



# Pace Independent Special School Safeguarding Policy

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This policy must be read in conjunction with:		
<ul style="list-style-type: none"><li>• Behaviour Policy</li><li>• Equalities Policy</li><li>• Attendance Policy</li><li>• <u>SEND Policy</u></li><li>• <u>Code of Conduct Policy</u></li><li>• <u>Keeping children safe in education 2020 Part 1 and Annex A</u></li><li>• <u>Children Missing Education 2016</u></li></ul>		

# Pace Safeguarding Policy

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## Introduction

Safeguarding is defined as-

- Protecting young people from maltreatment.
- Preventing impairment of young people's health or development.
- Ensuring that young people are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all young people to have the best life chances.

**Pace Independent Special School** is committed to safeguarding and promoting the welfare of all its students. We believe that:

- All young people have the right to be protected from harm.
- Young people need to be safe and to feel safe in school.
- Young people need support that matches their individual needs, including those who may have experienced abuse.
- Young people have the right to speak freely and voice their values and beliefs.
- Young people must be encouraged to respect each other's values and support each other.
- Young people have the right to be supported to meet their emotional, and social needs as well as their educational needs.
- 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.

**Pace Independent Special School** will fulfil their local and national responsibilities as laid out in the following documents: -

- The most recent version of [Working Together to Safeguard Children 2018 \(DfE\)](#)
- The most recent version of [Keeping Children Safe in Education 2020: Statutory guidance for schools and colleges \(DfE\)](#)
- [The Procedures of Stoke-on-Trent Safeguarding Children Board](#)
- [The Education Act 2002 s175/s157](#)
- [Mental Health and Behaviour in Schools: Departmental Advice NOV 201811/18](#)

## Overall Aims

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 and creating a culture of vigilance.
- 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, exploitation, extremism, or victimisation.

This policy will contribute to supporting our students by:

- Identifying and protecting the most vulnerable.
- Identifying the individual needs where possible; and
- Designing plans to meet those needs.

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.



## Expectations

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 Leads who are **Cherri Felton and Clare Harper** or Deputy Designated Safeguarding Lead **Gabrielle Drinkall**.

To 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.

All staff will receive regular safeguarding training at least annually. Key staff will undertake more specialist child protection training as required and outlined in Keeping Children Safe in Education – statutory guidance for schools and colleges (DfE).

## The Designated Safeguarding Leads

Our Designated Safeguarding Leads are **Cherri Felton, Clare Harper, Gabrielle Drinkall**. They have lead responsibility and management oversight and accountability for child protection and are responsible for coordinating all child protection activity.

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

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise others as needed.

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.

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.

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

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.

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

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. We will record where and to whom the records have been passed and the date.

If sending by post, pupil records will be sent by "Special/Recorded Delivery". For adult purposes, a note of all pupil 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/or received.

If a student is excluded child protection records will be forwarded on to the relevant organisation or Local Authority.

Where a vulnerable young person is moving to a Further Education (FE) 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.

## Proprietors

The Proprietors are accountable for ensuring the safety of the school.

Proprietors will ensure that:

- The school has a safeguarding policy in accordance with the procedures of Stoke-on-Trent Safeguarding Children Board. Where children attend from different local authorities, we will adopt their Local Safeguarding Children Board procedures.
- 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 regular training (at least annually).
- The Headteacher and all other staff who work with children undertake training at regular intervals (at least annually).
- Temporary staff and volunteers are made aware of the schools’ 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.

Proprietors review policies/procedures annually.

Director ~~Clare Harper~~ Edison CEO, Tommy McDonald-Milner 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 Head ~~teacher~~ of School.

# A Safer School Culture

## **Safer Recruitment and Selection**

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. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS). We work in partnership with two agencies who support and adhere to our safer recruitment processes when sourcing agency staff.

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

The Headteacher, ~~Cherri Felton and Clare Harper~~ have Leo Guy, has undertaken appropriate training in Safer Recruitment. ~~One of the above~~ Leo Guy will be involved in **all** staff/volunteer recruitment processes and sit on the recruitment panel.

## **Staff Support**

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.

## Our Role in the Prevention of Abuse

We will provide opportunities for students to develop skills, concepts, attitudes, and knowledge that promote their safety and wellbeing. It is vital that pupils can recognise when they are at risk and how to get help when they need it.

### **The Curriculum**

Relevant issues will be addressed through the formal and informal curriculum. We will cover topics such as self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

### **Other Areas of Work**

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, positive behaviour, will be linked to ensure a whole school approach. We will provide dedicated PSHE & RSE sessions in which some of these topic areas will be discussed.

