

# Safeguarding and Child Protection Policy

The policy is in two parts –

Part 1 contains policy statements

Part 2 contains procedures for responding to concerns about a child, and advice for Principals, Designated Safeguarding Leads and teachers: this should be adopted unchanged.

## Links with other Policies

This safeguarding policy has obvious links with the wider safeguarding agenda including Health and Safety, Risk assessment, First Aid, Attendance policy, Anti-bullying, Behaviour policy, Safer Recruitment.

Also refer to the procedures of Sandwell Safeguarding Children Board, available on <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

All staff members are required to read and sign the KCSIE (**Keeping Children Safe in Education**) Part 1 September 2018 version of the policy document to ensure that they adhere to the terms and conditions of the policy.

## Policy Monitoring, Review and Evaluation

This policy will be reviewed on an annual basis and as and when deemed necessary. The next annual review for this policy will take place September 2018. The annual review will include attendance by the proprietors. The review will include checking the effectiveness of all of the school's safeguarding policies and procedures. Any revisions required as a result of review will be implemented as soon as reasonably practicable.

The safeguarding policy will be monitored, reviewed and evaluated for its effectiveness constantly on an informal basis by the Principal, DSL and proprietors. Formal weekly meetings between the Principal and DSL will raise the effectiveness of the safeguarding policy. The Principal will also hold formal meetings with the proprietors concerning monitoring and effectiveness, again on a weekly basis.

Sandwell Valley School

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## **PART ONE: SAFEGUARDING POLICY**

### **1. INTRODUCTION**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to establish a climate in which the safeguarding and welfare of the children in our care is of prime importance. We will provide a safe and welcoming environment where children are respected and valued. As a setting we are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We are mindful at all times of updated and revised national requirements. In particular, we follow the guidance provided by the DfE through documents such as Keeping Children Safe in Education.

**An important aspect of our policy is to ensure that all children feel safe at school. We have a strong ethos where students and staff can talk freely about concerns, in the belief that they will be listened to and appropriate action taken. We actively encourage all students to speak with any member of staff should they have any worries or concerns.**

1.1 Safeguarding is defined as – Protecting children from maltreatment;  
Preventing impairment of children's health or development;  
Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best life chances.

1.2 Sandwell Valley School and Sandwell Community Care Trust Training is committed to safeguarding and promoting the welfare of all its students. We believe that:

All children/young people have the right to be protected from harm;  
Children/young people need to be safe and to feel safe in school; Children/young people need support that matches their individual needs, including those who may have experienced abuse;  
All children/young people have the right to speak freely and voice their values and beliefs; All children/young people must be encouraged to respect each other's values and support each other; All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally; Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 Sandwell Valley School and Sandwell Community Care Trust Training will fulfill their local and national responsibilities as laid out in the following documents:-

The most recent version of

[Working Together to Safeguard Children](#) (DfE)

[The Procedures of Sandwell Safeguarding Children Board](#)

[The Education Act 2002 s175 / s157](#)

[Mental Health and Behaviour in Schools: Departmental Advice](#) (DfE 2014)

[Keeping Children safe in education September 2018](#)

## **2. OVERALL AIMS**

2.1 This policy will contribute to safeguarding our students and promoting their welfare by:

Clarifying standards of behaviour for staff and students;

Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values;

Introducing appropriate work within the curriculum;

Encouraging students and parents to participate;

Alerting staff to the signs and indicators that all might not be well;

Developing staff awareness of the causes of abuse;

Developing staff awareness of the risks and vulnerabilities their students face;

Addressing concerns at the earliest possible stage; and

Reducing the potential risks students face of being exposed to violence, extremism, exploitation or victimisation.

2.2 This policy will contribute to supporting our students by:

Identifying and protecting the most vulnerable;

Identifying individual needs where possible; and

Designing plans to meet those needs.

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

Including appropriate work within the curriculum;

Implementing child protection policies and procedures; and

Working in partnership with students, parents and agencies.

### 3. KEY PRINCIPLES

3.1 These are the key principles of safeguarding, as stated by Sandwell Safeguarding Children Board -

Always see the child first.

Never do nothing.

Do with, not to, others.

Do the simple things better.

Have conversations, build relationships.

Outcomes not outputs.

3.2 In addition the Board has identified the following key safeguarding messages for schools - Every child is entitled to a rich and rounded curriculum.

