



The
Westminster
School

Child Protection Policy 2016/2017

Safe Happy and Learning Together
*Building foundations and providing
opportunities to create confident,
aspirational and independent members of
our community.*



Approved by Governing Body on: 23/03/17

Signed by Chair of Governors:

Ken Ols

Head Teacher:

C Hill BEd NPQH

Lead Personnel:

J Turner

Date of Review:

23/03/18

Policy Review

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

The policy was last reviewed and agreed by the Governing Body on 23 March 2017.

It is due for review on 23 March 2018 (up to 12 months from the above date).

Signature

Date

Head Teacher

Signature

Date

Chair of Governors

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1. Introduction

This document is the Child Protection Policy for The Westminster School and any extended services that it provides.

Safeguarding and promoting the welfare of children is defined by the Department for Education as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed annually by the Governing Body and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the school's Leadership and Management and the requirements of the (Local) Safeguarding Children Board (LSCB).

The principles embedded in this policy link into other policies relating to: Anti bullying, Attendance policy, Drugs and Substance Misuse, E-Safety, Health and Safety, Intimate Care, Safer Recruitment, Supporting Pupils with Medical Conditions, Whistleblowing, Staff Code of Conduct, SEN Information Reports and the Radicalisation and Extremism policy.

All staff have received, read and signed to say that they understand Keeping Children Safe in Education September 2016 Part 1.

Purpose of a Child Protection Policy	To inform all members of staff, parents, volunteers, external providers and governors about the school's responsibilities for safeguarding children and their responsibilities therein.
Sandwell Safeguarding Children Board	The school follows the procedures agreed by Sandwell Safeguarding Children Board.
School Staff & Volunteers	School staff are well placed to observe the outward signs of abuse. The school will therefore: Ensure that all school staff and volunteers receive safeguarding children training, to identify concerns. Ensure that all staff are aware of this policy and those relating to the safeguarding of children and understand its contents.
Principles	This School recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this school/college. (For some special schools this age range goes beyond 18). The staff and Governing Board of this School are committed to establishing and maintaining an

environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the School who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.

To ensure children know that there are adults in the School whom they can approach if they are worried. This School also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Child and Adolescent Mental Health Services, Attendance & Prosecution Service, Inclusion Support Service and other agencies/services coming into school to support individual pupils/groups of pupils.

To ensure that children who are subject to multi-agency plans are supported by the school as defined in that plan.

To develop and deliver the PSHE curriculum to create opportunities for children to develop the skills they need to recognise and stay safe from harm including Domestic Violence and Abuse (DVA), Child sexual exploitation (CSE), Female Genital mutilation (FGM) Honour based Violence (HBV) and Forced Marriage (FM) in an appropriate way taking into account the learning needs of our pupils. To include training.

To encourage pupils 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. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils

To contribute to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic well-being.

The School will ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the School prospectus. The School's Child Protection policy is made available to parents on request and published on the school website.

Implementation, Monitoring and Review of the Child Protection Policy

The Designated Safeguarding Lead will ensure that the school's Child Protection Policy is put on the agenda of the Governing Board once a year for discussion, monitoring, review and renewal. In this way the Governing Body

authorises the DSL for Child Protection to carry out his/her responsibilities as outlined in the statutory Guidance

2. Statutory Framework

In order to safeguard and promote the welfare of children, the School will act in accordance with the following legislation and guidance:

- The Children Act 2004
- Sandwell Safeguarding Children Board Inter-Agency Procedures
- Working Together to Safeguard Children
- What to do if you're worried a child is being abused: advice for practitioners
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Keeping Children Safe in Education (September 2016)
- Information sharing advice for safeguarding practitioners
- Mental Health and Behaviour in Schools: Departmental Advice
- Section 26 of the Counter-Terrorism and Security Act (2015)
- The Prevent Duty
- The Education Act 2002
- Please see page 19 for Safe Environment Policies
- All Safe Environment Policies can be accessed on the School's website

On arrival to the School, all visitors are given an information leaflet highlighting our safeguarding procedures. The Safeguarding/Child Protection Policy is available on the School website or can be made available as a paper copy. "Working Together to Safeguard Children" (2015) requires all schools to follow the procedures for protecting children from abuse which are defined by Sandwell Safeguarding Children Board and have appropriate procedures in place for responding to all concerns of actual or suspected abuse including allegations against members of staff in a position of trust. The best way to safeguard a child is through effective early help and prevention so it is important to carry out effective early help assessment and take on the role of the Lead Professional. Sandwell's multi-agency Threshold Document explains early help and expectations more in depth.