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.

## Safeguarding students who are vulnerable to Radicalisation

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.

**Pace Independent Special School** 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.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or inactivity in support of terrorism. The moralisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

**Pace Independent Special School** 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 schools safeguarding duty.

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

**Pace Independent Special School** seeks to protect children and young people against the messages for all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish National and Loyalist paramilitary groups, and extremist Animal Rights movements.

## Risk Reduction

Proprietors of the school, the Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions into place to reduce that risk. Risk assessment may include consideration of the schools PSHE/Beliefs and Values curriculum, SEND policy, assembly policy, input from external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

## Response

With effect from 1<sup>st</sup> July 2015 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.

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.

More information on these factors is in Appendix Four.

Our school, like 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 **Pace Independent Special School** is **Cherri FeltonLeo Guy**, the responsibilities of the SPOC are described in Appendix Five.

Staff of **Pace Independent Special School** will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

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.

Numerous factors can contribute to and influence that 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

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.

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).

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

## What we do when we are concerned

Where risk factors are present but there is no evidence of a particular risk then our DSL/SPOC advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the pupil/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.

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/SPOC may decide to notify social care 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.

The DSL/SPOC will also offer and seek advice about undertaking an early help assessment and/or making a referral to children's social care.

If the concerns about the student are significant and meet the threshold criteria, they will be referred to social care. This includes concerns about a young person who is affected by the behaviour of a parent or other adult in their household.

## Safeguarding students who are vulnerable to Honour- based Abuse (Forced Marriage, Female Genital Mutilation)

### 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 community. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressures and can include multiple perpetrators.

When dealing with suspicions of honour-based abuse it is important to be aware of this dynamic and the additional risk factors associated with it when deciding the best course of action. All forms of honour-based violence are classed as abuse (regardless of the motivation behind it) and should be handled as such.

When a teacher at **Pace Independent Special School** has reasons to suspect that an act HBA 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.

### Female Genital Mutilation (FGM)

FGM comprises of all procedure involving partial or total removal of the external female genitalia or other injury to the female genital organs. This practise is illegal in the UK and a form of child abuse with long lasting and harmful consequences. FGM can also be known by several other names including “cutting”, “female circumcision” or “initiation”. The term female circumcision suggests the practise is similar to male circumcision, but it bears

no resemblance to this, it has serious health consequences and no medical benefits.

With effect from October 2015 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 under 18, that teacher has a statutory duty to report it to the Police. Failure to report such cases will result in disciplinary sanctions.

Signs that a child might be at risk of FGM include:

- A relative or someone known as a 'cutter' visiting from abroad
- A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'
- A female relative, like a mother, sister or aunt has undergone FGM
- A family arranges a long holiday overseas or visits a family abroad during the summer holidays.
- A girl has an unexpected or long absence from school.
- A girl struggles to keep up in school.
- A girl runs away – or plans to run away - from home.

Signs that FGM might have taken place 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're scared or embarrassed.

When a teacher at **Pace Independent Special School** 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.

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## Safeguarding students who are vulnerable of going missing from education

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.

The school must notify the local authority if a student fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 days or more. The police must be contacted if there reason to believe the student may be in danger. 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 of 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 a medical professional 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 excluded.

It is important that Parents/carers provide the school with up to date contact details and provide at least two emergency contact numbers.

## Safeguarding the Mental Health of students

The legacy of traumatic events is often reflected in a life-long impact on mental health and potential barriers to learning, both academic and social. Poor mental health as a result of trauma can often manifest in a young person's behaviour, both inward and outward.

Trauma can arise from abuse, exploitation and neglect, even when there is no obvious cause. When considering behaviour, particularly that which some staff may regard as 'challenging', consideration needs to be given to a potential safeguarding issue, either currently or in the past.

Keeping Children Safe in Education 2020 says that schools should 'ensure that they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems'.

It is not the role of staff at Pace to provide a diagnosis, it is the role of staff to support specialist colleagues in diagnosing what may be happening and helping the specialists in helping the child.

Mental ill-health can be complex and difficult to identify as there are often several symptoms which worsen slowly over time. School staff are sometimes able to identify greater change than parents, for example, seeing a child after a school break seemingly 'changed' in some way. The immense changes in childhood and adolescence in particular can both camouflage and also exacerbate underlying issues.