Schools operate with public money: this should be spent wisely, targeting resources on the evidenced needs of children at school now. Assurance and audit are important aspects of this. Governance is corporate and decisions are collective, but individual governors can and should take the lead on specific aspects of school life such as safeguarding.

When issues arise, Principals should speak out, addressing them internally where possible and escalating them when this is unsuccessful.

### 4. KEY PROCESSES

4.1 All staff should be aware of the guidance issued by Sandwell Safeguarding Children Board in [Right Service Right Time](#), and [Early Help](#).

#### Staff training

It is important that all staff have accredited training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Child protection training is mandatory for all staff including temporary staff and will be part of my/their induction process. The school will ensure that the staff's knowledge, understanding and practice of safeguarding children are current and up-to-date at all times. Where gaps are identified support additional training will be implemented. The Designated Safeguarding Lead will receive refresher training at least every two years, including training in inter-agency procedures and Early Help Assessment to support their roles. All staff will receive refresher training every three years. All training will meet the standards set by the Local Safeguarding Children's Board. The school will bring its safeguarding policy and procedures to the attention of permanent and temporary staff. Permanent staff are all issued with a copy of the school's policy and procedures, along with Part 1 of Keeping Children Safe in Education (July 2015). Temporary staff will also be informed about the school's policy and provided with the same documents as permanent staff.

### 5. EXPECTATIONS

5.1 All staff and visitors will:

Be familiar with this safeguarding policy;

**Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;**

Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;

**Be alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators);**

**Record concerns and give the record to the Designated Safeguarding Lead Claire Geddes; and/or where necessary Mim Hall (deputy officer), Jen Hall (deputy officer)**

Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two - you must inform the Designated Safeguarding Lead immediately, and provide a written account as soon as possible.

5.2 All staff will receive safeguarding training at intervals of no more than three years. Key staff will undertake more specialist child protection training as agreed by the Governing Body.

## **6. THE DESIGNATED SAFEGUARDING LEAD**

6.1 Our Designated Safeguarding Lead on the senior leadership team is *Claire Geddes*. She has lead responsibility and management oversight and accountability for child protection and will be in a position to advise the Principal on such matters. Contact number 07886893353

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

6.3 When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken after consultation with the Principal.

6.4 Child protection information will be dealt with in a confidential manner.

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

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

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

6.7 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate

members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

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

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

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

6.11 If a student is permanently excluded and moves to a Student Referral Unit, child protection records will be forwarded on to the relevant organisation.

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

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

**7. THE GOVERNING BODY**

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

7.2 The governing body will ensure that:

The school has a safeguarding policy in accordance with the procedures of Sandwell Safeguarding Children Board;

The school operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;

At least one senior member of the school’s leadership team acts as a Designated Safeguarding Lead;

The Designated Safeguarding Lead attends appropriate refresher training every two years;

The Principal and all other staff who work with children undertake training at three yearly intervals; Temporary staff and volunteers are made aware of the school’s

arrangements for child protection and their responsibilities;

The school remedies any deficiencies or weaknesses brought to its attention without delay;  
and

The school has procedures for dealing with allegations of abuse against staff/volunteers.

7.3 The governing body reviews its policies/procedures annually.

7.4 The Nominated Governor will liaise with the Designated Safeguarding Lead to produce an annual report for governors and the local authority (s175/s157).

7.5 A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Principal/Safeguarding lead

## **8. A SAFER SCHOOL CULTURE**

### **Safer Recruitment and Selection**

8.1 The school pays full regard to 'Keeping Children Safe in Education'. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job, Barred list check, prohibition from teaching, prohibition from management, right to work in the U.K and overseas checks if appropriate. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).

**The school has a clear and detailed recruitment policy.**

8.2 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of students.

8.3 Mim Hall has undertaken appropriate training in Safer Recruitment. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

### **Staff support**

8.4 We recognise the stressful and traumatic nature of child protection work.

We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

## **9. OUR ROLE IN THE PREVENTION OF ABUSE**

9.1 We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

### **The curriculum**

9.2 Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

9.3 Relevant issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art.

Other areas of work

9.4 All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.

9.5 Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

## **10. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION**

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

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

10.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Sandwell Valley School and Sandwell Community Care Trust Training is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

### **10.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.**

10.5 Sandwell Valley School and Sandwell Community Care Trust Training seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist

ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

### Risk reduction

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

10.7 This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

### Response

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

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

10.10 More information on these factors is in Appendix 4.

10.11 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Sandwell Valley School and Sandwell Community Care Trust Training is Claire Geddes. The responsibilities of the SPOC are described in Appendix Five.

