The Friary School

SAFEGUARDING POLICY

Introduction

The Friary School recognises its legal duty under 175 Education Act 2002 (section 157 in relation to independent schools and academies) and the 1989 and 2004 Children Acts. The Friary School takes a 'zero tolerance' approach towards abuse. We take seriously our responsibilities to protect and safeguard the interests of all students. This organisation recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

These procedures aim to provide a framework which ensures that all our practices in regard to safeguarding children is consistent with the stated values and procedures that underpin all work with children and young people.

This Policy has regard to the statutory guidance 'Working Together to Safeguard Children' 2023 and 'Keeping Children Safe in Education' 2024 (KCSiE). The Policy is in keeping with Staffordshire Safeguarding Children Board's (SSCB) policies and procedures and their training strategy and reflects what the SSCB considers to be safe and professional practice. Child protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

This document also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching, including temporary and supply), governors and volunteers to ensure that statutory and other duties are met. All staff and volunteers need to have read and be familiar with this Policy, and our internal procedures around referral, including contact details of the Designated Safeguarding Leads (referred to as DSL(s) in subsequent paragraphs).

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with the statutory guidance, Keeping Children Safe in Education 2024.

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

Key Safeguarding Contacts

- Designated Safeguarding Lead (DSL) – Lottie Hearn (Deputy Headteacher) lhearn@friaryschool.co.uk

- Deputy Designated Safeguarding Lead (DDSL) - Steve Neale sneale@friaryschool.co.uk

- Deputy Designated Safeguarding Lead (DDSL) - Deb Wykes dwykes@friaryschool.co.uk

- Link Governor for Safeguarding - Ann Carlisle acarlise@friaryschool.co.uk

Purpose & Aims

The purpose of our Safeguarding Policy at The Friary School is to ensure that we:

- Are committed to developing **a robust safeguarding culture** of vigilance and challenge.
- **Build resilience** by raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe.

- **Establish a safe environment** in which children can learn and develop within an ethos of openness and where children are taught to treat each other with respect, to feel safe, to have a voice and know that they will be listened to.
- **Support vulnerable pupils** who have been abused, have witnessed violence towards others or may be vulnerable to abuse.
- **Prevent unsuitable people** from working with children by ensuring we practice safe recruitment in checking the suitability of <u>all</u> school staff, supply staff and volunteers to work with our children and maintain an active, ongoing vigilance in line with the safeguarding culture.

Our aim is to follow the procedures set out by Staffordshire Safeguarding Children's Board, Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2024 by **knowing** and **understanding** that:

- Safeguarding and promoting the welfare of children is **everyone's** responsibility and the **voice of the child** is central.
- **Everyone** who comes into contact with children and their families has a role to play.
- **Everyone** should ensure that their approach is **child-centred** considering, at all times, what is in the **best interests** of the child.
- By establishing a safe environment, we enable our children to learn and develop within **an ethos of openness.**
- **No single practitioner** can have the full picture of a child's needs and circumstances.
- If children and families are to receive the **right help at the right time**, **everyone** who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.
- The importance of providing children with **a balanced curriculum** including PHSE, healthy relationship education, online safety, sexting, child-on-child abuse as well as 'abuse outside the home' county Lines, contextualised safeguarding issues, and Child Criminal Exploitation (including CSE). Also supporting this with online activities, enabling children to enhance their safeguarding skills and knowledge whilst understanding the risks.
- Undertaking the role to enable children and children at our school to have **best outcomes**.
- Ensuring that as a school we have awareness of our staff's knowledge and understanding, as well as embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a **robust element** of our school practice.

At The Friary School we strive to:

- **Protect** children from maltreatment.
- **Prevent** impairment of our children's mental and physical health or development.
- **Ensure** that our children grow up in circumstances consistent with the provisions of safe and effective care.
- **Take action** to enable **ALL** children to have the best outcomes.

This policy provides guidance to all adults working within the school, whether paid or voluntary or directly employed by the school or a third party and should be read in conjunction with the documents Keeping Children Safe in Education 2024 and Working Together to Safeguard Children 2023.

- This policy is available on our website and is available on request from the main office. We will also inform parents/carers about this policy when their children join our school.
- This policy will be reviewed in full by the Governing Body on an annual basis or sooner should legislation/guidance change.

- This policy sets out how the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school. Our policy applies to all staff; paid and unpaid, working in the school, including Governors.
- The policy is provided to all staff (including temporary staff, supply staff and volunteers) at the point of induction, alongside other key documents including our Staff Code of Conduct.
- Our Governing Body, working with the Senior Leadership Team and especially our Designated Safeguarding Lead (DSL), ensure that those staff who do not work directly with children will read at least Part 1 of the KCSiE 2024 guidance.
- All staff who work directly with children, are provided with, and have read at least Part One of Keeping Children Safe in Education 2024 and Annexe B.
- The school follows the [Staffordshire Safeguarding Children's Board](#) policies and procedures.

The Ethos & Culture at The Friary School

Where there is a safeguarding issue, the Friary School will work in accordance with the principles outlined in the Staffordshire Safeguarding Children Board Inter-agency child protection procedures. A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded. Each child is unique.

It should also be recognised that additional barriers can exist when recognising abuse and neglect where a child has special educational needs and disabilities or physical health issues.

At The Friary School our children's welfare is of paramount importance to us and we are a child-centred school. Our children are reassured that they have a voice, will be listened to and what they say will be taken seriously. They know that they will be supported and kept safe. They will never be given the impression that they are creating a problem by reporting abuse.

Children are encouraged to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never feel ashamed for making a report. Their views and wishes will inform any assessment and provision for them.