Warnings of a period of mental ill-health include:

- persistent sadness
- withdrawing from or avoiding social interactions
- self-harming
- talking about death or suicide
- outbursts of extreme irritability
- out of control behaviour that can be harmful
- drastic changes in mood, behaviour or personality
- changes in eating habits
- loss of weight
- difficulty sleeping

- frequent headaches or stomach aches
- difficulty concentrating
- changes in academic performance
- avoiding or missing school

Broadly the spectrum runs from Healthy → Coping → Struggling → Unwell

The earlier on that any issue is identified the better the prospects are for their recovery.

We have a graduated approach to supporting the mental health and well-being of our pupils.

- good mental health for all pupils
- support for vulnerable pupils, on a short, medium or long-term basis
- specialist response for more serious impacts on mental health

If a member of staff has concerns about the mental health of a student this must be passed on to the Safeguarding lead and also logged.

Some reference documents:

Teaching about mental wellbeing ( DfE 2020 )

<https://www.gov.uk/guidance/teaching-about-mental-wellbeing>

Make it count: Guide for teachers

<https://www.mentalhealth.org.uk/publications/make-it-count-guide-for-teachers>

Mental Health First Aid England

<https://www.mentalhealthatwork.org.uk/organisation/mental-health-first-aid-england/>

## Safeguarding pupils online

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety is necessary to empower the school to protect and educate pupils in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and

- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying

It is important that children are made aware of these risks and that the school supports parents to provide a safe online environment. In school pupils do not have access to their 'phones so no access to unfiltered content. The school's IT system has content filtering and their use is also monitored by the teacher.

All staff who interact with children will continue to look out for signs that a child may be at risk. Any concerns should be dealt with in accordance with the child protection policy through the DSL and where appropriate referrals should continue to be made to children's social care and as required the police. Staff will also be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online together with available support mechanisms, should problems be encountered.

Support for parents and carers to keep their children safe online includes:

Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online

<https://www.thinkuknow.co.uk/>

ParentInfo is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations

<https://parentinfo.org/>

Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support,

<https://www.childnet.com/>

Internet Matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.

<https://www.internetmatters.org/>

Net-aware has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.

<https://www.net-aware.org.uk/>

Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation.

<https://www.ltai.info/>

UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

<https://www.saferinternet.org.uk/>

Government has also provided:

Support for parents and carers to keep children safe from online harms, includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying.

<https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online>

## Safeguarding students who are vulnerable to Peer-on-Peer abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. Peer on peer abuse can include: sexual bullying at school; being coerced to send sexual images; physical and sexual assaults and violence; child sexual exploitation and teenage relationship abuse. Gang-affected young women are particularly vulnerable to being sexually exploited for protection, status, drugs or money. The school takes peer on peer abuse seriously and all staff are clear that peer on peer abuse should not be passed off as "part of growing up" or "banter". The school has put in place safeguards to reduce the likelihood of peer on peer allegations and is alert to the indicators of abuse.

Incidents of peer on peer abuse will be dealt in line with the normal school safeguarding procedures. In dealing with peer on peer abuse, the school recognises:

- That peer on peer abuse often occurs in the same school or neighbourhood, thus it is important any response takes account of how a network of peer relationships is affected.
- The relationship between sexual exploitation, serious youth violence, and teenage relationship abuse, and the need to ensure it is recognised when young people are experiencing multiple forms of abuse.
- That young people who have experienced abuse and exploitation can also be groomed to abuse their peers, requiring a much more holistic approach to safeguarding.
- That different gender issues can be prevalent; that peer on peer abuse can be influenced by the nature of the environments in which young people spend their time (e.g. exposure to violence on the streets, exposure to harmful social norms related to gender, relationships and consent);
- That peer on peer abuse hinges upon young people's experiences of power, and ultimately the notion of consent (while young people who abuse their peers have power over the young person they are harming, they may be simultaneously powerless in relation to some peers who

are encouraging their behaviour or in the home where they are being abused).

The School also recognises that an alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Any decision on action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be done to minimise this risk.

Assessment of an alleged perpetrator's needs will include consideration of:

- The nature, extent and context of the abusive behaviours.
- The young person's development and family and social circumstances.
- Whether the young person appears to pose a continuing risk and, if so - who is likely to be at risk from him/her, and the nature and degree of the risk.
- The young person's need for services, both those which relate to his/her harmful behaviour and other significant needs.
- Whether the young person is also at risk of significant harm and should be the subject of a child protection conference; and
- Whether action is to be taken within the criminal justice system.

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

## Contextual Safeguarding

Contextual Safeguarding looks at the children are exposed to when they are not in the home or at school. Teenagers can be more easily influenced by the pervading attitudes and social norms of their social group, influencers and peers than they are by parents or teachers. These influences might be positive or negative. Safe, supportive and effective peer groups can engender positive relationships whilst negative peer groups may lead to violent, coercive and harmful behaviours.