10.12 Staff of Sandwell Valley School and Sandwell Community Care Trust Training will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

10.13 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC, and to the Designated Safeguarding Lead if this is not the same person.

10.14 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this

reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## Channel

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

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

Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and

Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

10.16 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.

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

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

## **11. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING**

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

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

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

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

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

11.6 Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

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

#### Reporting of female genital mutilation

11.8 With effect from October 2015 (also see Multi-agency statutory guidance on female genital mutilation Ref: ISBN 9781786550811) all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.

11.9 When a teacher at Sandwell Valley School and Sandwell Community Care Trust Training has reasons to suspect that an act of FGM has been carried out on a student, s/he will discuss the situation with the Designated Safeguarding Lead, who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

## 12. CHILDREN WHO GO MISSING FROM EDUCATION

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

12.2 The school must notify the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more.

The school must also notify the

local authority of any student who is to be deleted from the admission register because s/he –

**Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);**

**Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered;**

**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; or**

**Has been permanently excluded.**

### **13. WHAT WE DO WHEN WE ARE CONCERNED**

13.1 Where risk factors are present but there is no evidence of a particular risk then our DSL advises us on preventative work that can be done within school to engage the student into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

13.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –  
The DSL may decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and  
The school will review the situation after taking appropriate action to address the concerns.

13.3 The DSL will also offer and seek advice about undertaking an early help assessment such as the family Common Assessment Framework (fCAF) and/or making a referral to children's social care. The local family support and safeguarding hub can assist us.

13.4 If the concerns about the student are significant and meet the additional needs/complex need criteria, they will be referred to the MASH. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence. Staff should only discuss concerns with the designated person or manager. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with [Data Protection Act 1998](#) principles. Information is:

Processed for limited purposes

Adequate, relevant and not excessive

Accurate

Kept no longer than necessary

Processed in accordance with the data subject's rights

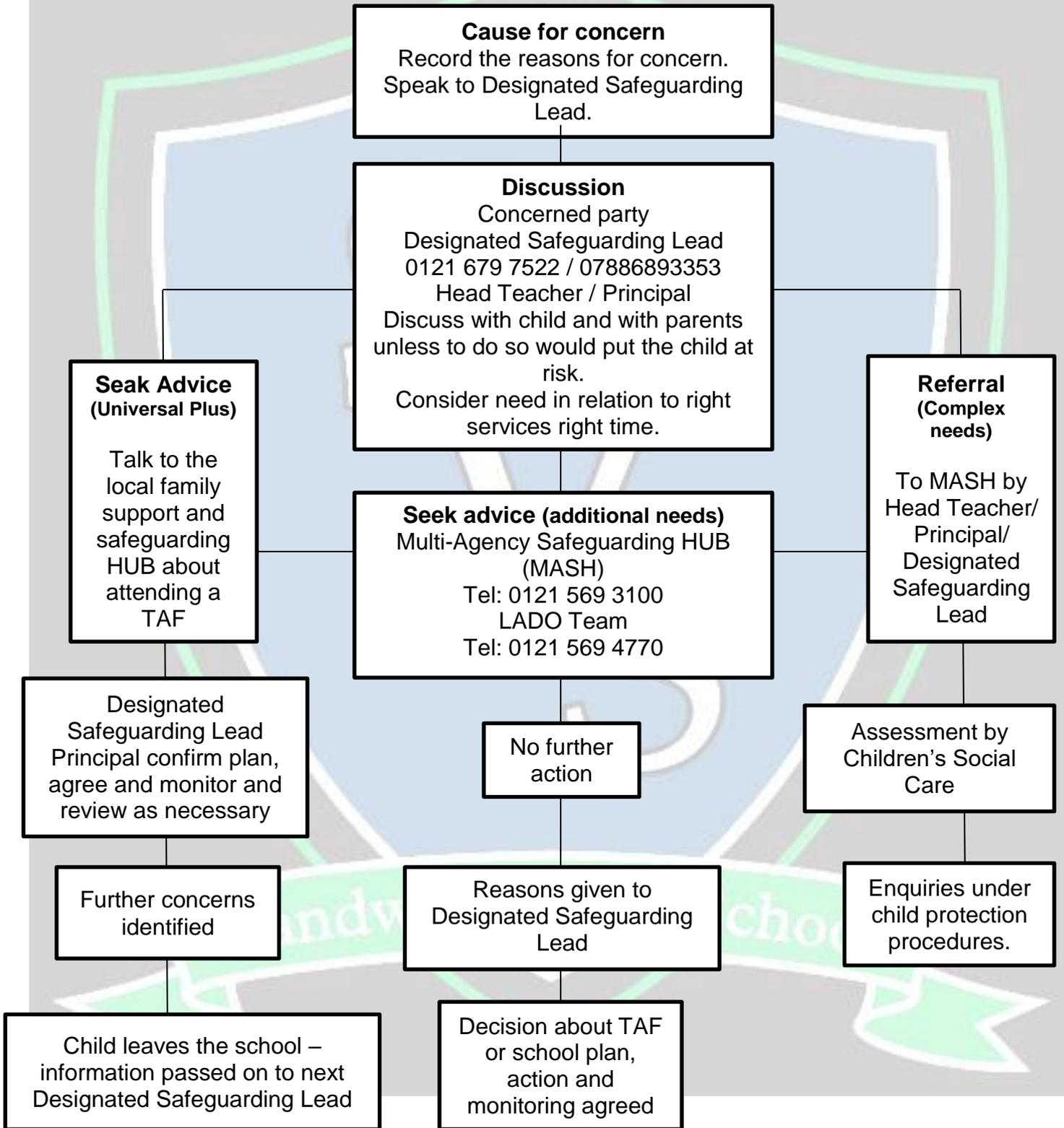
Secure. All Child Protection related data and information is kept in a locked filing cabinet in the DSL's office. Only the DSL has access. In cases of the DSL's absence, the Principal has access.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