We make every effort to listen to and capture the voice of children to enable us to have a clear understanding of their daily lived experiences.

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

This does not prevent all staff from having professional curiosity and speaking to the DSL if they have concerns about a child. Our staff are skilled in determining how best to build trusted relationships with children which facilitate this communication.

We understand our statutory duty to safeguard and promote the welfare of children and we maintain a professional attitude of **'it could happen here'** where safeguarding is concerned. We expect **ALL** staff, governors, volunteers, and visitors to share our commitment, maintaining a safe environment and a culture of vigilance.

Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours, that underpins this commitment. We work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

We have a culture of vigilance and staff are confident and competent in the timely challenge of unacceptable behaviours and these are dealt with appropriately and robustly. Staff do not accept these behaviours as 'banter', 'having a laugh' or 'part of growing up'.

All staff are encouraged to report any concerns that they have and not to see these as insignificant. On occasions, a referral is justified by a single incident, such as an injury or disclosure of abuse. However, concerns can accumulate over time and are evidenced by building a picture of harm, particularly true in cases of abuse or neglect.

We know that it is crucial that our staff record and pass on any concerns in a timely manner and in accordance with this policy, to allow the DSL/DDSL to build up a picture and access support at the earliest opportunity.

When dealing with safeguarding matters, we are conscious of the language and terminology that we use, especially in front of children. Sometimes reference is made to a child who has been subjected to abuse as a victim. However, not all children will consider themselves a victim nor will they want to be referred to in this way. We are conscious of this and when managing any incident, we will be prepared to use terminology that children are most comfortable with.

In guidance, we will at times, use the term 'alleged perpetrator' and where appropriate 'perpetrator' and we know that these are widely used terms. However, we know that in some cases the abusive behaviour will have been harmful to the perpetrator as well and again we will be mindful of appropriate language and will decide appropriateness on a case-by-case basis.

We work closely and restoratively with our safeguarding partners with the confidence to challenge decisions and practice if deemed appropriate.

We are committed to working with parents in a positive, open and transparent way. We ensure that all parents are treated with respect, dignity and courtesy. Each child has a right to be consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carers request for confidentiality. If a child may be at risk of significant harm, there is a duty on the school to share information with Children's Social Care. This will be explained to the child or family member and appropriate reassurance given.

We recognise the stressful and traumatic nature of safeguarding and child protection work, and support staff by providing an opportunity to talk through their anxieties with the DSL and to signpost and seek further support as appropriate.

Legislation, Guidance & Links to Other School Policies

This policy has been devised with due regard for the statutory guidance from the DfE Keeping Children Safe in Education 2024 (KCSiE) and this document is read alongside:

- Working Together to Safeguard Children 2023
- Staffordshire Safeguarding Children Board Procedures
- What to do if you are Worried a Child is being Abused - Advice for Practitioners
- Behaviour in Schools - Advice for Headteachers and School Staff

Safeguarding and Promoting the Welfare of Children

The definition for Safeguarding and promoting the welfare of children in Working Together to Safeguard Children 2023 is:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Underpinning Values

Where there is a safeguarding issue, the Friary School will work in accordance with the principles outlined in the Staffordshire Safeguarding Children Board Inter-agency child protection procedures:

A child's welfare is paramount. Each child has a right to be protected from abuse, neglect and exploitation and to have their welfare safeguarded.

Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs. It should also be recognised that additional barriers can exist when recognising abuse and neglect where a child has special educational needs and disabilities or physical health issues.

Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances. Parents will be advised about the School Safeguarding Policy in the school induction process. A copy of the policy is available on the school website.

Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children's Social Care. The welfare of the child is paramount in such situations.

Each child has a right to be consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carers request for confidentiality. If a child may be at risk of significant harm, there is a duty on the school to share information with Children's Social Care. This will be explained to the child or family member and appropriate reassurance given.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL when they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Personal information is usually confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) unless the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare (see also section on confidentiality below). In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.

Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.

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Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.

Providing early support is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children and enshrined in legislation and statutory guidance (Children's Act 2004, Working Together to Safeguard Children 2023, 'Keeping Children Safe in Education' 2024).

Staff must also be aware of their duties in relation to the difference between a 'concern' and 'immediate risk'. Concerns may be brought to a member of staff's attention and require reporting as soon as possible through the Child Protection Form system. If a concern is brought to the attention of a member of staff whereby a child is at immediate risk i.e. they will come to harm, a member of staff, without delay will alert the DSL or Deputy DSL in person. In this case this must be the priority. All staff are aware that in these cases the DSL must be disturbed from any other duties that are being undertaken in order to make a judgment regarding next steps to keep the child safe.

Roles & Responsibilities of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s) (DDSL)

For full details of the DSL/DDSL roles and responsibilities please refer to Part 2 & Annex C of [Keeping Children Safe in Education 2023](#).

Our DSL/DDSL(s) have received the appropriate safeguarding training to provide them with an understanding of their role and the knowledge and skills to carry it out. Our DDSL(s) are trained to the same level as the DSL. Training received also supports their knowledge of the processes, procedures, and responsibilities of other agencies, particularly children's social care in line with [Working Together to Safeguard Children 2023](#). This training is updated at least every 2 years and in addition to this they regularly (at least annually) refresh and update their knowledge and skills. The DSL is given additional time, funding, training, resources, and support needed to carry out the role effectively. This includes attending Education Safeguarding DSL Briefings, MAT safeguarding meetings, subscription to various safeguarding updates, attendance at relevant courses and regular contact with the SSCB.

Our DSL takes the lead responsibility for safeguarding and child protection (including online safety as well as an understanding of the expectations, applicable roles and responsibilities in relation to the filtering and monitoring systems and processes in place), and this is explicit in their job description.