Contextual Safeguarding aims to disrupt or limit harmful extra-familial contexts to reduce the risk of harm to the child. It relies on the wider consideration of safeguarding in the general neighbourhood providing a wider understanding of how the neighbourhood is used in antisocial or unsafe ways.

If a child talks about their activities outside of school this can give an insight to the contexts they experience and if they are positive or negative.

## Specific Guidance – Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. 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.~~All staff should be aware of~~

### **Operation Encompass**

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

### **National Domestic Abuse Helpline**

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic- abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children

## Specific Guidance - Sexting

There are a number of definitions of sexting but, for the purposes of this policy, sexting is simply defined as “images or videos generated by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent. These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.”

Sexting may be categorised as:

- Aggravated incidents of sexting involving criminal or abusive elements beyond the creation of an image. These include further elements, adult involvement or criminal or abusive behaviour by minors such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a minor who was pictured.
- Experimental incidents of sexting involve youths taking pictures of themselves to share with established boy or girlfriends, to create romantic interest in other youth, or for reasons such as attention seeking. There is no criminal element (and certainly no criminal intent) beyond the creation and sending of the images and no apparent malice or lack of willing participation. (Wolak and Finkelhor ‘Sexting: a Typology’ March 2011).

Young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. Under this legislation it is a crime to:

- Take an indecent photograph or allow an indecent photograph to be taken.
- Make an indecent photograph (this includes downloading or opening an image that has been sent via email);
- Distribute or show such an image; possess with the intention of distributing images.

- Advertise.
- Possess such images.

Incidents of sexting will be dealt in line with the normal school safeguarding procedures.

In responding to a disclosure regarding sexting, the school will consider:

- Is the pupil making a disclosure about receiving an image, sending an image, or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Are there other pupils and/or young people involved?
- Do they know where the image has ended up?

In line with the revised Education Act 2011 and the Powers of Search Policy, the school may examine, confiscate, and securely store a device if there is reason to believe it contains indecent images or extreme pornography. The school will not search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the pupil/young person unless there is clear evidence to suggest that there is an immediate problem.

If any illegal images of a child are found, the school will consider whether to inform the police. As a general rule it will almost always be proportionate to refer any incident involving “aggravated” sharing of images to the police, whereas purely “experimental” conduct may proportionately be dealt with without such referral, most particularly if it involves the child sharing images of themselves. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police. If an “experimental” incident is not referred to the police, the reasons for this should be recorded in writing. In making a decision to refer, the school will take into a range of factors such as the age of the victim, the level of coercion involved and the degree of nudity in the images.

If the image has been shared across a personal mobile device, the school:

- Will confiscate and secure the device(s).
- Will not view the image unless there is a clear reason to do so;
- Will not send, share, or save the image anywhere.
- Will not allow pupils to view, send, share, or save the image.

|

If the image has been shared across a school network, a website or a social network, the School:

- Will block the network to all users and isolate the image;
- Will not send or print the image; will not move the material from one place to another.
- Will not view the image unless there is a clear reason to do so.

The School will never print an image as evidence.

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

## Specific Guidance – Up skirting

“Upskirting” is where someone takes a picture under a person’s clothing (not necessarily a skirt), without their permission and/or knowledge, with the intent of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

From April 12<sup>th</sup>, 2019 the Voyeurism (Offences) Act (more commonly known as the Upskirting Act) made it a criminal offence to take part in an act of upskirting.

Anyone from any gender can be the victim of an act of upskirting.

The initial response to a report from a child is important. The victims should be reassured that they are being taken seriously and that they will be supported.

If staff have a concern that an act of upskirting has taken place, they should follow the normal reporting procedures of the school and report it to the DSL or Deputy DSL.

## Specific Guidance – Serious Violence

All staff should be aware of indicators which may signal that children are at risk from or are involved with serious violent crime. These may include, but are not limited to; 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 or groups associated with criminal networks or gangs.

All staff should be aware of the associated risks and follow the normal reporting procedures within the school policies should they have any concerns that a student is involved with serious crime.

## Specific Guidance – 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 using dedicated mobile phone lines or other forms of “deal lines”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and/or 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 a number of locations including schools, further and higher education institutions, pupil referral units, special educational needs schools, children’s homes and care homes.

Children are often recruited to move drugs and/or 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 exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards their victims and/or their families if they subsequently attempt to leave.