I/We will develop effective links with relevant agencies and cooperate as required with any enquires regarding child protection matters including attendance of Children in Need Meetings. Where information needs to be shared with other professionals and the LSCB we will ensure the correct procedures are followed referred to in the DfE guidance 'Working Together to Safeguard Children' chapter 2 Paragraph 4



**PART TWO – THE KEY PROCEDURES  
RESPONDING TO CONCERNS ABOUT A CHILD**



## **14. INVOLVING PARENTS/CARERS**

14.1 In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

14.2 Parents/carers will be informed about our safeguarding policy through: *school prospectus, website.*

## **15. MULTI-AGENCY WORK**

15.1 We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the Sandwell school nurse and doctor, and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead to the Multi-Agency Safeguarding Hub (0121 569 3100). Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

15.2 We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

15.3 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

15.4 Where a student is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

## **16. OUR ROLE IN SUPPORTING CHILDREN**

16.1 We will offer appropriate support to individual children who have experienced abuse or who have abused others.

16.2 An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

16.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk

assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

16.4 We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

## **17. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF** *See also Sandwell Safeguarding Children Board Procedures on Allegations against Staff and Volunteers.*

17.1 This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

Behaved in a way that has harmed a child or may have harmed a child;

Possibly committed a criminal offence against or related to a child; or

Behaved in a way that indicates s/he is unsuitable to work with children.

17.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

17.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Principal unless the concern relates to Principal. If the concern relates to the Principal, it must be reported immediately to the Chair of the Governing Body, who will liaise with the Local Authority Designated Officer Team in children's social care and they will decide on any action required.

17.4 The school understands that it has a duty to refer a person who is deemed unsuitable for working with children to the Disclosure and Barring Service (DBS.) If any member of staff is disciplined, dismissed, is currently under investigation or leaves prior to the end of an investigation for causing harm or is at risk of harm to children then a notification to the DBS will be made by the school.

Disclosure and Barring Service referral guidance, 2012;

[www.gov.uk/disclosure-and-barring-service-criminal-record-checks-referrals-and-complaints](http://www.gov.uk/disclosure-and-barring-service-criminal-record-checks-referrals-and-complaints)

## **18. CHILDREN WITH ADDITIONAL NEEDS**

18.1 Sandwell Valley School and Sandwell Community Care Trust Training recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

18.2 When the school is considering excluding, either fixed term or permanently, a vulnerable student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi- agency risk-assessment meeting prior to making the decision to exclude.