Guidance Documents:

[Filtering and Monitoring Standards for Schools and Colleges](#)

As part of online safety, we are aware of our responsibility for information security and access management, and we will ensure that we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Guidance Documents:

[Cyber Security Standards for Schools and Colleges](#)
[Cyber Security Training for School Staff](#)

During term time, the DSL/DDSL is available (during school hours) for staff in the school to discuss any safeguarding concerns. The DSL can delegate activities to the DDSL(s); however, the ultimate responsibility

remains with them, and this lead responsibility is not delegated. In the absence of the DSL the DDSL(s) will take a lead on safeguarding with clear direction from the Senior Leadership Team.

The DSL acts as a source of support, advice, and expertise for staff. Risk assessments/safety plans will be completed as required and should, where appropriate, involve other agencies, are reviewed regularly and shared appropriately.

Our DSL maintains robust systems to monitor and record training of all staff and update and refresher time scales are evident within the training record. Training is delivered in-line with Staffordshire SCB and KCSIE 2024. This will include bulletins, briefings, and inset day training as well as external events attended.

The DSL ensures that all staff and regular visitors have appropriate safeguarding training to equip them for their role in school. This includes training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. The DSL ensures systems are in place to induct new staff/governors and that they are robust and monitored and any non-compliance shared with Senior Leadership Team/Governing body.

The DSL monitors MyConcern to record concerns about children, ensuring that the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information are kept in-line with the [Data Protection Act 2018](#) and General Data Protection. The safeguarding and child protection records are kept in a secure location, away from academic records and there is a clear recording process of transfer, in or out, which if paper file transfer, using the transfer of records form which is signed by the sending and receiving settings and a copy of this form kept by both parties.

When a parent chooses to remove their child from school to receive EHE (Elective Home Education), the DSL will pass on any safeguarding concerns and the safeguarding file, if there is one, to the EHE Team within Staffordshire County Council and inform other professionals who may be involved with that child.

All paper safeguarding files have a front sheet, a chronology in addition to all other safeguarding paperwork in date order with the most recent at the front of the file. All concerns, discussions and decisions made, and the reasons for those decisions, are recorded within the safeguarding file.

The DSL/DDSL monitors the quality of safeguarding files through auditing case files regularly. Appropriate and regular supervision takes place with the DSL and may be extended to other members of staff if we deem this appropriate. The DSL is in regular contact with other DSLs within the Local Authority in order to share practice.

The DSL/DDSL will refer cases of suspected abuse to the Local Authority children's social care, as required, and support other staff to make these referrals. We understand the importance of attending case conferences and core group meetings as well as Child in Need meetings. The DSL will liaise with all staff, such as pastoral staff, school nurses, attendance staff, SEND staff and Mental Health Leads, on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

The DSL/DDSL will represent school at child protection conferences and core group meetings and will be the expert within our setting to support staff in liaising with other agencies, making assessments and any referrals. Any staff member may be required to be part of strategy discussions with other interagency meetings and contribute to the assessment of children. The DSL/DDSL will notify children's social care if a child with a child protection plan is absent for more than two days without explanation.

The DSL/DDSL helps to promote educational outcomes by sharing appropriate information about the welfare, safeguarding and child protection issues that children (including children with or who have previously had a social worker) are experiencing, or have experienced, with teachers and school leadership

staff. This includes ensuring that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

The DSL has a good understanding of the community the school serves, the risks and its resilience. This is achieved through strong links with the local police force, in particular the allocated PCSO team. The DSL also attends MACE panels when required to do so and is part of the community hub.

Reporting A Concern

A written record of concerns should be made using the school's internal recording Child Protection Form. This should then be given to the DSL (or deputy if the DSL unavailable) who will then make the decision whether a referral is needed to Staffordshire Children's Advice & Support Service (SCAS) or the child's existing social worker. If the child lives in an authority outside of Staffordshire, the matter will be referred by the DSL to the relevant Children's Social Care team in that area.

All child protection concerns are recorded on the school's internal system 'MyConcern'. Original forms are kept in children's individual safeguarding folders that are kept securely.

As per statutory government guidance 'Keeping Children Safe in Education', anybody can make a referral. However, due to the role of the DSL this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If it is not possible to speak to the Designated or Deputy DSL, or there would be an unwarranted delay by doing so, the member of staff should contact The Police followed by SCAS to discuss concerns. In these circumstances, the DSL must be informed about the referral as soon as possible via the emergency line.

Reporting Concerns Out of Hours

Where there is an out of hours activity or trip arranged by the school a member of the Senior Leadership Team (SLT) will be 'on call' for the duration of the activity/trip. In the case of a child protection concern staff should take the view that the DSL is 'always available' and contactable via telephone. However, if it is deemed that there is a child at immediate danger or risk of harm and seeking guidance from the DSL would cause a delay and therefore increased risk to the child, the member of staff should call The Police and SCAS directly and without delay and a written record kept. The DSL should be informed of this as soon as possible.

Where a concern is brought to the attention of a member of staff out of hours and not during a planned school activity/trip the member of staff should again take the view that the DSL is 'always available'. If the member of staff deems that the concern does not put the child at immediate danger or risk of harm and therefore does not require immediate attention this can be done via email. If the member of staff considers the risk to be such that a child may come to harm then they should call the Police on 999 and then alert SCAS immediately and without delay. This should be followed by a phone call to the DSL. The member of staff should make a written record as soon as possible which is transferred onto the school's Child protection Form upon return to school premises.

Staffordshire Earliest & Early Help

Earliest and Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Any child may benefit from earliest or early help, but all staff are particularly alert to the potential need for early help for a child who:

▪ is disabled or has certain health conditions and has specific additional needs.