One of the ways of identifying potential involvement in county lines are missing episodes from school or home, when the victim may have been trafficked for the purposes of transporting drugs and/or money.

If staff are concerned a pupil may be involved with county lines they should report this directly to the DSL (or Deputy) and a potential referral to the National Referral Mechanism 103 should be considered. A safeguarding referral should also be made alongside consideration of availability of local services/third sector providers who can offer support to victims of county lines exploitation.

## Specific Guidance – Child Criminal Exploitation

Child Criminal Exploitation (CCE) is where an individual or group take advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs/wants and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

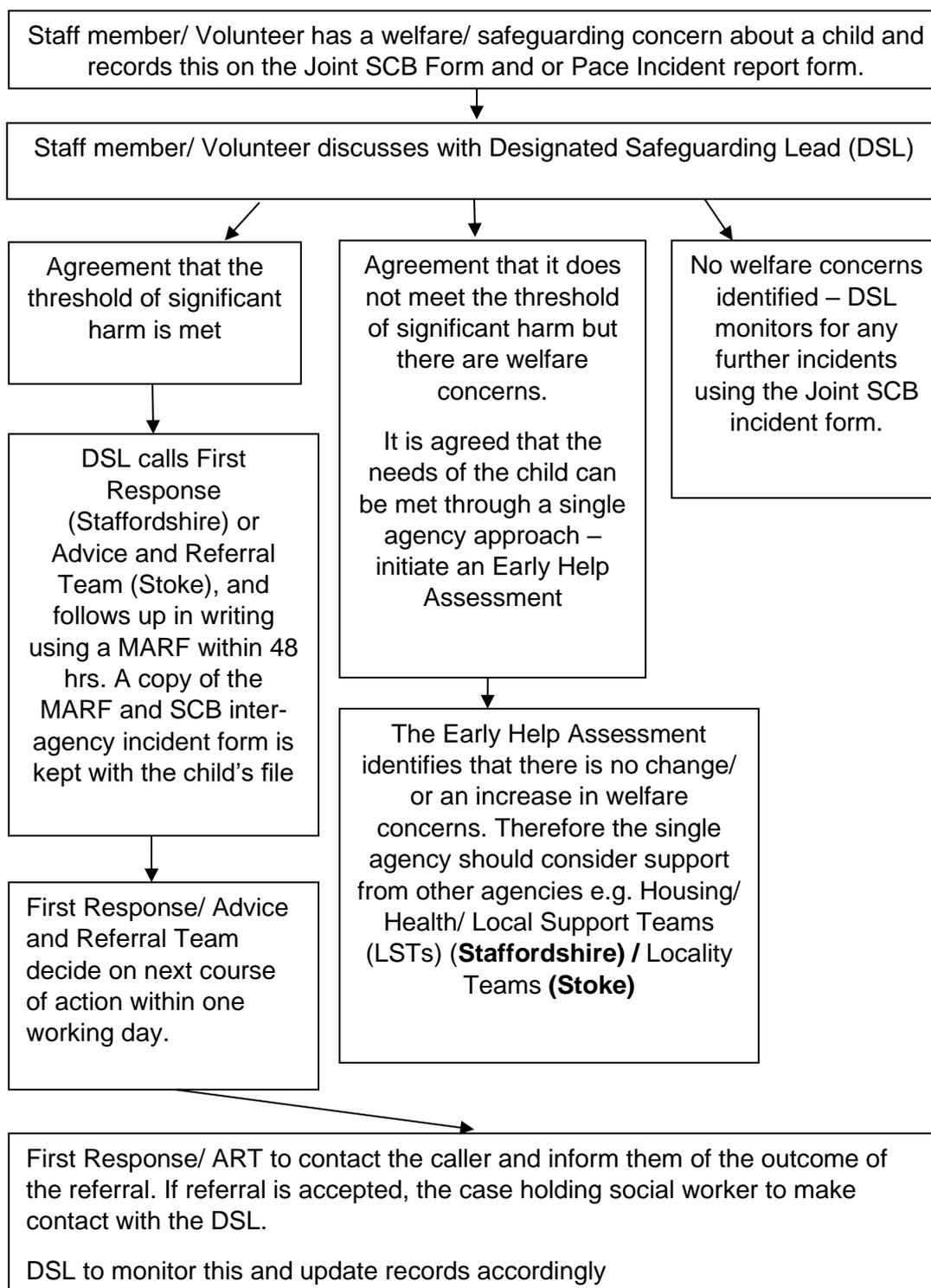
The victim may still have been criminally exploited even if the activity appears to be consensual. CCE does not always involve physical contact as it can also be perpetrated via the use of technology.