"Safeguarding Children and Safer Recruitment in Education" 2006 places the following statutory duties on all schools:

- Schools should be aware of and follow the procedures issued by Sandwell Safeguarding Children Board
- Staff should be vigilant to signs of abuse and to whom they should report any concerns
- Schools should have procedures in place which are disseminated to all staff for handling suspected or actual cases of abuse of pupils, including procedures to be followed in the case of allegations against persons in a position of trust
- Every school should have Designated Safeguarding Lead who is a member of the senior management team and responsible for co-ordinating safeguarding/child protection work within the School and liaising with other agencies as appropriate
- Staff with designated responsibility for safeguarding and child protection should receive appropriate single agency and multi-agency training approved by SSCB at least every two years and this should be updated annually.

- All other staff in School should receive training to raise their awareness of signs and symptoms of suspected or actual abuse and the procedures they should follow at least every three years and updated on an annual basis.
- That all schools and FE colleges should share information and work in partnership with other agencies when there are concerns about a child's welfare.
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers, along with social workers and healthcare professionals, 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. From October 2015 there is a 'mandatory reporting duty' for all education providers.
- Child missing from education - schools' duty to inform the local authority (LA) if a pupil fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more.

The UK faces a severe and continuing threat from international terrorism. The Government is taking tough security measures to keep people safe but action at a local level is also essential to stop people becoming or supporting terrorists or violent extremists. Local authorities and the police need to take a lead in ensuring that local partnerships have been clearly tasked with driving delivery of a jointly agreed programme of action. From 1 July 2015 all schools must have regard to the statutory guidance around the Prevent Duty (this also applies to registered early years childcare providers and registered later years childcare providers). They are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public facing bodies.

3. The Designated Safeguarding Lead

The Designated Safeguarding Lead for Child Protection in this school is:

NAME: **Joanne Turner**

The Deputy Designated Safeguarding Lead for Child Protection in this school is:

NAME: **Charlotte Stubbs**

There will always be a designated safeguarding person on site at all times.

It is the role of the Designated Safeguarding Lead for Child Protection to:

- ensure that he/she receives training at least every two years to keep his or her knowledge and skills up to date and this should be updated annually.
- ensure that all staff who work with children undertakes appropriate training to equip them to carry out their responsibilities for safeguarding children at least every three years which will enable them to recognise the signs and symptoms of abuse including Domestic Violence and Abuse (DVA), Child Sexual Exploitation (CSE), Female Genital mutilation (FGM), Honour-based Violence (HBV) and Forced Marriage (FM). This training should be updated annually.
- ensure there are effective induction in safeguarding and child protection for all adults working in the school, be they staff or volunteers, including supply agency staff which are to be undertaken no longer than 10 working days of commencement of their contract

- make sure that concerns are raised by staff/volunteers when necessary
- ensure that the names and contact details of the DSL/Deputy are on display for all staff, parents, pupils and visitors to the School
- ensure that the Designated and Deputy Safeguarding Leads are not out of school (e.g. at training events) at the same time.
- ensure that the telephone number for the contact centre is available and easily accessible to staff in case, for any reason, the DSL and Deputy are not contactable, in order to ensure there is no unwarranted delay in referral.
- discuss concerns as required with outside agencies e.g. specific agency for single need (e.g. speech and language, inclusion support), early intervention multi-agency (e.g. Early Help process) or Multi Agency Safeguarding Hub (MASH) /existing social worker (child protection/significant harm concerns).
- complete all necessary paperwork and correspondence including referral forms to the Early Help team or MASH in regard to safeguarding and child protection referrals.
- ensure that the School is represented by a Designated Lead for Child Protection at child protection conferences, core groups and multi-agency meetings about 'Children in Need'. It is the Designated Lead for Child Protection who should attend Child Protection Conferences rather than another representative. If this is not possible, the Deputy Designated Person should attend. If neither can attend apologies must be given and a written report must be submitted prior to the conference.
- compile and submit a written report regarding children who are subject to child protection conferences. This should be shared with parents before the conference takes place.
- ensure there is appropriate representation on Core Groups when a child is on a child protection plan. If the most appropriate person is a class teacher, there must be joint working with the Designated Lead - consider appropriate safeguarding supervision arrangements.
- ensure there are appropriately trained staff to lead on and that all staff are aware of the Early Help process.
- ensure that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan.
- ensure that welfare records are kept securely and confidentially (locked and with limited access).
- ensure that safeguarding and child protection records are chronologically recorded, with significant incidents or events clearly highlighted. These records should be reviewed regularly and focus on outcomes for the child/children.
- ensure that records are transferred when a child changes school.
- put mechanisms in place to support the Designated Leads for Child Protection in specific regard to their welfare responsibilities e.g. weekly/monthly one to one meetings between the Designated and Deputy Designated Leads to offer mutual support.
- keep the School's SLT, Governors, Local Authority and SSCB informed about safeguarding and child protection issues as requested.
- provide guidance to parents, children and staff about obtaining suitable support
- Discuss with new parents the role of the DSL and the role of safeguarding in the school. Make parents aware of the safeguarding procedures used and how to access the Safeguarding and Child Protection Policy.