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- has Special Educational Needs (whether or not they have a statutory Education, Health and Care Plan).
- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from education, care or from home.
- is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a parent or carer in prison or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug or alcohol misuse, adult mental health issues and domestic abuse.
- is misusing alcohol or other drugs themselves.
- has returned home to their family from care.
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child.
- is persistently absent from education, including persistent absences for part of the school day.
- Has experienced multiple suspensions, is at risk of being permanently excluded from school, and in alternative provision or a pupil referral unit.

The DSL ensures that <u>all</u> staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/DDSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Further Guidance Documents:

Early Help - SSCB
Threshold Framework 2023 - SSCB

What Happens If a Referral is Deemed Necessary to Escalate Beyond Early Help

Child in Need (Section 17)

If the DSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, they will speak with parents/child and obtain their consent for a referral to Staffordshire Children's Advice and Support Service (SCAS), or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss these issues with SCAS. Appropriate school staff will attend Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require Section 17 services.

Child Protection (Section 47)

If the Local Authority has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, they make enquires under Section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under S44 of the Children Act 1989) or in police protective custody (under S46 of the Children Act 1989).

Children's Services will convene an Initial Child Protection Conference (ICPC) once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference (RCPC) will take place once a child has been made the subject of a Child Protection Plan to monitor the safety of the child and the required reduction in risk. Between

conferences, regular meetings of a core group will take place to monitor the progress of the child protection plan.

The DSL/DDSL (sometimes other staff members as required) will attend the child protection conference on behalf of the school. The person attending will have as much relevant and up to date information about the child as possible. They will contribute to a recommendation on the risks/protective factors for the family from their information and a view on the need for a child protection plan. We understand the importance of our attendance and contribution at these conferences and whether we attend or not we will <u>always</u> provide a written report prior to conference containing these contributions.

Child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved and will work in an open, honest, and transparent way with any parent whose child has been referred to SCAS or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents/carers wherever possible.

Escalation Process

Staffordshire Safeguarding Children Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies, and between agencies, provides a healthy approach to the work.

This process will be kept as simple as possible and the aim will be to resolve difficulties at a professional practitioner level, wherever possible and always in a restorative way. We recognise that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the DSL/DDSL.

If we believe that concerns regarding a child are not being addressed and outcomes are not improving, we understand the expectations that we will escalate our concerns in line with the SSCB Escalation Policy, until a satisfactory conclusion is reached. When we use professional challenge and/or the escalation process we will set out clearly what we want to achieve as a result of the challenge/escalation, what we expect to happen and the desired outcome.

Children Who Have a Social Worker

At The Friary School we recognise that when a child has a social worker it is an indicator that the child is at more at risk than most pupils.

This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker. For example, those students are given priority in discussions about safety and welfare in weekly meetings of the safeguarding team and all staff remain mindful of what extra support children with a social worker may need when planning for learning. Appropriate information is shared with staff to allow them to best plan for the needs of these children.

The DSL takes overall responsibility for outcomes of children with a social worker.

Definitions & Indicators of Abuse

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 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 caregivers).
- Ensure access to appropriate medical care or treatment.

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

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

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

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

- Multiple bruises in clusters, or of uniform shape.
- Bruises that carry an imprint, such as a hand or a belt.
- Bite marks.
- Round burn marks.
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders, or buttocks.
- An injury that is not consistent with the account given.
- Changing or different accounts of how an injury occurred.
- Bald patches.
- Symptoms of drug or alcohol intoxication or poisoning.
- Unaccountable covering of limbs, even in hot weather.
- Fear of going home or parents being contacted.

- Fear of medical help.
- Fear of changing for PE or swimming.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying.
- Isolation from peers.

Sexual Abuse

Sexual Abuse involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether 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.

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

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

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 also involve seeing, hearing or experiencing (as in domestic violence) the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

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

- The child consistently describes him/herself in very negative ways - as stupid, naughty, hopeless, ugly.
- Over-reaction to mistakes.
- Delayed physical, mental, or emotional development.
- Sudden speech or sensory disorders.
- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug, or solvent abuse.
- Fear of parents being contacted.
- Running away.
- Compulsive stealing.
- Appetite disorders - anorexia nervosa, bulimia.
- Soiling, smearing faeces, enuresis.

NB - Some situations where children stop communicating suddenly (known as "traumatic mutism") can indicate maltreatment.

Parental Response

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

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

Disabled Children

Children with disabilities are three times more likely to be abused than their peers (KCSiE 2024). When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

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

- ▪ Inappropriate invasive procedures.

Behaviours Linked to Safeguarding Issues

All staff have an awareness of safeguarding issues that can put children at risk of harm. Presenting behaviours linked to issues such as drug taking and or alcohol misuse, unexplainable and/or persistent absences from education serious violence (including the link to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Bullying & Cyberbullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period, where it is difficult for those bullied to protect themselves. It can take many forms, but the main types are:

- ▪ Physical; Eg - hitting, kicking, theft.
- ▪ Verbal; Eg - racist or homophobic remarks, threats, name-calling.
- ▪ Emotional; Eg - isolating an individual from the activities and social acceptance of their peer group.
- ▪ Cyberbullying (including sexting).

Further Guidance Documents:

Preventing & Tackling Bullying
Cyberbullying Advice

Child on Child Abuse (including Sexual Violence & Sexual Harassment)

All staff have the knowledge and awareness that children are capable of abusing other children (including online). All staff are clear about this school's policy and procedure regarding child-on-child abuse.

