with the School's Whistleblowing Policy. Concerns regarding the behaviour of colleagues which are likely to put students at risk of abuse or other serious harm may be dealt with in accordance with the School's Managing Allegations of Abuse against staff procedure (see above). There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feels that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (tel: 08000280285 or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)).

### **3.7 EXTERNAL REFERRALS**

We follow Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. Separate to involvement of the LADO, schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Wolverhampton Grammar School will make such a referral as soon as possible after the resignation or dismissal of any individual (whether employed, contracted, a volunteer or a student) whose

services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School will consider making a referral to the Teaching Regulation Agency (TRA) as required by sections 141D and 141E of the Education Act 2002 and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

The School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

From October 2015, section 5B of the Female Genital Mutilation Act 2003 placed a statutory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the School's designated safeguarding leads and involve children's social care as appropriate.

Should historical allegations of child abuse be made against a teacher who is no longer teaching, the School will, in accordance with Keeping Children Safe in Education, report the matter to the police. Similarly, allegations against a teacher who is no longer working at the School will also be referred to the police. All allegations of historical abuse should be referred to the Head or another DSL straight away.

#### **4.0 ICT ISSUES**

##### **4.1 USE OF MOBILE PHONES AND CAMERAS**

Please see the School's Privacy Policy (Pupils and Parents) and the Taking, Storing and Using Images of Children Policy for the School's policy on taking photographs of students.

##### **4.2 ONLINE SAFETY**

The School will ensure that:

- appropriate filters and monitoring systems are in place to keep children safe online. The School's systems are listed later in this policy. Such systems aims to reduce the risk of students being exposed to illegal, inappropriate and harmful materials online; reduce the risk of them being subjected to harmful online interaction with others; and help manage online behaviour that can increase a student's likelihood of, or causes, harm;
- students are taught about safeguarding, including online; and
- staff are equipped with the knowledge to safeguard children online by attending online safety training.

The School's Anti-Bullying Policy also sets out the School's approach to online safety.

### **4.3 FIREWALLS**

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online.

The technical details of the ICT filters used by the School are as follows:

- Smoothwall S8 hardware appliance
- Smoothwall UTM subscription service providing Web Content Filter, Proxy, IPS (Intrusion Prevention System), IDS (Intrusion Detection System) and DPI (Deep Packet Inspection)
- Ruckus & Smoothwall via Active Directory provide Radius Accounting for Proxy Authentication.
- Smoothwall, AVG, Microsoft and Eset provide Anti-Spam and Anti-Virus protection.

### **5.0 PROMOTING AWARENESS**

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our students. All teaching staff play a vital role in this process, helping to ensure that all students relate well to one another and feel safe and comfortable within the School. We expect all the teaching staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our students on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that students always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our Anti-Bullying Policy.

Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, Form Times and RS lessons are used to promote tolerance, mutual respect, understanding and to teach children what behaviour to expect from adults, thus educating them on how to stay safe.

All students know that there are adults to whom they can turn to if they are worried, including the School Counsellor, Peer Supporters and the Reception and Library staff. If the School has concerns about a child there is always a recognised requirement for sensitive communication and staff members are aware of the need to avoid asking leading questions. Our support to students includes the following:

- Every child has a Student Planner which contains guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as ChildLine, Kidscape, Get Connected and the Samaritans.
- We operate a Peer Support scheme whereby trained older students are encouraged to offer advice and support to younger students.
- We provide regular lessons to students on e-safety and ensure that all students understand and adhere to the School's guidelines in this area. This includes guidance on educating students to stay safe including e-safety and online protection. For more details on cyber-bullying please refer to the school's anti-bullying policy.

## **5.1 LOOKED AFTER CHILDREN**

The School ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

For each Looked After Child, a specific member of staff will be responsible for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

## **6.0 EMPLOYMENT ISSUES**

### **6.1 SAFER EMPLOYMENT PRACTICES**

Wolverhampton Grammar School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. Please also see the School's Recruitment Policy and procedure, the induction of new staff programme and policy and the staff Code of Conduct.