4. Continuing Professional Development

All members of staff and volunteers will have access to whole school safeguarding training annually. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers. Our DSLs and deputies will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSLs/Deputies to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training. Our Governing Board will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing Board and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

Our Safeguarding Policy is available to parents/carers and visitors on our School website and on request will send out paper copies in the post. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

5. The Governing Board

The Governing Board has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility. The nominated governor for child protection is:

NAME **Kenneth Ellis**

In particular the Governing Board must ensure that:

- The child protection policy and procedures are in place and reviewed annually
- safe recruitment procedures are in place and reviewed annually
- position of trust procedures are in place and reviewed annually
- a DSL who is a senior member of school leadership team is appointed and notify the LA of any changes in personnel to this role
- a member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- relevant safeguarding/child protection training is accessed by all school staff/volunteers according to their role and responsibilities
- that they receive an annual report from the DSL regarding safeguarding/child protection work undertaken in the year which is shared with the LA or other appropriate body.
- deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required
- there is a dedicated teacher for Looked after Children who have been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked after Children and engaging with the DSL.

- The governors support the Designated Member of Staff for Child Protection in carrying out his/her responsibilities as outlined in 'Keeping Children Safe in Education', (September 2016) and role in Job Description.

6. School Procedures - Staff Responsibilities

All School staff, external providers and volunteers need to be alert to the potential abuse of children both within their families and from other sources including members of the School community.

If any member of staff is concerned about a child the Designated Safeguarding Lead must be informed immediately. There is an absolute responsibility for all members of the school to respond to any suspected or actual abuse of a child in accordance with these procedures.

The member of staff must record information regarding the concerns and ensure the written record is passed to the DSL as soon as possible. In the case of a serious concern, the DSL must be notified immediately to ensure a timely response. If a concern is raised whilst a pupil is off site, the visit leader must phone the School immediately and inform the DSL of their concern. The DSL will then be responsible for deciding on the next course of action. A written record must be completed as soon as the staff member returns via a welfare concern slip. The member of staff must not leave site until a written record has been completed and passed by hand to the DSL. The recording must be a clear, precise, factual account of the observations. Welfare concern notification slips can be obtained from the admin office.

If the concern is raised during an offsite activity and a member of school staff is not present, the external provider must ensure that they telephone the School immediately and inform the DSL. They should also follow their own safeguarding procedures.

The school will robustly monitor the attendance of children on roll in the school in line with the Attendance Policy. When a safeguarding/child protection concern is raised, attendance concerns will be shared with partner agencies in accordance with local information sharing protocols.

There may be emerging needs or adversities faced by children and their families that could be addressed through early help. Sandwell's Multi Agency Threshold document (available on the SSCB Website) will guide you on what is the most appropriate level of support for families based on their level of need. The COG Teams are available for early advice and support prior to getting to the point when things need to go to MASH. The Designated Safeguarding Lead will decide whether the concerns should be referred to children's social care via the MASH team. If it is decided to make a referral to children's social care this will be discussed with the parents, unless to do so would place the child at further risk of harm, place a vulnerable adult at risk or compromise any enquiries that may need to be made.

When concerns have been raised regarding a child or they are subject to any multi-agency work a written record will be kept securely and separately from the child's main pupil record.

Whenever a child transfers to another school all school records, including safeguarding/child protection files will be sent to the receiving school in a secure manner and relevant agencies will be informed of the new school that the child has moved to.

The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Abuse can also be related to child sexual exploitation, female genital mutilation and radicalisation. It should be noted that abuse can be by anyone including peer on peer abuse (see separate Peer on Peer Abuse policy). All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm - **see Appendices A,B and C for details.**

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse (see Peer on Peer Abuse Policy). This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should follow the child protection referral procedures if they suspect peer on peer abuse.

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

7. Safeguarding pupils/students who are vulnerable to extremism

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The Westminster School follows the 2015 Prevent guidance which is the duty in the Counter Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

The Westminster School values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Westminster School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix C.

The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the School and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE/SHaLT curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL and report their concerns via a welfare concern slip. The procedure for reporting such concerns is the same as any other safeguarding concern.

8. Safeguarding pupils/students who are vulnerable to exploitation, forced marriage, female genital mutilation or trafficking

Our safeguarding policy provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

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

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

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

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

Our Designated Safeguarding Person knows where to seek and get advice as necessary. Where staff have concerns regarding these issues, they should report it to the DSL immediately. Refer to **Appendix B** for further information.