Child-on-child abuse can occur, both physically and verbally, either online or face to face, between two children of **any** age and sex, with a single child or group of children and can happen both inside and outside of our setting. Children who are victims of this abuse, will find the experience stressful and distressing and it is likely to have an adverse effect their educational attainment. This type of abuse can exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

All staff at The Friary recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports of it. They understand the importance of the **timely** challenge of inappropriate behaviours between peers, many listed below, that are abusive in nature. They are aware of the importance of:

- • Making clear that child-on-child abuse including sexual violence and sexual harassment, is never acceptable and that that we have a zero-tolerance approach.
- • Not dismissing this abuse as "banter", "part of growing up", "just having a laugh" or "boys being boys".
- • Challenging behaviours (potentially criminal in nature), such as physical and sexual assaults; Eg - grabbing bottoms, breasts, and genitalia, flicking bras and the lifting up of skirts.

All staff know that if we do not challenge and support our children that this will lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We know that the initial response to a report from a child is vitally important. We do not want to miss that opportunity and so we reassure victims that their reports are being taken seriously and that they will be

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supported and kept safe. We never give victims the impression that they are creating a problem by reporting sexual violence or sexual harassment. We reassure victims that they should not feel ashamed for making a report.

We have well promoted and easily understood systems in place so that our children feel confident in knowing their concerns will be treated seriously.

How Facts will be Gathered:

All children involved should be spoken to separately, so that a statement of facts can be obtained using consistent language and open questions for each account. Clarity can be sought with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

Risk Assessment:

Has this been a deliberate or contrived situation for a child to be able to harm another? Unless there is a compelling reason not to, a risk assessment will be put in place that supports the safeguarding of both the victim and perpetrator.

The Next Course of Action:

If the information gathered indicates any child is at risk of significant harm, then a safeguarding referral to social care should be considered (where a crime has been committed the police should be involved also).

If social care and the police intend to pursue this further they may ask to interview the children in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that social care feel that it does not meet their criteria and this may need to be challenged if required. If on discussion however, agreement is reached, parents may need to be informed next.

Informing Parents:

If, once appropriate advice has been sought from police/social care, there is agreement that parents should be informed this should be done with the support of the DSL or Deputy DSLs. If services are not going to be involved then equally, this information may need to be shared with parents. If a child is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish the information shared with parents, then the school must consider this although informing parents is the most likely course of action.

In all circumstances where the risk of harm to the child is evident, then the school should encourage the child to agree to the information being shared with their parents (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the child they would not be criticised, however this would be the case if they actively breached the rights and choices of the child.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse the child may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

Points to Consider:

The following points should be considered when analysing the respective case:

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- How old are the children involved in the incident and is there any age difference between those involved?
- Consensual image sharing, especially between older children of the same age, may not be abusive - but children still need to know it is illegal. The UK Council for Internet Safety (UKCIS) provides detailed advice about sharing of nudes and semi-nude images and videos. If images have been shared was this non-consensual?
- Where did the incident or incidents take place?
- Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?
- What was the explanation by all children involved of what occurred?
- Can each of the children give the same explanation of the incident and also what is the effect on the children involved?
- Is the incident seen to be bullying for example, in which case regular and repetitive?
- Is the version of one child different from another and why?
- What is each of the children's own understanding of what occurred?
- Do the children know/understand what they are doing? Eg - do they have knowledge of body parts, of privacy and that it is inappropriate to touch?
- Is the child's explanation in relation to something they may have heard or been learning about that has prompted the behaviour?
- Is the behaviour deliberate and contrived?
- Does the child have understanding of the impact of their behaviour on the other person?
- What is the intra familial impact and what support may be necessary for siblings following an incident?

Repetition:

It is important to understand whether the behaviour has been repeated to an individual on more than one occasion.

In the same way it must be considered whether the behaviour has persisted by the individual after the issue has already been discussed or dealt with and appropriately resolved.

Further Information:

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the Child who has been Harmed:

It should be recognised that the support they require depends on the individual child. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this child continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the child may need support in improving peer groups/relationships with other children or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

If the child feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the Child who has Displayed Harmful Behaviour:

In this circumstance it is important to find out why the child has behaved in such a way. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an early help assessment and the child may require additional support from family members.

Once the support required to meet the individual needs of the child has been met, it is important that the child receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the child they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the child to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this child cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation, the behaviour that the child has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the child and the risks towards others are measured by all of those agencies involved, including the child and their parents. This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion, suspension, or isolation for a period of time to allow the child to reflect on their behaviour.

After Care:

It is important that following the incident the children involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the children do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the children following the incident(s) are imperative.

Preventative Strategies:

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of child-on-child abuse rather than manage the issues in a reactive way.

Firstly, and most importantly for schools and settings is recognition that child-on-child abuse can occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting children to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that the school has an open environment where children feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of children including use of

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inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to children in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a child seeking no further help or advice.

It is important that signposting is available to children in the event that they don't feel confident raising an issue to staff or a peer. The student support team are always available to discuss concerns with children and they mentor students who are considered to be vulnerable in particular.

Finally having a school council and wide-ranging student voice, and encouraging children to support changes and develop 'rules of acceptable behaviour', goes far in helping to create a positive ethos in our school and one where all children understand the boundaries of behaviour before it becomes abusive. The issue of child-on-child abuse will be focussed on from time to time in school council so that that can inform future policy updates.

All victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. We will ensure that children know that the law is in place to protect them rather than criminalise them, and we will be explained in such a way that avoids alarming or distressing them.

Staff are aware of the groups that are potentially more at risk as evidence shows that girls, children with SEND and LGBT children are at greater risk. The DfE states that child on child abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Victims of child-on-child abuse will be supported by the school's pastoral system and referred to specialist agencies if appropriate. Risk assessment and/or safety planning are an integral part of this support plan, particularly regarding the post-incident management.