In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body

## **19. CHILDREN IN SPECIFIC CIRCUMSTANCES**

### Private Fostering

19.1 Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of 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 private fostering.

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

19.3 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.**

19.4 There is a mandatory duty on the carer, the parents, and anyone else involved in making the arrangement, to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

### Other specific circumstances

19.5 Guidance on children in specific circumstances is in Sandwell

Safeguarding Children Board's procedures as listed below

### **Safeguarding and other relevant policies**

This policy works closely with our E-Safety policy, anti-bullying policy and health and safety policy. These policies are all in place and also implemented effectively.

### **Other sources and links for further information**

[Abuse Linked to Spiritual Belief](#)

[Bullying](#)

[Child Sexual Exploitation](#)

[Children Affected by Gang Activity](#) [Children and Families that Go Missing](#)

[Children Living away from Home](#)

[Children Missing from Care, Home and Education](#) [Children of Parents who Misuse Substances](#)

[Children of Parents with Learning Difficulties](#) [Children of Parents with Mental Health Problems](#) [Disabled Children](#)

[Domestic Violence and Abuse](#)

[E-Safety – Children Exposed to Abuse through the Digital Media](#)

[Fabricated or Induced Illness](#) [Female Genital](#)

[Mutilation](#) [Forced Marriage](#)

[Honour Based Violence](#)

[Peer Abuse – Children and Young People who Abuse Others](#)

[Sexually Harmful Behaviour](#) [Trafficked](#)

[Children Underage Sexual Activity](#)

[Safeguarding Children and Young People against Radicalisation and](#)

[Violent Extremism](#)

[Multi-agency statutory guidance on female genital mutilation](#)



Sandwell Valley School

## **APPENDIX ONE DEFINITIONS AND INDICATORS OF ABUSE**

### **1. 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 care- givers); or

Ensure access to appropriate medical care or treatment.

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

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

Constant hunger;

Stealing, scavenging and/or hoarding food;

Frequent tiredness or listlessness;

Frequently dirty or unkempt;

Often poorly or inappropriately clad for the weather;

Poor school attendance or often late for school;

Poor concentration;

Affection or attention seeking behaviour;

Illnesses or injuries that are left untreated;

Failure to achieve developmental milestones, for example growth, weight;

Failure to develop intellectually or socially;

Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;

The child is regularly not collected or received from school; or

The child is left at home alone or with inappropriate carers

### **2. 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;  
Inexplicable fear of adults or over-compliance;  
Violence or aggression towards others including bullying; or  
Isolation from peers.

### **3. SEXUAL ABUSE**

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

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

Sexually explicit play or behaviour or age-inappropriate knowledge;  
Anal or vaginal discharge, soreness or scratching;  
Reluctance to go home;  
Inability to concentrate, tiredness;  
Refusal to communicate;  
Thrush, persistent complaints of stomach disorders or pains;  
Eating disorders, for example anorexia nervosa and bulimia;  
Attention seeking behaviour, self-mutilation, substance abuse;

Aggressive behaviour including sexual harassment or molestation;

Unusual compliance;

Regressive behaviour, enuresis, soiling;

Frequent or open masturbation, touching others inappropriately;

Depression, withdrawal, isolation from peer group;

Reluctance to undress for PE or swimming; or

Bruises or scratches in the genital area.

#### **4. SEXUAL EXPLOITATION**

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

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

Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);

Entering and/or leaving vehicles driven by unknown adults; Possessing unexplained amounts of money, expensive clothes or other items;

Frequenting areas known for risky activities;

Being groomed or abused via the Internet and mobile technology; and

Having unexplained contact with hotels, taxi companies or fast food outlets.

#### **5. 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 or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the

exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

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

The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;

Over-reaction to mistakes;

Delayed physical, mental or emotional development;

Sudden speech or sensory disorders;

Inappropriate emotional responses, fantasies;

Neurotic behaviour: rocking, banging head, regression, tics and twitches;

Self harming, drug or solvent abuse;

Fear of parents being contacted;

Running away;

Compulsive stealing;

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

Soiling, smearing faeces, enuresis.

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

### **Children with Special Educational Needs (SEN) and disabilities**

Children and young people with SEN and disabilities can face additional safeguarding challenges as:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Difficulties may arise in overcoming communication barriers.