Additional guidance can be found in our radicalisation policy.

9. Dealing with a Disclosure

Where a pupil actually discloses that he/she has been abused the following guidelines must be followed:

RECEIVE

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, It is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

REACT

- If you need to clarify information ask open-ended questions e.g. *"Is there anything you'd like to tell me?"*, *"Can you explain to me..."*, *Can you describe to me...."*
- **Never** ask leading or suggestive questions e.g. *'Did he/she do anything that they shouldn't have done?'*
- **Never** ask 'accusing' questions e.g. *"Why didn't you tell someone earlier?"*
- **Never** criticise the alleged perpetrator, it may be someone that they will continue to live with.
- **Never** ask the pupil to repeat their disclosure for any other member of staff, it is your responsibility to share the information
- These four factors may compromise enquiries that need to be made later by children's social care or Police.

REASSURE

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

RECORD

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.

REFER

- Immediately inform the Designated Safeguarding Lead for child protection, Joanne Turner, or in their absence the Deputy Designated Safeguarding Lead for child protection, Charlotte Stubbs, who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Local Authority Child Protection Officers on 0121 569 8147 for advice.

To consult with your Designated Safeguarding Lead for child protection does not mean a referral has been made. This decision is the responsibility of the Designated Safeguarding Lead for child protection who will contact the appropriate agency as and when required.

If you are unhappy about the response you receive from your Designated Senior Person for child protection contact the Locality Community Operating Group (COG) for your area (numbers below) or, in their absence, contact the MASH Contact Centre on 0121 569 3100 where you may be put through to speak to a qualified social worker.

UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

10. Making a Referral

A referral involves sharing information in line with Multi Agency Threshold Document to either the Early Help Team, with the consent of the parents/carers, Multi Agency Safeguarding Hub (MASH) or the Police in matters of immediate risk (see Appendix F).

Parents/carers should be informed if a referral is being made except in the circumstances outlined in communication with parents.

However, inability to inform parents for any reason should not prevent a referral being made to children's social care via the MASH Service. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom.

If low level multi agency support is required for a child and/or their family, the Designated Safeguarding Lead for child protection will, with consent of the parent/carer, refer to the Early Help Team to enable the most appropriate services and support to be identified. This will be targeted multi-agency support to help the family resolve any identified concerns.

If the concerns are more complex and require statutory intervention then the Designated Safeguarding Lead for child protection will refer the matter to children's social care via the MASH service where a decision will be made whether any enquiries are needed under Section 17 (child in need enquiry) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at **Appendix E** detailing the referral procedure.

How to make a referral to Childrens Social Care

- **Step 1** - Complete a Multi-Agency Referral Form (MARF) and send into the MASH secure email address on the front of the form. Be prepared to give as much of the following information as possible using the SAFER guidelines (see **Appendix D**). If the child is aged 10-17, a CSE screening tool should also be completed and attached to the MARF form.
- **Step 2** - If a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a MARF is completed) the referrer should consider telephoning 999 and children's social care's contact centre (0121 5693100). A MARF will also need to be completed without delay.

Accurately record the action agreed following the referral or that no further action is to be taken and the reasons for this decision noting with whom discussions were held and who made the decisions on the students chronology.

Concerns re: Terrorism/Radicalisation

Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 or contact made with the LA Prevent Strategy Coordinators; Manjeet_Pangli@sandwell.org.uk or sarfraz_khan@sandwell.gov.uk for further advice.

11. Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly children's social care and the Police.
- If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information within the expectations of the school's confidentiality policy and other relevant policies e.g. the safeguarding and safeguarding and child protection policy and SSCB inter-agency procedures.

12. Communication with Parents

The School will always discuss concerns with parents/carers unless to do so would:

- place the child at risk of significant harm or further risk of significant harm
- place a vulnerable adult at risk of harm
- compromise and enquiries that need to be undertaken by children's social care or the police

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

13. Record Keeping

When a child has made a disclosure, the member of staff/volunteer should:

- make brief notes as soon as possible after the conversation using the appropriate form utilised by the School
- not destroy the original notes in case they are needed by a court
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- record statements and observations rather than interpretations or assumptions
- distinguish fact from opinion.

The importance of good clear child welfare and child protection record keeping has been highlighted in the learning from serious case reviews. Good up to date record keeping of concerns and action taken is essential for two main reasons:

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

A record of concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

A record should be made of any visible marks or injuries to a child that give cause for concern, this may be completed on a body map The child should not be examined intimately or pictures taken of any injuries/marks.