All staff understand, that even if there are no reports in our setting, this does not mean that it is not happening, it may be the case that it is just not being reported. As such it is important that when staff at The Friary have any concerns regarding child-on-child abuse, they speak to their Designated Safeguarding Lead (DSL) or deputy (DDSL). Our staff will not await high thresholds before acting.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence such as rape, assault by penetration and sexual assault and may include an online element which facilitates, threatens and/or encourages sexual violence. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- sexual harassment such as sexual comments, remarks about clothes and/or appearance, jokes, taunting and online sexual harassment. This also includes the telling of sexual stories, making lewd comments and calling someone sexual names and physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes, and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

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- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery) Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive - but children still need to know it is illegal - whilst non-consensual is illegal and abusive.
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff are aware of the importance of understanding intra familial harms and any necessary support for siblings following incidents.

All staff are clear as to the school's policy and procedures with regards to child-on-child abuse and the important role they play in preventing it and responding where they believe a child may be at risk from it.

If staff have a concern about a child or a child makes a report to them, they will follow the safeguarding referral process. As in any case, if staff are in any doubt as to what to do, they should speak to the DSL/DDSL. Our Behaviour Policy will support any sanctions.

Guidance Documents:

- Sexting: How to Respond to an Incident
- Disrespect Nobody campaign
- CEOP-Safety center
- UKCIS Guidance: Sharing Nudes and Semi-Nudes
- Review of Sexual Abuse in Schools and Colleges - GOV.UK
- Searching, screening and confiscation in schools
- Sharing nudes and semi-nudes: advice for education settings working with children and children
- Undressed (lgfl.net)

Children Missing Education

All professionals working with children, as well as the wider community can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and children of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education.

A child going missing, particularly repeatedly, can be a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

Our school holds at least 2 emergency contact numbers for each child. If a child goes missing from our school and we are unable to locate them, we will inform parents/carers and we will also contact the Police to report them missing. This will ensure that the Police and other partners have a true picture of missing episodes, which are indicators of risk for some children.

The school will notify the Local Authority of any child who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) will also notify the Local Authority of any child who is to be deleted from the admission register because s/he:

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

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

Children who are Absent from Education

Children being absent from education for prolonged periods and/or on repeated occasions can act as a vital warning sign to a range of safeguarding issues, including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to unexplained and/or persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Further information and support, includes:

- Working together to improve school attendance including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children Missing Education.
- General information and advice for schools and colleges can be found in the Government's Missing Children & Adults Strategy.

Child Missing from Home or Care

There are strong links between children involved in criminal and sexual exploitation and other behaviours such as running away from home, care or school, bullying, self-harm, teenage pregnancy, truancy, and substance misuse.

In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied,

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those forced into marriage, those involved in gangs and unaccompanied asylum-seeking children.

Overall, most children who go missing are not in care and go missing from their family home. However, children who are looked after are proportionally much more likely to run away than those who live at home, and over 50% of children in care have run away at some point.

Guidance Document:

[Children who Run Away or Go Missing from Home or Care](#)

Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, and may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or alleged perpetrator, facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. The DSL and DDSLs are trained in the completion of the Risk Factor Matrix (RFM). This is a proactive tool used to measure at the earliest opportunity risk of potential exploitation. The DSL also receives regular updates from the Multi-Agency Child Exploitation (MACE) panel and where a child from the school is to be discussed will attend the meeting or provide a report. The school has close links with the local PCSO team and arrange regular meetings to share information.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm, from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

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

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- Children who go missing from school or home and are subsequently found in areas away from their home.
- Children who have been the perpetrator or alleged perpetrator of serious violence (Eg - knife crime), as well as the victim.

Guidance Documents:

[Safeguarding Children Who May Have Been Trafficked](#)
[Child Exploitation - StaffsSCB](#)

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge; Eg - through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The above CCE indicators can also be signs of CSE, as can having older boyfriends or girlfriends and/or suffering from sexually transmitted infections/becoming pregnant.

Guidance Documents:

[Child Sexual Exploitation Definition & Guidance](#)
[Know about CSE](#)

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and/or store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes, and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRF) should be considered via the Police. Further information can be

found here [National Referral Mechanism](#).

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child (male or female) under the age of 18 years.
- Can affect any vulnerable adult over the age of 18 years.
- Can still be exploitation even if the activity appears consensual.
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- Can be perpetrated by individuals or groups, males or females, and children or adults and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic Abuse

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting children, can also occur within their personal relationships, as well as in the context of their home life. We will signpost and support our children.

We are an Operation Encompass school, meaning that we are notified by The Police should they attend an address where a Friary child lives in relation to a domestic abuse incident. We act appropriately when we receive an alert to support the children in our school.

Guidance Documents:

[Domestic Violence and Abuse](#)
[NSPCC-Domestic Abuse](#)
Operation Encompass Helpline 0204 513 9990 (8am-1pm Mon-Friday)

Drug and Alcohol Use

There is evidence that children are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and increased risk of being a victim of violent crime and criminal exploitation, including sexual exploitation.

Guidance Documents:

[NSPCC-Parental Substance Misuse](#)
[Drugs Advise for Schools](#)

Fabricated or Induced Illness (FII)

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer, and which is attributed by the adult to another cause.

There may be several explanations for these circumstances, and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child.

Guidance Documents:

[NHS-Overview-Fabricated or Induced Illness](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL/DDSL are aware of local contact details and referral routes into local housing organisations, so they can raise/progress concerns at the earliest opportunity.

Indicators of risk include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this will not replace a referral into children's social care where a child has been harmed or is at risk of harm.