In line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' (KCSIE 2018), the board of Directors prevents people who pose a risk of harm from working with students by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised. Organisations providing contractors or consultants working on site are asked for assurances that where relevant and required, their staff have been suitably vetted in line with legal requirements.

As part of carrying out safe recruitment procedures under KCSIE, members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Further checks will also include a check for information about any teacher sanction or restrictions that an EEA professional regulating authority has imposed. Those undertaking management posts will be subject to prohibition from management of independent schools checks.

All Directors, volunteers and contractors working regularly during term-time (such as contract catering staff) are also subject to the statutory DBS checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's students at School or on another site.

Should the School develop concerns about an existing staff member's suitability to work with children, it will carry out all relevant checks as if the individual were a new member of staff.

This policy is reviewed by governors annually and signed off by Philip Sims, Chairman of the Board of Directors. Please also refer to the School's Recruitment Policy for further details.

## **6.2 INDUCTION AND TRAINING**

Every new member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in the School, receives appropriate induction training. This includes reading all relevant policies and meeting with Jonathan Hall (DSL) for discussion, explanation and training. Such training includes exploration of their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns to the DSLs or the Head and, if required, to the local Safeguarding Children Board or, in certain circumstances, the police. In addition all new staff are required to complete an online child protection training module provided by Hays Education.

Child protection training is also given to new Directors and volunteers. Staff have received recent training on anti-radicalisation and are required to complete the Channel Awareness online training module to evidence their understanding of their duties and responsibilities in this process. The Head and all staff attend regular refresher training in line with advice from Wolverhampton Safeguarding Children Board, with all designated persons receiving training every two years. Training in child protection and safeguarding is an important part of the induction process. Training includes a review of the School's Safeguarding Policy including the Staff Code of Conduct, the School's pupil Behaviour Management Policy, the School's Whistleblowing Policy, awareness training to equip staff to identify children at risk of being drawn into terrorism, the School's I.T Acceptable Use Policy for Staff and the identities of the DSLs. Training also promotes staff awareness of child sexual exploitation, Prevent (including referrals to Channel programmes), so called 'honour based' violence, forced marriage and female genital mutilation. Training on the early help process and process for making a referral to children's social care and for statutory assessment that may follow a referral (including what role they may be expected to play in such an assessment) will also be provided together with the importance of maintaining an appropriate level of confidentiality whilst at the same time liaising with relevant professionals. Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action *without delay* if such a practice is suspected.

All new staff must read and confirm their understanding of this policy, Part 1 and Annex A of KCSIE and other relevant school policies as required and whenever they are updated. All existing staff are also required to read and confirm that they have understood these policies at the beginning of each academic year by using the online WGS Compliance Training programme. Each time Part 1 and/or Annex A of KCSIE is updated by the Department for Education, staff will be updated on the changes via INSET training.

The DSLs undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Further details of the required training content for the DSL are set out in Annex B of KCSIE.

## **6.3 STAFF OBLIGATIONS**

All staff in our school are required to notify the school immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

<https://www.gov.uk/government/collections/dbs-referrals-guidance--2>

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 and to those who are directly concerned in the management of that childcare.

The school takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the Head or Bursar immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive.

Staff who are disqualified from childcare or registration may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the Head or Bursar for more details.

#### **6.4 VISITING SPEAKERS**

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to our students is to ensure that they can critically assess the information that they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values. Visitors to the school are asked to familiarise themselves with safeguarding systems by reading the visitor safeguarding leaflet.

Wolverhampton Grammar School's protocols for vetting visiting speakers are outlined in the Recruitment Selection and Disclosure Policy.