All records need to be given to the Designated Safeguarding Lead before the end of the working day. No copies should be retained by the member of staff or volunteer. These must be given to the DSL in person. They should not be passed to other members of staff or left on desks.

All records must be signed and dated clearly with the name of the signatory clearly printed.

Children **MUST NOT** be asked to write a written statement themselves or to sign any records.

All records of a child protection nature (handwritten or typed) are given to the DSL before the end of the working day. A chronology of significant events should be maintained at the front of the pupil file.

No copies should be retained by the member of staff of volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.

14. Allegations Involving School Staff/Volunteers

An allegation relates to an adult who works with children (in a paid or unpaid capacity) and they have:

- behaved in a way that has harmed 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 would pose a risk of harm if they work regularly or closely with children.

In these circumstances, the allegation should be taken seriously and the Head Teacher, who has the responsibility for managing allegations against persons in a position of trust in school, should be informed immediately.

It is not the responsibility of the person receiving the allegation to make any enquiries or discuss the allegation with any one other than the Head Teacher.

As with all other concerns about the welfare of children, the member of staff receiving the allegation should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

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

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will consult with the Local Authority Child Protection Officers, when appropriate, and if necessary, a referral will be made to the LADO (Local Authority Designated Officer). The School reserves the right to use CCTV images to investigate and report allegations (Ref CCTV Policy 2014).

If the Head Teacher is implicated in the concerns, Chair of Governors should be informed immediately or, in their absence, the Vice Chair.

The Chair of Governors in this school is:

NAME: Kenneth Ellis CONTACT NUMBER: 0121 561 6884

The Vice Chair in this school is:

NAME: Pat Evans CONTACT NUMBER: 0121 561 6884

The same process will be followed by the Chair or Vice Chair of Governors as that followed by the Head Teacher.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.

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

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

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

The Head Teacher should, as soon as possible, and after consulting with the Local Authority Designated Officer inform the person against whom the allegation has been made of the concern.

Further information can be found in our "Procedures for Managing Child Protection Allegations/Concerns Against Staff" Policy.

Protecting yourself against Allegations of Abuse

'Keeping Children Safe in Education' 2016 says that all staff members should be aware of systems within the School which support safeguarding and these should be explained to them as part of staff induction. This includes the School's various policies such as the Intimate Care Policy, the Behaviour Policy and the Staff Code of Conduct. You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- Work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Avoid working in isolation with children unless thought has been given to safeguards
- Never give out personal mobile numbers or private email addresses
- Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management) and always have 2 adults in the car.
- Do not arrange to meet pupils outside of school activities
- Never 'befriend' or chat to pupils on social network sites
- Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent but under 18 years of age.

15. Physical Interventions

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

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

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);

- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

The general guidance on The Use of Reasonable force: Guidance for Head Teachers, staff and Governing Bodies (2013) and continues to be supplemented by a specialist guidance document, namely 'Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autism Spectrum Disorders' applies to all special school settings. Section 246 of the Apprenticeship, Skills Children and Learning Act 2009 requires the Governing Board to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each student incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

This is separate guidance on the use of force by staff in Further Education colleges; www.aoc.co.uk and applies to school pupils who receive some of their education in an FE college.

16. Statutory School Policies

A full list of statutory policies can be found at the **DfE**. Note that none of these policies relate to safeguarding and child protection.

A full list of statutory policies can be found at:

<https://www.gov.uk/government/publications/statutory-policies-forschools>
 . Note that none of these policies relate to safeguarding and child protection.

School Circular link -

http://www.sandwell.gov.uk/extranetforschools/downloads/file/4267/063-p1_important_data_collection_dates_and_deadlines_-_summer_2016

17. Other Recommended Safe Environment Policies

Anti-bullying	PSHE curriculum
Drugs and substance misuse	Race, Disability and Equality Policy
E-Safety (including Acceptable Use Policies and Use of Digital Images)	Recruitment and selection
First Aid (including management of medical conditions, intimate care)	Physical Intervention
Management of allegations against staff	Whistle blowing
Peer on Peer Abuse	

18. Useful Telephone Numbers

Sandwell Contact Centre - 0121 5693100

West Midlands Police - 0345 113 5000

Local Authority Child Protection Officers for Education - 0121 569 8144

Local Authority Designated Officer - 0121 569 4770

CSE Team - 0845 352 8690

Prevent (Extremism) Coordinator Sarfraz Khan - 0845 352 7701

Tipton COG - 0121 569 7291

Wednesbury COG - 0121 569 7294

West Bromwich Central COG - 0121 569 7293

West Bromwich North COG - 0121 569 7292

Oldbury COG - 0121 569 7295

Rowley COG - 0121 569 7296

Smethwick COG - 0121 569 7297

Appendix A - Definitions of Abuse and Neglect

Physical Abuse

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

Signs of possible physical abuse

Any injuries not consistent with the explanation given for them

- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness

Possible effects of physical abuse

Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 cyber bullying),
- causing children frequently to feel frightened or in danger, or
- the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias

- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Possible effects of emotional abuse

If a child suffers sustained emotional abuse there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

Sexual Abuse

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

- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities,
- encouraging children to behave in sexually inappropriate ways,
- 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.