We also recognise that in some cases 16/17 year olds could be living independently from their parents or guardians and they will require a different level of intervention and support. Children's services will be the lead agency for these children and the DSL will ensure that appropriate referrals are made based on the child's circumstances.

Honour-Based Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors, when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. It is known by several names including "cutting", "female circumcision" or "initiation". The term female circumcision suggests that the practice is like male circumcision, but it bears no resemblance to

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male circumcision, and it has serious health consequences with no medical benefits. FGM is also linked to domestic abuse, particularly in relation to "honour-based abuse".

FGM mandatory reporting duty for teachers 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 regulated health and social care professionals in England and Wales, to report to the police where they discover (either via 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 may face disciplinary sanctions. It is rare to see visual evidence, and children should not be examined but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Staff <u>must</u> personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless there is good reason not to, they should still consider and discuss any such case with the DSL (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where staff do not discover that FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, staff will follow local safeguarding procedures.

It is important that staff are able to recognise signs that FGM is both going to happen or has happened. Indicators that FGM could be going to happen include:

- A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'.
- A family arranges a long holiday overseas or visits family abroad over the summer holidays.
- A female relative such as mother, aunt or sister has undergone FGM.
- A girl has unexpected or long absence from school.
- A girl runs away or plans to run away from home.

Indicators that FGM have already happened could include:

- Having difficulty walking, standing or sitting.
- Spending longer in the bathroom or toilet.
- Appearing quiet, anxious or depressed.
- Acting differently after an absence from school or college.
- Reluctance to go to the doctors or have routine medical examinations.
- Asking for help - though they might not be explicit about the problem because they are scared or embarrassed.

Guidance Documents:

[Multi Agency Statutory Guidance on Female Genital Mutilation](#)
[Female Genital Mutilation Act 2003](#)

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into <u>without</u> the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. The threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Some perpetrators use perceived cultural practices, to coerce a person into marriage. Schools and colleges play an important role in safeguarding children from

forced marriage.

There are some significant differences between the referral of a concern about a child being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a child's parents, extended family, or members of their community, could put the child in a situation of significant risk.

Any disclosure that indicates a child may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be 'one chance to save a life'. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual, and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

From February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

School staff can contact the Forced Marriage Unit for advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

Guidance Documents:

[Forced Marriage](#)
[The Right To Choose: Government Guidance on Forced Marriage](#)

Mental Health

All staff have an important role to play in supporting the mental health and wellbeing of our children and are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

When a potential mental health concern is identified it will be triaged through the DSL and the Student Support Team to determine the best course of action. The school is part of Hope Mentoring and in the first instance it may be the case that a child is placed on the internal mentoring programme. Children who are present more significant mental health needs may be seen by an external counsellor who the school employs on a daily basis. Where there are substantial, significant concerns a CAMHS referral may be necessary.

The school works with a wide range of external agencies to provide support for our children. This includes Action for Children, St Giles Bereavement Support and Catch 22. Where a referral to an external agency is made this will be discussed with the parent in order to support the application and ensure the correct support is being accessed.

The Senior Mental Health Lead in school is also the DSL. They oversee the mental health provision in school and regularly review its effectiveness.

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

Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), this can have a lasting impact throughout childhood, adolescence and into adulthood. It

is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Guidance Documents:

[Addressing Trauma and Adversity](#)
[Mental Health and Behaviour in Schools Guidance](#).
[Preventing and tackling bullying](#)
[Every Interaction Matters](#)
[MIND-Parenting Capacity and Mental Health](#)
[NSPCC-Mental Health and Parenting](#)

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by reporting concerns to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead.

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child Criminal Exploitation, Child Sexual Exploitation, radicalisation, sextortion, sexual predation, and technology often provides the platform that facilitates harm.

At The Friary School we realise that it is essential for our children to be safeguarded from potentially harmful and inappropriate online material. We have an effective whole-school approach to online safety which empowers us to protect and educate children and staff in their use of technology and establishes mechanisms for us to identify, intervene in, and escalate any concerns where appropriate.

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

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images; Eg - consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If staff feel students or staff are at risk then they are directed to report it to the [Anti-Phishing Working Group](#).

Consideration of these 4Cs (above) will provide the basis for our Online Safety Policy.

We ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures. We consider online safety in other relevant policies, when planning curriculum, teacher training, the role and responsibilities of the DSL and parental engagement. We have appropriate filtering and monitoring systems in place on school devices and school networks, and these are regulated, and risk assessed as part of the prevent duty. We use Smoothwall as our system and this is monitored by the DSL and DDSLs throughout the day.

Our filtering and monitoring standards:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.

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- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs.

The Governing Body will review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

We have an online safety policy which identifies the usage and expected behaviour of children. Furthermore, our school is accredited with the top-level 360 Safe Online Safety Award and our practice has been disseminated nationally.

Where children are being asked to learn online at home, our school will refer to and use the links and resources provided by the DfE; Safeguarding in schools, colleges and other providers and safeguarding in remote education.

The Friary School utilises the curriculum (particularly PSHEE, and sex and relationship education) to raise awareness of safeguarding issues so that children are able to recognise the indicators of, for example, grooming behaviours, so that the risks of being drawn into sexual exploitation, or being subjected to abuse, are minimised.

Further, in order to help protect our children:

- Software is in place to minimise access and to highlight anyone accessing inappropriate sites or information
- Children are encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school's DSL or the Deputy DSL will be informed immediately)
- Children should not give out their personal details, phone numbers, schools, home address, computer passwords etc.
- Students and staff should adhere to the school policy on mobile phones.
- The risks faced by children by evolving technology will be reviewed annually and support the overall approach taken by the school to promoting online safety.
- It should be noted that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

The police will be involved if there is any criminal element of misuse of the internet, phones or any other form of electronic media.