CCE can involve children being forced to work in cannabis factories, being coerced into moving drugs and/or money (see County Lines), forced to shoplift or pickpocket or to threaten other young people.

Any child transported for exploitative reasons is considered to be a trafficking victim – whether they have been deceived, as it is not considered possible for children to give informed consent.

## Part 2: The Key Procedures

### Responding to concerns about a child



The **First Response Service** (Staffordshire) can be contacted on 0800 1313 126, or the Police on 101

**Stoke-on-Trent Advice and Referral Team** - 01782 235100 during normal office hours, or the Police on 101

(Where student's home LA is not Stoke-on-Trent or Staffordshire refer to Appendix 6. Local Authority Key Contacts and procedures)

## Involving Parents/Carers

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.

Parents/carers will be informed about our safeguarding policy through:

- Induction
- School website

## Multi-Agency Work

We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead to The Advice and Referral Team. Where the child already has a safeguarding social worker involved, the request for support should go immediately to the social worker involved, or in their absence to their team manager.

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.

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.

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.

## Our Role in Supporting Children

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

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 young people who abuse others will be considered separately from the needs of their victims.

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

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.

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

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

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

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

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

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

## Responding to an allegation about a member of staff

This procedure should be used in any case in which it is alleged that a member of staff, 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;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children. ~~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~~

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

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 Headteacher.

~~If unless~~ the concern relates to the Headteacher, it must be reported immediately to the ~~ee Director~~ Edison CEO, Tommy McDonald-Milner ~~Clare Harper~~, who will liaise with the Local Authority Designated Officer Team in children's social care and they will decide on any action required.

## Children with additional needs

**Pace Independent Special School** recognises that while young people have a right to be safe, some young people 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, those children who have a social worker.

When the school is considering excluding, either fixed term or permanently, a vulnerable student and/or a 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.

## Children in specific circumstances

### Private Fostering

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 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 arrangements are to last, or have lasted, for 28 days or more it is private fostering.

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.

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.

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

Guidance on children in specific circumstances is in Stoke-on-Trent Safeguarding Children Board's procedures as listed below.

[Child Sexual Exploitation](#)

[Children Who Run Away or go Missing from Care, Home and Education](#)

[Child Neglect](#)

[Children and Young People in Custody](#)

[Children of Drug Misusing Parents](#)

[Complex Abuse](#)

[Concealed Pregnancy and Birth](#)

[Domestic Violence and Abuse](#)

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

[Fabricated or Induced Illness](#)

[Forced Marriage](#)

[Responding to concerns about unborn children](#)

[Working with highly resistant, uncooperative and hard to reach families](#)

# APPENDICES

# APPENDIX ONE

## Multi Agency Referral Form for Stoke-on-Trent and Staffordshire



[www.staffsscb.org.uk](http://www.staffsscb.org.uk)



### SECTION Staffordshire 3B / SOT C09

#### Multi-Agency Confirmation of Referral to

#### Stoke-on-Trent Children's Social Care

#### and Staffordshire Children and Families First Response Service

This form should always be completed when making a referral to Stoke-on-Trent Children's Social Care / Staffordshire Children and Families First Response Service in the MASH. This is to allow the sharing of information with other agencies. All urgent child protection referrals should initially be made by telephone and then confirmed in writing as soon as possible, **ideally within 24 hours but within a maximum timescale of 48 hours** using this form.

Concerns should be discussed with the child's parents, making them aware that a referral to Stoke-on-Trent Children's Social Care / Staffordshire Children and Families First Response Service has been made, **unless to do so would place the child at risk of significant harm, or any other individual at risk of serious harm, or lead to interference with any**

potential investigation. The child's safety and well-being must be the overriding consideration in making any such decisions.

Referrer Details				
Referred by:				
Designation:		Agency:		
Referrer's Address:		Post Code:		
Tel. no		Mobile no.		
E-mail				
Date of Referral:		Time:		
Name of person receiving the referral:				
Is the parent/carer aware of the referral? Please tick appropriate box	Yes		No	
Is child/young person aware of referral? Please tick appropriate box	Yes		No	
Child/Young Person's Details				
Name of the child / young person:		Known As / Aliases:		
DOB (or expected date of delivery):		Gender	Male	
			Female	
			Unborn	