Child Sexual Exploitation (CSE) is also included in this category and if practitioners believe a child or young person is at risk of or is being sexually exploited then they should complete the CSE screening tool and contact Sandwell's CSE team.

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

Possible effects of sexual abuse

Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem has all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse, once recognised, can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

Neglect

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

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

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

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Possible effects of neglect

Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

Appendix B

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves various degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. If a member of staff identifies causes for concern linked to possible CSE they will alert the DSL immediately.

Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care, and inform the DSL immediately.

Appendix C

Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis - the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis - the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances - migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations - the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need - students / pupils may experience difficulties with social interaction, empathy with others, understanding the

consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix D - Safer Guidelines

Aide-memoire for Professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, significant harm

Situation

- I am (give your name / designation / base). I am calling about (child's name(s) / date of birth / address, or mother's details if an unborn child).
- I am calling because I believe this child is at risk of harm.
- The parents are/aren't aware of the referral.

Assessment and actions

- I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered).
- Or: I fear for the child's safety because (provide specific facts - what you have seen, heard and/or been told).
- A CAF has/hasn't been completed/followed prior to this referral.
- The child is now (describe current condition and whereabouts).
- I have not been able to assess the child but I am concerned because ..
- I have (actions taken to make the child safe).

Family factors

- Specific family factors making this child at risk of significant harm are (base on the Assessment of Need Framework i.e. parenting capacity, family/environment, child's developmental needs)
- Additional factors creating vulnerability are ...
- Although not enough to make this child safe now, the strengths in the family situation are