#### **7.0 Contact Details**

##### **7.1 External Agency Contact Information**

The School's points of contact for children who are the focus of concern are as follows:

- Wolverhampton MASH: 01902 555392 (out of hours: 01902 552999)
- South Staffordshire Safeguarding Board: 0800 131 3126 (out of hours: 0345 604 2886)
- Shropshire MASH: 0345 678 9021 / 01902 555388
- Local Authority Designated Officer: Paul Cooper (LADO): 01902 550655
- Wolverhampton Safeguarding Children Board: [www.wolvesscb.org.uk](http://www.wolvesscb.org.uk)
- Child Protection Co-ordinator – 01902 643419
- Police Emergency - 999
- Police Non-Emergency - 101 or 01902649078
- Prevent (Anti-Terrorism Helpline) – 0800 789321

#### **OFSTED Safeguarding Children**

0300 1233155 (Monday to Friday from 8am to 6pm)

[Whistleblowing@ofsted.gov.uk](mailto:Whistleblowing@ofsted.gov.uk)

NSPCC Whistleblowing advice line: 0800 0280285 email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

#### **Extremism:**

Department for Education dedicated helpline for staff and governors: 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)



Other useful contacts:

**Disclosure and Barring Service**

PO Box 181, Darlington, DL1 9FA

Tel: 01325 953795

Email: [dbsdispatch@dbs.gsi.gov.uk](mailto:dbsdispatch@dbs.gsi.gov.uk)

**Teaching Regulation Agency**

Tel: 0207 5935393

Email: [misconduct.teacher@education.gov.uk](mailto:misconduct.teacher@education.gov.uk)

**8.0 RECORDS**

All concerns, discussions and decisions (with reasons) made in accordance with this policy will be recorded in writing.

**Please also refer to the following policies:**

Code of conduct for staff –website, staff employment manual	Anti Bullying Policy - website
Whistleblowing Policy - staff employment manual	Anti-Radicalisation Policy - staff network
Behaviour Management Policy - website	Equal Opportunity Policy (Student) – website, staff network
Complaints Policy - website	IT Acceptable Use Policy (Staff) - staff employment manual
KCSIE (Part 1) and Annex A - website	Social Media Policy (Staff) – staff employment manual
Risk Management Policy- staff network (available on request)	Recruitment Selection and Disclosure Policy - website
Health & Safety Policy – website	IT Acceptable Use Policy (Pupils) - website
Risk Assessment Policy – staff network	Privacy Policy (Pupils and Parents) - website
Taking, Using and Storing Images of Children Policy – website	Supervision Policy – website
Missing Child Procedure and Arrangements when a Child is Not Collected - website	

## **Monitoring and Evaluation of this policy**

The school monitors and evaluates its Safeguarding Policy and procedures through the following activities:

- Annual Governing body audit and termly review of Child Protection practice.
- Senior leadership team discussion
- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments
- Regular review of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school. e.g minibus travel, after hours care, weekend sport provision
- Frequent scrutiny of governing body meeting minutes
- Annual Student Bullying Survey
- Regular scrutiny of recruitment procedures
- Logs of bullying/racist behaviour/complaints are reviewed annually by the senior leadership team and the governing body

## **Appendices**

1. Definitions, signs and symptom of abuse, FGM and CSE
2. What happens if staff have concerns about a child

KCR/JH  
September 2018 v2

Next Review:  
September 2019

## Appendix 1: Definitions, signs and symptom of abuse, FGM and CSE

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### Types of abuse and neglect

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

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting.

Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

**Whilst the following signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated.**[www.nspcc.org.uk](http://www.nspcc.org.uk) highlights the following that should be considered:

- Regularly experiencing nightmares or sleeping problems.
- Changes in personality.
- Outbursts of anger.
- Changes in eating habits.
- Showing an inexplicable fear of particular places or making excuses to avoid particular people.
- Self-harming (includes head banging, scratching, cutting).
- Not receiving adequate medical attention after injuries.
- Showing violence to animals, toys, peers or adults.
- Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour.
- Lacking in confidence or often wary/anxious.
- Regressing to the behaviour of younger children.
- Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly.
- Unexplained/lengthy absence from school
- Running away from school

Whether or not a child's behaviour or appearance is concerning depends on their age or stage of development. Below are signs of potential abuse to look out for in children of specific age groups. Remember that children with learning difficulties, physical disabilities or health-related issues may be at a different developmental stage to most of their peers. However, children who have experienced abuse or neglect from a young age may also display developmental delays compared to children their own age. In such cases, the lack of a clear medical explanation for these delays may be an indicator of abuse.