Guidance Documents:

Children's Commissioner-Online Safety
Teaching online safety in schools
Appropriate Filtering and Monitoring
CEOP-Safety Centre
National Cyber Security Centre
NSPCC-Undertaking remote teaching safely
360 Degree Safe - Online Safety Review Tool
UKCCIS-UK Council for Child Internet Safety

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a Local Authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or

immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

Close relatives are defined as a grandparent, brother, sister, uncle, or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent. People become involved in private fostering for all kinds of reasons.

Examples of private fostering include:

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

Our staff at The Friary School will notify the DSL/DDSL when they become aware of a private fostering arrangement. There is a mandatory duty on the school to inform Staffordshire Children's Social Care of a private fostering arrangement by contacting (0300 111 8007), who then have a duty to check that the child is being properly cared for and that the arrangement is satisfactory.

Guidance Document:

[Children Act 1989 - Private Fostering](#)

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach. These include:

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person legitimises support for, or use of, terrorist violence.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

At The Friary School we value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Children and school staff 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.

There is no single way of identifying whether a child is likely to susceptible to radicalisation into terrorism. Background factors combined with specific influences such as family and friends may contribute to a child's

vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

The normalisation of extreme views may also make children and children vulnerable to future manipulation and exploitation. The school is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

The school's Designated Safeguarding Lead (and any deputies) are aware of local procedures for making a Prevent referral.

Indicators of Vulnerability to Radicalisation

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

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

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which
- Encourage, justify, or glorify terrorist violence in furtherance of beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions 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.

Children 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 can recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis - the child is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis - the child 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 child'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 child 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 - children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all children experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Family members convicted of a terrorism act or subject to a Channel intervention.
- 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.
- Significant changes to appearance and/or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Prevent Duty and Channel

Prevent

The school governors, the Headteacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of students by gender and SEND, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

All schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty and is part of our school's wider safeguarding obligations.

Designated Safeguarding Leads and other senior leaders familiarise themselves with the revised Prevent Duty Guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare). We follow the guidance in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Our school has a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for our school is Steve Neale

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done using specialist online monitoring software, which in this school is called Smoothwall.

Channel

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

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.

- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.
- Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Guidance Documents:

The Prevent Duty
Educate Against Hate
ACT Early | Prevent Radicalisation

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Guidance Documents:

Home Office Preventing Youth Violence and Gang Involvement
Criminal Exploitation of Children and Vulnerable Adults; County Lines

Allegations about a Member of Staff (including Supply), Governor or Volunteer

Inappropriate behaviour by staff/supply staff/volunteers could take the following forms:

- Physical - For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
- Emotional - For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability, or sexuality.
- Sexual - For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault, and rape.
- Neglect - For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
- Spiritual Abuse - For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

If a child makes an allegation about a member of staff, supply staff, Governor, visitor or volunteer the Headteacher must be informed immediately. The Headteacher must carry out an urgent initial consideration

to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview pupils.

The Headteacher will exercise and be accountable for their professional judgement on the action to be taken as follows:

- If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Headteacher will notify the Staffordshire Designated Officer (LADO) (0300 111 8007). The LADO will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within Staffordshire Children's Social Care to address the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
- If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.

Where we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers). In no circumstances will our school/college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Our Governing body/proprietor will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Where allegations have been made against the Headteacher, then the Chair of Governors takes on the role of liaising with the LADO in determining the appropriate way forward with due support from Allegations of Abuse - SSCB.

Key Safeguarding Contacts

The Designated Safeguarding Lead (DSL), Designated Teacher for LAC and Senior Mental Health Lead:
Lottie Hearn (Deputy Headteacher) - lhearn@friaryschool.co.uk

The 2 Deputy Designated Safeguarding Lead(s) in this school are:
Steve Neale - sneale@friaryschool.co.uk
Deb Wykes - dwykes@friaryschool.co.uk

The Nominated Governor for Safeguarding is: Ann Carlisle - acarlise@friaryschool.co.uk

The Chair of Governors is: Jane Mackenzie - jmackenzie@friaryschool.co.uk

Virtual School Headteachers

Staffordshire - Sarah Rivers - sarah.rivers@staffordshire.gov.uk
Solihull - Alecia Oliver Adams - alecia.oliveradams@solihull.gov.uk
Dorset - Amanda Davis - amanda.davis@dorsetcouncil.gov.uk
Stoke-on-Trent - Aaron Lawrence - aaron.lawrence@stoke.gov.uk
Walsall - Lorraine Thompson - walsallvirtualschool@walsall.gov.uk

Further advice on Safeguarding matters can also be obtained from:

- SCAS (Staffordshire Children's Advice and Support Line) including LADO advice: 0300 111 8007.

- Emergency Duty Team (for out of office hours referrals for children and vulnerable adults): 0345 604 2886.
- Staffordshire Prevent Team (Tel: 01785 238239 or 01785 233109) / Email: prevent@staffordshire.pnn.police.uk.
- LST (duty contact number): Sue Heath (Tel: 01543 510100).
- Staffordshire Vulnerable Adults referral contact details (for schools where students may be over the age of 18 years and have a physical or sensory impairment; drug or alcohol problems; mental health problem; or learning disability and may not be able to protect themselves from harm or abuse) - 0845 604 2719 or EDT number above.
- Staffordshire County Council - Education Safeguarding Advice Service 01785 895836; Email esas@staffordshire.gov.uk.
- Website - https://www.staffordshire.gov.uk/Care-for-children-and-families/childprotection/First-Response.aspx.

Reviewed By	Full Governors	Implementation Date	Sept 2024	Review Date	Sept 2025