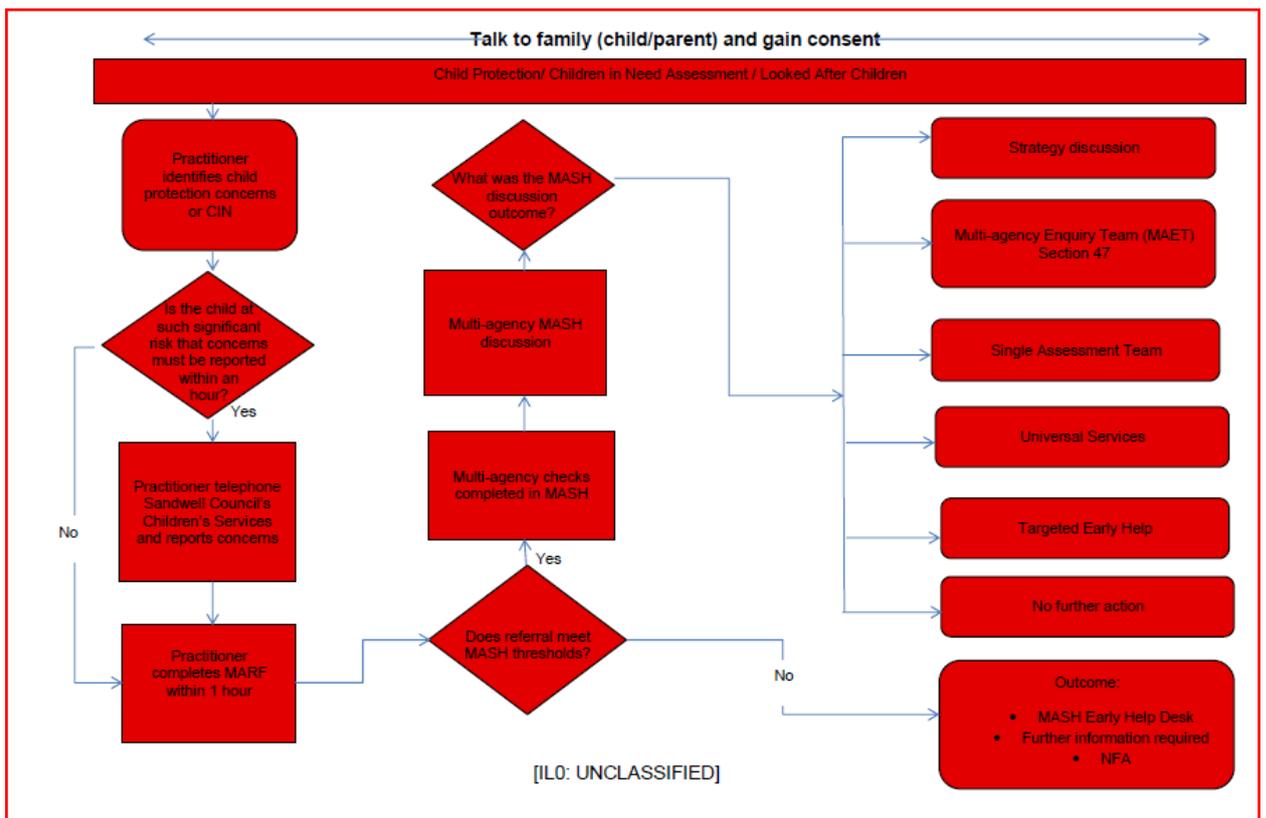
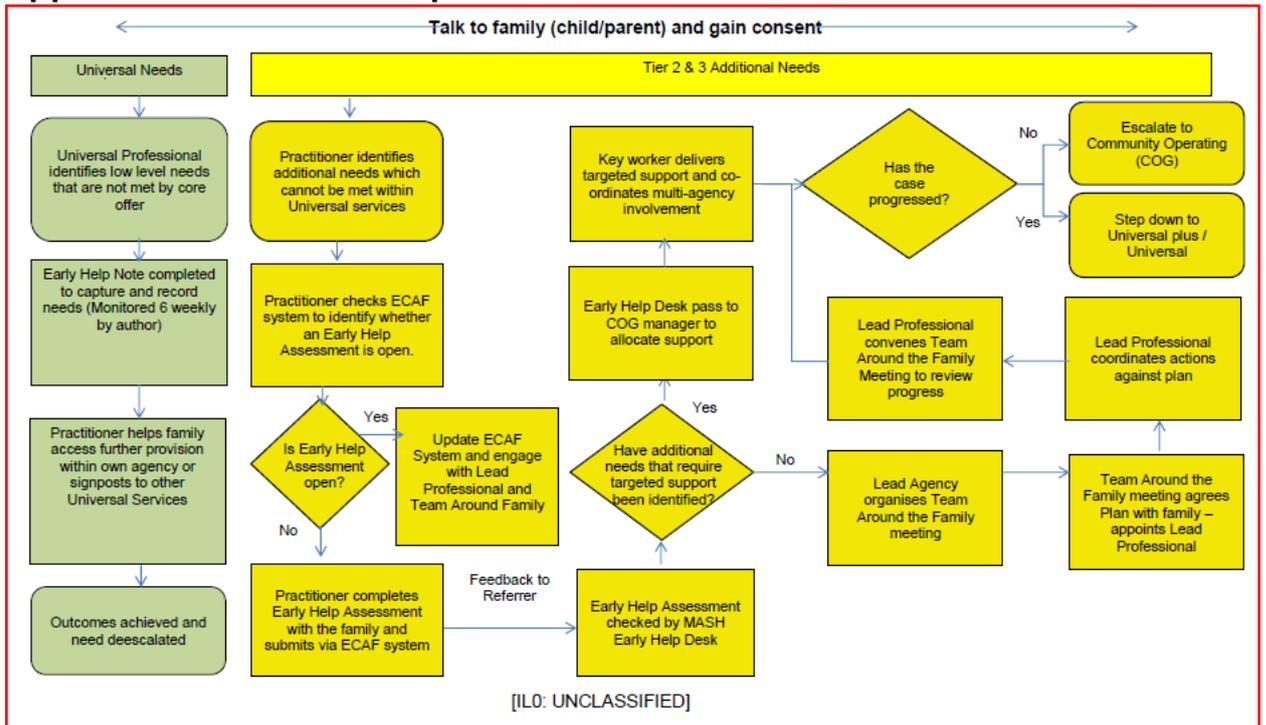
Expected response

- In line with "Safeguarding Children and Safer Recruitment in Education" 2007, "Working Together to Safeguard Children" 2013 and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).
- Other recommendations.
- Ask: Do you need me to do anything now?