#### **Middle childhood**

- Talks of being left home alone or with strangers.
- Lacks social skills and has few if any friends.
- Shows lack of attachment to a parent.
- Becomes secretive and reluctant to share information.
- Acting out excessive violence with other children.

#### **School age (5 to 16 years)**

- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for PE etc.
- Wets or soils the bed.
- Acting out excessive violence with other children.

## **Adolescence**

- Drinks alcohol regularly from an early age.
- Is concerned for younger siblings without explaining why.
- Becomes secretive and reluctant to share information.
- Talks of running away.
- Shows challenging/disruptive behaviour at school.
- Is reluctant to get changed for PE etc.

## **Physical abuse**

It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation.

Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused. This may include:

## **Bruising**

- Bruises on the cheeks, ears, palms, arms and feet.
- Bruises on the back, buttocks, tummy, hips and backs of legs.
- Multiple bruises in clusters, usually on the upper arms or outer thighs.
- Bruising which looks like it has been caused by fingers, a hand, or an object i.e. belt, shoe etc.
- Large oval shaped bite marks.

## **Burns or scalds**

- Any burns which have a clear shape of an object, e.g. cigarette burns.
- Burns to the backs of hands, feet, legs, genitals, or buttocks.

Other signs of physical abuse include multiple injuries (i.e. bruising, fractures) inflicted at different times. It is particularly concerning if parents/carers are unable to explain these injuries and it is not clear whether they took the child to receive medical treatment at the time of the injury.

Be vigilant to possible abuse if a child is frequently described as ill by their parent but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

## **Sexual abuse**

- It is normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

## **Middle childhood**

- Kisses and hugs others.
- Displays an interest in others' private body parts but is aware of the need for privacy.
- Talks about and occasionally shows private body parts to others.
- Uses words such as 'poo', 'bum' and 'willy' freely and delights in being 'shocking'.
- Sometimes uses swear words and/or 'sex' words copied from others.
- Plays 'house' or 'doctor' games.
- Sometimes touches or rubs own genitals, or masturbates as a comfort habit.

**Pre-adolescent children (aged 10 to 12 years)**

- Kisses, hugs and may 'date' others.
- Is interested in others' private body parts and in the changes occurring in puberty, is aware of the need for privacy.
- May ask questions about relationships and sexual behaviour.
- May look at sexual pictures including internet images.
- Masturbates in private.

**Adolescents (aged 13 to 16 years)**

- Kisses, hugs, dates others, may have longer term relationships.
- Is interested in and ask questions about body parts, relationships and sexual behaviour.
- Is aware of the need for privacy.
- Uses sexual language and talks about sexual acts with peers.
- May look at sexual pictures including internet images.
- Masturbates in private.
- Experiments sexually with adolescents of similar age.

The following are age-specific signs and indicators of sexual abuse:

**Middle childhood**

- Masturbating in public.
- Showing adult-like sexual behaviour or knowledge.
- Using toys or other objects in a sexual way.
- Becoming withdrawn or very clingy.
- Physical signs such as anal or vaginal soreness or an unusual discharge.

**Adolescence**

- Masturbating in public.
- Having sexual contact with younger children or older adults.
- Pregnancy when the child does not have a boyfriend.
- Sexually transmitted diseases.

**Neglect**

It is important to remember that some children are very picky eaters whilst others may refuse to wear a coat regardless of how cold it is outside. A child may also appear to be underweight, but is, in fact, naturally thin.

Some of the most obvious signs of neglect (e.g. children being thin, dirty or not wearing a coat) are not in themselves indicators of abuse. However, if, over time, it is clear that a child is not receiving an adequate level of care and supervision appropriate to their age, it may indicate that the child is being neglected. The following are general and age-specific signs of neglect.