We identify students who might need more support to be kept safe or to keep themselves safe by:

Identifying students who are “vulnerable” and maintaining this list as a database. Students at Sandwell Valley school identified as “vulnerable” where they have:

- SEND;
- Attendance concerns;
- Behavioural concerns;
- been Looked-after;
- Have previously been: on a Child Protection Plan, a Child in Need, in receipt of “Early Help” and/or were Looked-after.
- Have a family member in prison

- Children who have family who are at risk of homelessness/ living in poverty.
- Children in the court system

The Designated Safeguarding Lead convenes a weekly meeting of key pastoral staff to monitor and support these vulnerable students.

Students with an Educational, Health or Care Plan, or have a Statement of SEN, receive individual support, depending on their specific needs.

## 2.8 Peer on Peer Abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to, bullying (including cyber-bullying), gender based violence/sexual assaults and sexting. Please see KCSIE document for further definition and indicators.

Sandwell Valley School follows procedures and guidance outlined within “Sexting in schools and colleges:

Responding to incidents and safeguarding young people” (author: UK Council for Child Internet Safety,2016)

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Sandwell Valley school we believe that all children have a right to learn in a safe environment. Children should be free from harm by adults in the School and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the schools Behaviour Policy.

Occasionally, allegations may be made against students by others in the School, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- Is of a serious nature, possibly including a criminal offence;
- Raises risk factors for other students in the academy;
- Indicates that other students may have been affected by this student;
- Indicates that young people outside the academy may be affected by this student.

We will support the victims of peer on peer abuse by:

- Providing adequate supervision around the school site.

- Utilising opportunities within our curriculum to teach students of the signs and symptoms of abuse to include whole school assemblies
- Providing a range of avenues for young people to communicate concerns to school staff

**So-called 'Honour-based Violence'** So-called 'honour-based' violence (HBV) encompasses 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. All forms of so-called HBV are abuse, regardless of the motivation, and should be handled and escalated as such. Gangs are deliberately targeting vulnerable children – those who are [homeless](#), living in care homes or [trapped in poverty](#). These children are unsafe, unloved, or unable to cope, and the gangs take advantage of this.

These gangs groom, threaten or trick children into trafficking their drugs for them. They might threaten a young person physically, or they might threaten the young person's family members. The gangs might also offer something in return for the young person's cooperation – it could be money, food, alcohol, clothes and jewellery, or improved status – but the giving of these gifts will usually be manipulated so that the child feels they are in debt to their exploiter.

However they become trapped in county lines, the young people involved feel as if they have no choice but to continue doing what the gangs want.

### **Children and the court system**

Children are sometimes required to give evidence in court. This can be stressful for children. The ministry of justice has released the 'Child arrangements information tool' which may be useful to some parents/carers.

### **Children who are missing in school**

All staff should be aware of children who are missing from school especially children who repeatedly go missing. This is a vital sign that abuse can be occurring and must be addressed using safeguarding reporting systems.

### **Children with family members in prison**

Approx 200,000 children have a parent in prison

They are at risk of poor outcomes including stigma, poverty, isolation and poor mental health. Such students should be closely monitored and offered support where necessary.

### **Homelessness**

The designated safeguarding lead and deputies are aware of contact details of local housing authorities and referral routes if a student identifies as at risk of becoming homeless.

### **Children affected by war and disaster**

Children from war torn countries and those who have witnessed disaster and violence are more vulnerable to being abused. They are more likely to suffer with their mental health and post-traumatic stress disorders.

### **Local issues that affect the community**

Gang affiliation and abuse associated with young people who are drawn into gangs.

The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or mental health problems

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation however it is not unusual for boys to be groomed into distributing drugs and recruiting young people into gangs.

Violence is a way for gang members to gain recognition and respect by asserting their power and authority in the street, with a large proportion of street crime perpetrated against members of other gangs or the relatives of gang members.

The specific risks for males and females may be quite different. In some areas and settings, there is a higher risk of sexual abuse for females and they are more likely to have been coerced into involvement with a gang through peer pressure than their male counterparts.

There is national evidence of a high incidence of rape of girls who are involved with gangs. Some senior gang members pass their girlfriends around to lower ranking members and sometimes to the whole group at the same time. Very few rapes by gang members are reported.