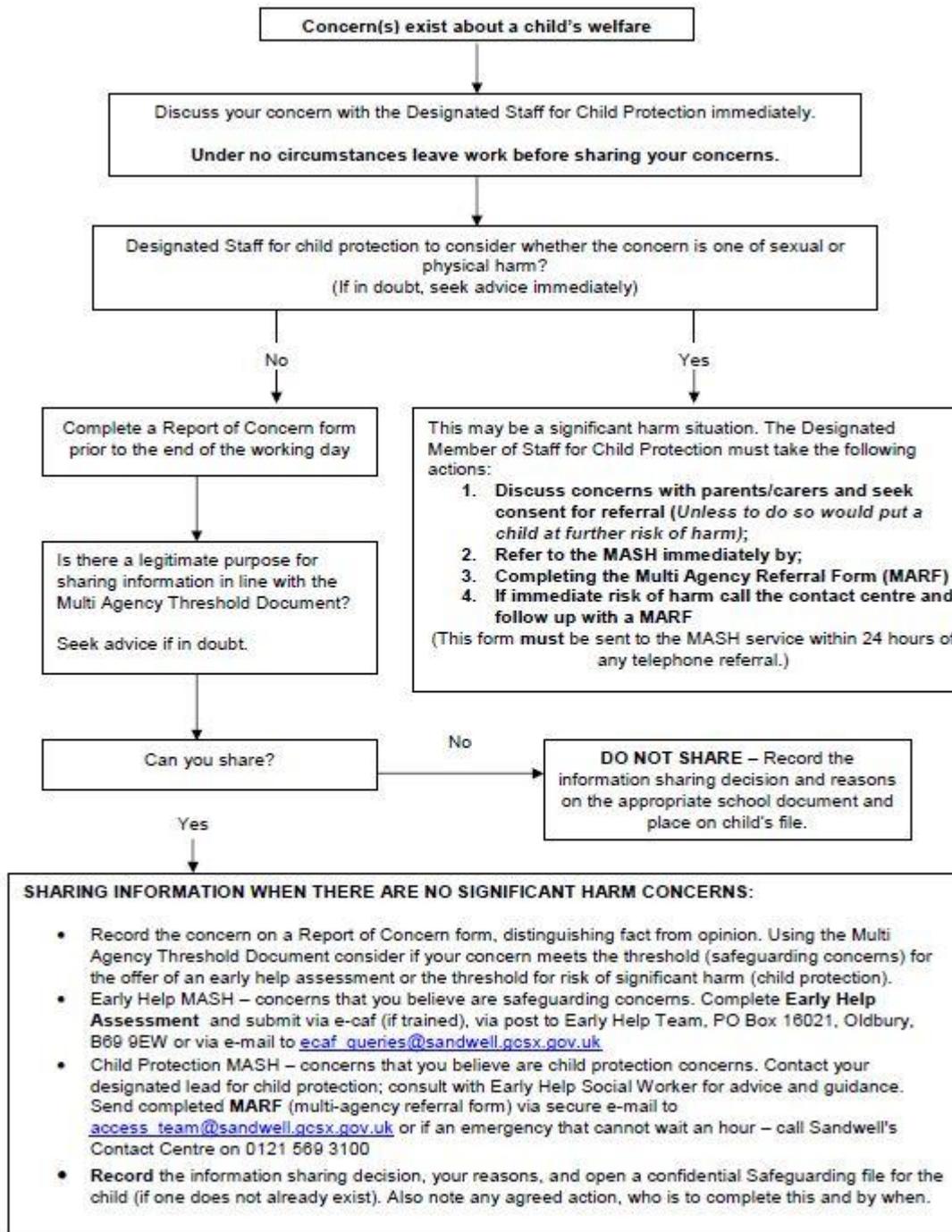
Referral and recording,

- I will follow up with a written referral (CAF Part 1 Notification) and would appreciate it if you would get back to me as soon as you have decided your course of action.
- Exchange names and contact details with the person taking the referral.
- Now complete the CAF Part 1 Notification ensuring that it is sent within 24 hours and record details and time and outcomes of telephone referral.

Appendix E - Process Map



Appendix F - Safeguarding and Promoting Children's Welfare Procedural Flowchart



Appendix G: Preventing Violent Extremism - Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for The Westminster School is Joanne Turner, who is responsible for:

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

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

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

Appendix H - Sexting

There is no clear definition of 'sexting'. Guidance refers to the term 'youth produced sexual imagery' rather than 'sexting' and involves young people sharing sexual images that they, or another young person, have created of themselves.

Making, possessing and distributing any imagery of someone under the age of 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. This is outlined in the protection of Children Act 1978(England and Wales) and the Sexual Offences Act 2003 (England and Wales).

If an incident involving youth produced sexual imagery comes to your attention in school, the Child Protection Policy should be followed.

- The incident should be reported to the DSL as soon as possible using a yellow welfare Concern Notification slip.
- A meeting should be held by the DSL and relevant school staff.
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- If any devices need to be seized and passed onto the police then the device should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. Schools have power under the Education Act 2011 to search, screen and confiscate devices.
- Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.

This advice is developed further in the 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' guidance produced by the UK Council for Child Internet Safety.

(www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF)

Further information and advice can also be found on the following internet sites:

www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx

www.ceop.police.uk/safety-centre

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/1

www.thinkuknow.co.uk