Home Address ( <i>Inc. postcode</i> ):	
Tel No ( <i>including mobile numbers</i> ):	
Any other known addresses ( <i>Inc. postcode</i> ):	
Child / young person's ethnicity:	
Child / young person's first language:	
Child / young person's religion	
Parent / carer's first language:	
Does the child / young person have a disability?	
Is an interpreter / signer required?	
<b>Additional Information:</b>	
Is the child / or has the child / young person been the subject of a child protection plan? <b>Y/N</b>	
If yes, please state in which local authority and provide further details if known:	
Is the child or has the child / young person been a looked after child? <b>Y/N</b>	
If yes, please state in which local authority and provide further details if known:	

**Reason for Referral**

*(Please include as much information as possible. Remember that the assessment of the level of intervention required will be based upon the information that you provide. You will need to consider the child's developmental needs; parenting and / or carer capacity to meet the child's needs; and family and environmental factors).*

**Known risks within this household?** (E.g. violent/aggressive individuals, drug use/dealing, weapons etc.)

**Details of Child/Young Person's Principal Carers**

Name	D.O.B	Relationship to child/young person	Parental Responsibility (PR)? Y/N

**Other people living in the child / young person's household**

Name (including any known aliases)	D.O.B	M / F	Relationship to child / young person	Also Referred? Y / N



Agency	Name	Tel. No./Contact details
G.P		
Midwife		
Health Visitor		
School Nurse		
Children's Centre		
Nursery		
School		
School Nurse		
Education Welfare Officer		
Youth Offending Service		
Police		
Probation Service		
Paediatrician		
CAMHS		
Other <i>(please state)</i>		

|

**Early Help Assessments (EHA) Details**

Has a EH assessment been completed?	<b>Yes</b> <i>(please attach to referral)</i>	<b>No</b>	Date EH assessment completed	
			EHA unique ref. number(s)	
Name of Lead Worker			Agency	
Address			Contact details (Tel. no./ e-mail)	
Has consent for a EH assessment ever been refused?	<b>Yes</b>		<i>If yes please state the date of when it was refused</i>	<b>No</b>

**Authorisation**

Have you discussed this referral with your line manager? <b>Y/N</b>	
---	--

**Details of Manager/Supervisor:**

Name:		Designation:	
Tel no.		E-mail	
Referrer's Signature:			Date:

Once you have completed this form please send it to:

STAFFORDSHIRE REFERRALS:	STOKE-ON-TRENT REFERRALS:
<p><b>Staffordshire County Council's First Response Service: 0800 1313 126</b></p> <p>(Monday-Thursday 8:30am - 5:00pm and Friday 08:30am - 4:30pm)</p> <p>*E-mail: <a href="mailto:frist@staffordshire.gov.uk">frist@staffordshire.gov.uk</a> / Fax no: 01785 854223</p> <p><b>Emergency Duty Service</b> (Outside office hours): 0845 6042886</p>	<p><b>Stoke-on-Trent's Safeguarding Referral Team (SRT): 01782 235100</b></p> <p>(People Directorate 8.30am – 5pm)</p> <p>*E-mail: <a href="mailto:SRT@stoke.gcsx.gov.uk">SRT@stoke.gcsx.gov.uk</a></p> <p><b>Emergency Duty Team</b> - 01782 234234 (Outside office hours) 5pm – 8.30am</p>
<p>*Please note that any information sharing needs to be in accordance with your agency's information governance processes. If you are unsure please check with your agency's designated safeguarding lead.</p>	

**If you require this form in any other format or language, please contact your relevant Local Safeguarding Board using the contact details below. Do NOT use the numbers / email addresses below to make a referral**

Staffordshire LSCB	Stoke-on-Trent LSCB
<p>Tel: 01785 277151</p> <p>E-mail: <a href="mailto:sscb.admin@staffordshire.gov.uk">sscb.admin@staffordshire.gov.uk</a></p> <p>Website: <a href="http://www.staffsscb.org.uk">www.staffsscb.org.uk</a></p>	<p>Tel: 01782 235863</p> <p>Website: <a href="http://www.safeguardingchildren.stoke.gov.uk">www.safeguardingchildren.stoke.gov.uk</a></p>

## APPENDIX TWO

### Multi Agency Referral Form for Cheshire East

Submit the completed form via one of the following options:-

- Post – Cheshire East Consultation Service (ChECS), Dalton House, Dalton Way, Middlewich, Cheshire, CW10 0HU
- Email – [ChECS@cheshireeast.gov.uk](mailto:ChECS@cheshireeast.gov.uk)

#### Referral (confirmation of verbal referral) to Children's Social Care

Where Children's Social Care have already been contacted by telephone please complete this section

Name of worker contacted:			
Children's Social Care office and telephone number:			
Date of referral:		Time:	