Gang members often groom girls at school using drugs and alcohol, which act as disinhibits and create dependency, and encourage / coerce them to recruit other girls through school / social networks

**County lines** is when criminals from major cities such as Liverpool, Manchester, London and Birmingham expand their drug networks to other areas of the country. ... The crime is called **county lines** because a single telephone number is used to order drugs, operated from outside the area.

### **Taken from Home office publication 2018**

#### **Working with the community**

Sandwell Valley School has strong links with the local community to include the police, social services team, local businesses, DECCA, BROOK, YEST, SHAPE, Kaleidoscope and many other independent local support networks . The school shares information with them in order to keep students and their families safe. Assemblies are used as a platform to inform students of local issues that may affect them and educate them on how to keep themselves safe within their community.

## **6. RESPONSES FROM PARENTS**

Research and experience indicates 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; or
- Violence between adults in the household.

## **7. DISABLED CHILDREN**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

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

## APPENDIX TWO DEALING WITH A DISCLOSURE OF ABUSE

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

Stay calm.

Do not communicate shock, anger or embarrassment.

Reassure the child. Tell her/him you are pleased that s/he is speaking to you.

Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why. Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.

Tell the child that it is not her/his fault.

Encourage the child to talk but do not ask "leading questions" or press for information.

Listen and remember.

Check that you have understood correctly what the child is trying to tell you.

Praise the child for telling you. Communicate that s/he has a right to be safe and protected.

Do not tell the child that what s/he experienced is dirty, naughty or bad.

It is inappropriate to make any comments about the alleged offender.

Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.

At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.

As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

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

### **Immediately afterwards**

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

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

## APPENDIX THREE

### ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by 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 students, sexual harassment, 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.

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Principal should be informed immediately. The Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation him/herself or interview students.

3. The Principal must 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 Principal will notify the Local Authority Designated Officer (LADO) Team (Tel: 0121 569 4770). The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within 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 student(s), these should be addressed through the school's own internal procedures.

If the Principal 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 protection file.

4. Where an allegation has been made against the Principal, then the Chair of the Governing Body takes on the role of liaising with the LADO Team in determining the appropriate way forward.

For details of this specific procedure see the Section on [Allegations against Staff and Volunteers](#) in the procedures of Sandwell Safeguarding Children Board.

## **APPENDIX FOUR INDICATORS OF VULNERABILITY TO RADICALISATION**

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

Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

Being in contact with extremist recruiters;

Accessing violent extremist websites, especially those with a social networking element;

Possessing or accessing violent extremist literature;