General signs of neglect for children of all age groups:

- medical needs are not being met: not being registered with a G.P.; not being taken to the dentist despite having obvious dental problems; failing to ensure that the school has a child's medication, e.g. asthma inhalers
- not taking the child to see a doctor when they are ill or have been injured.

There are other signs and indicators of neglect that are age-specific.

### **Middle childhood**

- Child has poor school attendance and punctuality and is often picked up late at the end of the day.
- A child is frequently tired at school due to a lack of routine at home (e.g. regular bedtimes).
- Parents are unsupportive and uninterested in the child's education or behaviour.
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food.

### **Adolescence**

- A child is often tired at school due to a lack of routine at home (e.g. regular bedtimes).
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food.
- Parents are dismissive and non-responsive to professional concerns (e.g. the need for medical care or taking action over bullying).

### **Emotional abuse**

It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child.

The following signs may indicate emotional abuse for children of all age groups:

- inappropriate knowledge of 'adult' matters such as sex, alcohol and drugs
- extreme emotional outbursts
- regularly experiencing nightmares or sleep difficulties.

There are other signs and indicators of emotional abuse that are age specific.

### **Middle childhood**

- Frequently soils the bed.
- Language and behaviour are not socially appropriate.
- Struggles to control strong emotions.
- Shows lack of attachment to a parent.
- Lacks social skills and has few if any friends.
- Self-harms, e.g. scratching, head banging.

See also the government's guidance on 'What to do if you are worried a child is being abused' (a hard copy of this document is also available for reference in the staff room :

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

### **Female Genital Mutilation**

Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits and it is illegal in the UK.

Communities particularly affected by FGM in the UK include girls from:

Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

In the UK, FGM tends to occur in areas with larger populations of communities who practise FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include: London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

In England and Wales, 23,000 girls under 15 could be at risk of FGM.

**Key Points:**

- Not a religious practice
- Occurs mostly to girls aged from 5 – 8 years old; but up to around 15
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

**Reasons for this cultural practice include:**

- Cultural identity – An initiation into womanhood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman’s desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean

**Risk Factors include:**

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family’s country of origin
- talk about a ‘special’ event or procedure to ‘become a woman’

**High Risk Time**

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an ‘authorised absence’ for just before or just after the summer school holidays.

Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

**Post-FGM Symptoms include:**

1. difficulty walking, sitting or standing
2. spend longer than normal in the bathroom or toilet
3. unusual behaviour after a lengthy absence
4. reluctance to undergo normal medical examinations
5. asking for help, but may not be explicit about the problem due to embarrassment or fear.

**Longer Term problems include:**

1. difficulties urinating or incontinence
2. frequent or chronic vaginal, pelvic or urinary infections
3. menstrual problems
4. kidney damage and possible failure
5. cysts and abscesses



6. pain when having sex
7. infertility
8. complications during pregnancy and childbirth
9. emotional and mental health problems

<https://www.gov.uk/search?q=female+genital+mutilation+guidelines>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

### **Child Sexual Exploitation: An official definition.**

The DfE guidance found in the document 'Working Together to Safeguard Children (February 2017) defines Child Sexual Exploitation as:

*"A form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology."*

It is also important to remember that the abuse can be carried out by perpetrators who are female or peers of a similar age to the victim and that the abuse may be a one off occurrence or a series of incidents over time. Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Young people who are being sexually exploited may:

- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- go missing from home, care or education.

They may also show signs of sexual abuse or grooming. For further information:

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>

### **Indications of Radicalisation**

Radicalisation is defined as "the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions, religious beliefs, or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

Risk factors that may support concern or an assessment surrounding radicalisation include:

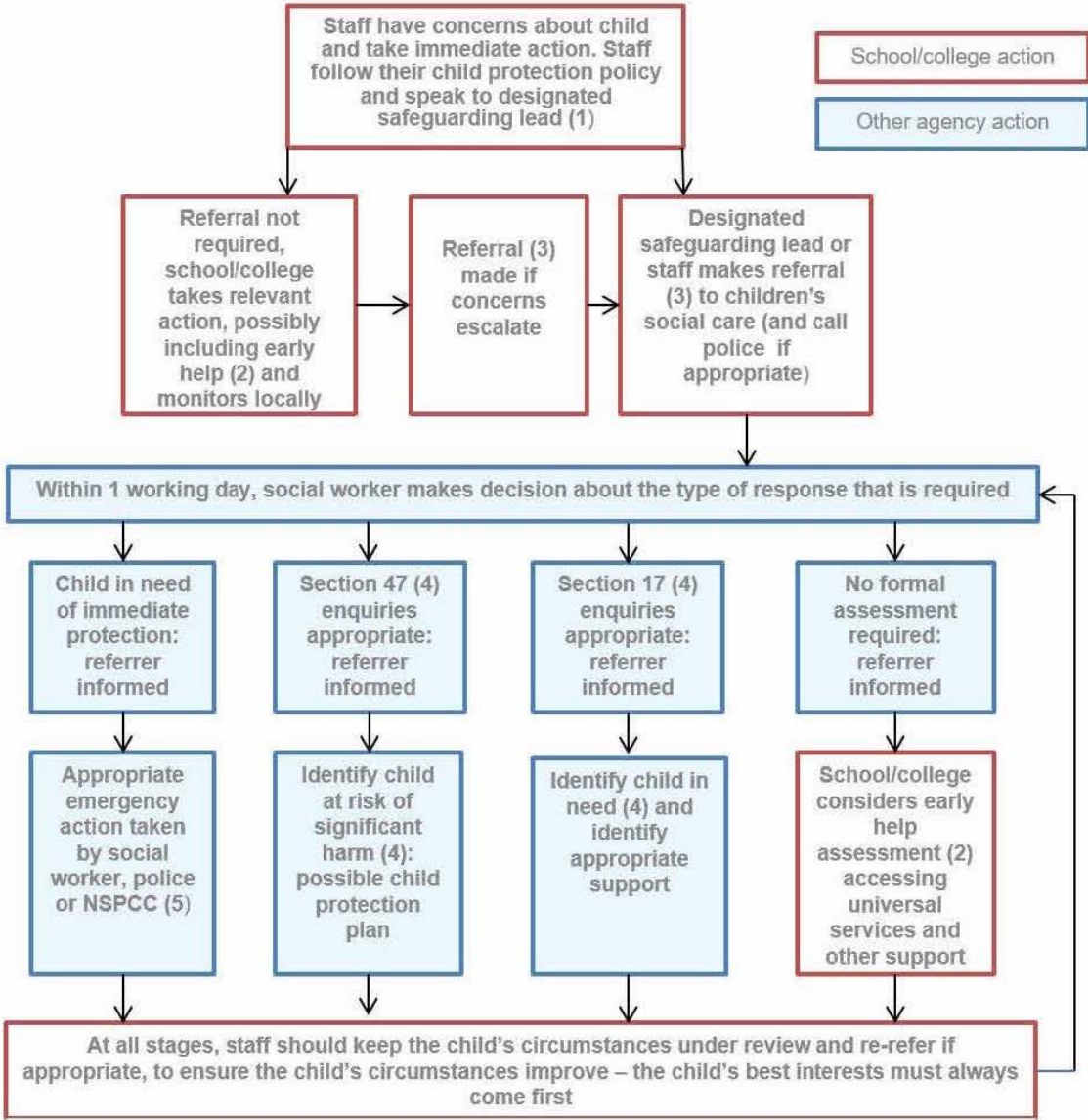
- Spending increased time in the company of other suspected extremists
- Changing their style of dress or appearance to accord with the group
- Day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause

- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of material or symbols associated with an extremist cause (for example the swastika for far right groups)
- Attempts to recruit others to the group/ cause/ ideology
- Communications with others that suggest identification with a group/ cause/ ideology

For further information and guidance see the school's Anti-Radicalisation Policy and the website [www.preventforschools.org](http://www.preventforschools.org)

Appendix 2: What happens if staff have concerns about a child

**Actions where there are concerns about a child**



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).