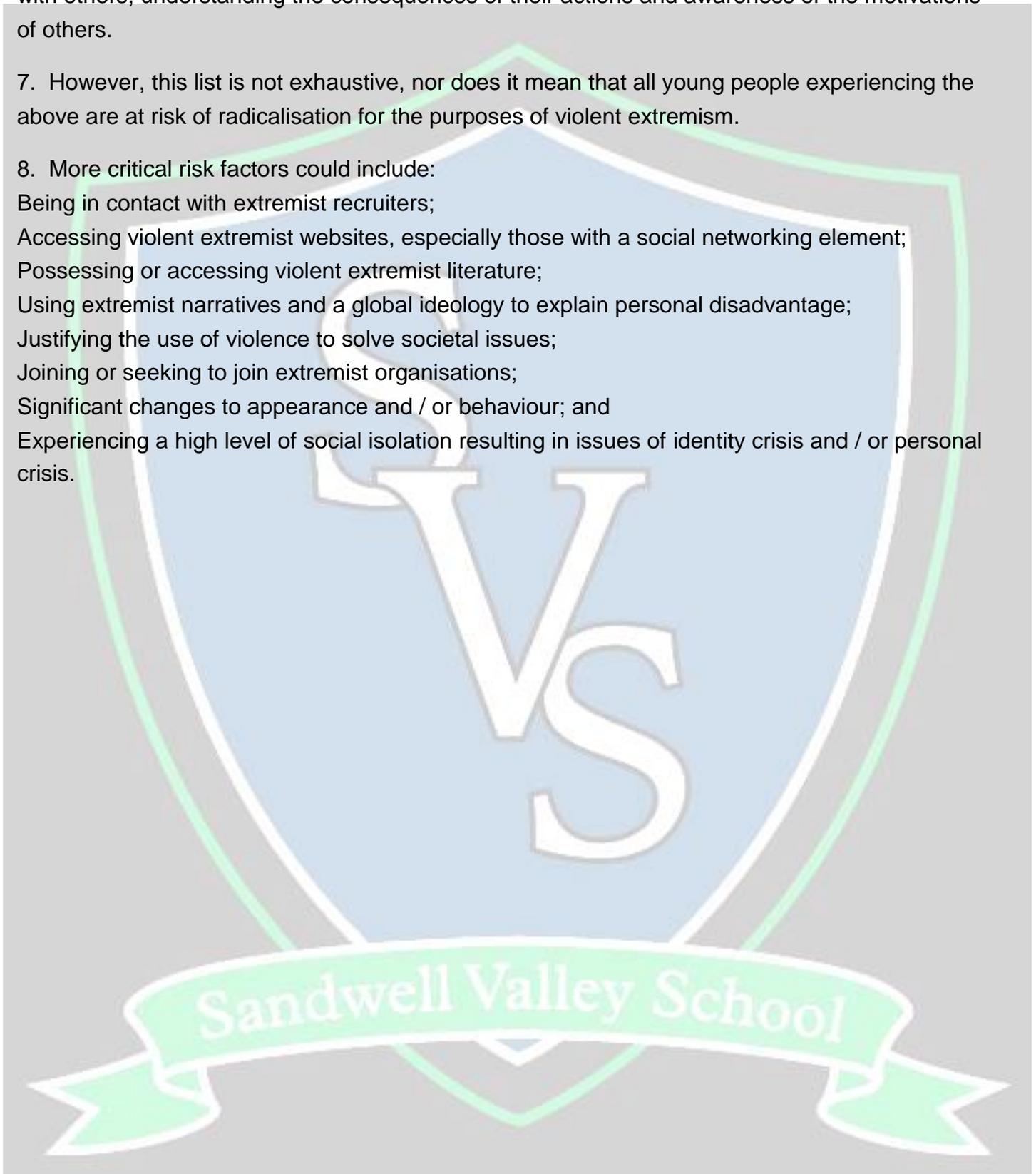
Using extremist narratives and a global ideology to explain personal disadvantage;

Justifying the use of violence to solve societal issues;

Joining or seeking to join extremist organisations;

Significant changes to appearance and / or behaviour; and

Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.



## **APPENDIX FIVE PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The SPOC for Sandwell Valley school is Claire Geddes, who is responsible for:

Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;

Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

Raising awareness about the role and responsibilities of Sandwell Valley School and Sandwell Community Care Trusty Training in relation to protecting students from radicalisation and involvement in terrorism;

Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;

Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;

Collating relevant information from in relation to referrals of vulnerable students into the Channel\* process;

attending Channel\* meetings as necessary and carrying out any actions as agreed;

Reporting progress on actions to the Channel\* Co-ordinator; and

Sharing any relevant additional information in a timely manner.

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

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

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

## **APPENDIX SIX**

## PEER-ON-PEER ABUSE: SEXTING AND CYBERBULLYING

*Added July 2016 in anticipation of KCSIE update*

All staff will receive training on how to recognise and respond to suspected or alleged peer on peer abuse, to include sexting, during safeguarding training.

### **What is sexting?**

Sexting is sending sexually explicit texts, photographs, videos or messages through the use of cell phones or other information and communication technologies. **Sexting can be a form of cyber bullying or sexual harassment** and can have **serious negative consequences** for the individuals involved, including **emotional and psychological distress**, social consequences and **potential legal charges** of the production/distribution of child pornography.

### **Signs and symptoms of peer on peer abuse including sexting and cyberbullying:**

Withdraws from family or friends

Avoids school and other peer activities

Shows signs of general distress such as depression, change in sleep and eating habits, exhibiting physical ailments

Change in school academic performance or activities

Thoughts of self-harm

### **What can you do?**

It is difficult to monitor students own mobile devices, therefore it is paramount to teach all students about the potential consequences of sexting. Talk about qualities of healthy relationships and mutual respect and what to do if someone sends them inappropriate online messages or pictures. Have clear expectations of appropriate online behaviour. Lessons covering this topic are also taught during PSHE.

Additionally, apply filters to all computers and monitor students whilst using IT. Staff can routinely check history on students accounts in order to screen content and check for any inappropriate or concerning websites.

**Date: September 2018**

**Review Date: September 2019**

**To be reviewed by Claire Geddes**