#### Child/Young Person details

Where there is more than one child please enter the youngest child's details here and subsequent children in the family composition section below

Name:	DOB:	School/Nursery:	
Ethnicity:	Language:	Interpreter:	Religion:
		Yes <input type="checkbox"/> no <input type="checkbox"/>	
Impairment(s):	Disabled Children's Register:	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/>	

#### Address

Address:			
Postcode:		Telephone:	

#### Family composition (parents/carers/siblings)

**Enter details of persons relevant to this referral**

Name:	DOB:	Relationship:	Ethnicity:	Language:	Religion:	Parental Responsibility:
						Yes <input type="checkbox"/> No <input type="checkbox"/> ? <input type="checkbox"/>
						Yes <input type="checkbox"/> No <input type="checkbox"/> ? <input type="checkbox"/>
						Yes <input type="checkbox"/> No <input type="checkbox"/> ? <input type="checkbox"/>
						Yes <input type="checkbox"/> No <input type="checkbox"/> ? <input type="checkbox"/>
						Yes <input type="checkbox"/> No <input type="checkbox"/> ? <input type="checkbox"/>
						Yes <input type="checkbox"/> No <input type="checkbox"/> ? <input type="checkbox"/>

**Consent**

Parent/Carer aware of the referral:	Yes <input type="checkbox"/> No <input type="checkbox"/> ? <input type="checkbox"/>
Young Person aware of referral:	Yes <input type="checkbox"/> No <input type="checkbox"/> ? <input type="checkbox"/> (consider Fraser/Bichard Guidance)
Parent/Carer has given consent to referral being made:	Yes <input type="checkbox"/> No <input type="checkbox"/> ? <input type="checkbox"/>
If no to either of the above 3 options please state reason(s), (i.e. decision made to override need for consent):	

**Other Agencies involved with the child/family**

Name:	Agency:	Designation:	Contact:

**Referrer's involvement with child/family**

**(Including length of involvement and previous referrals made to other relevant Agencies)**

Lead Professional:	

Common Assessment  
Framework (CAF)  
completed:

Yes  No  ?

Outcome:

**Reason for referral**

**Please identify your concerns, specific needs, strengths and risks about:**

The child/children:	
The parents/carers and their parenting capacity:	
The wider family and environment:	
Response requested from Children's Social Care:	

**Referrer's details**

Name of referrer:		Designation:	
Work base:		Telephone:	
Signature:		Date:	

Name of Parent:		Date:	
Signed:			

<b>Send Copies to:</b>	Children's Social Care (Social Worker):		Other professional(s):	
------------------------	--	--	------------------------	--

<b>Outcome of referral (tick as appropriate)</b>  <b>(To be completed by Children's Social Care)</b>	NFA <input type="checkbox"/>	Referred on <input type="checkbox"/>
	Allocated <input type="checkbox"/>	Open Case <input type="checkbox"/>

## **APPENDIX THREE**

### **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 of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caregivers); 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;
- Illness 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, shoulder 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 and 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
- Bruises or scratches in the genital area.

#### 4. Sexual Exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

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 in so far 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 contracted;
- 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.

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## 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 an 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 FOUR**

### **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 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.

The data Protection act ( 2018 ) and GDPR do not prevent the sharing of information with relevant people and agencies when it is for the purpose of keeping children safe. This includes allowing practitioners to share information without consent.

### **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 Headteacher 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 Headteacher.

## **APPENDIX FIVE**

### **Allegations about a Member of Staff, visitor or a Volunteer**

1. Inappropriately 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 pupils, 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, visitor or volunteer the Headteacher should be informed immediately. The Headteacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation herself or interview pupils.
3. The Headteacher 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 Headteacher will notify the Local Authority Designated Officer (LADO) Team (Tel: 01782 235885). The LADO Team will liaise with the Proprietor 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 students, 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 protection file.
4. Where an allegation has been made against the Headteacher, then the Proprietor 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 [Managing Allegations against Staff and Volunteers](#) in the procedures of Stoke-on-Trent Safeguarding Children Board.
- ~~4.~~
5. If the allegation/concern is regarding the proprietor(s) it should be taken directly to the local authority LADO.



## **APPENDIX SIX**

### **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 terrorism violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity to 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 extremist 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 experience discomfort about their place in society.
- Personal Crisis - the student may be experiencing family tensions, a sense of isolation and/or low self-esteem. They may have dissociated from their existing friendship group and become involved with a new and different group of friends and/or they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration, local community tensions and events affecting the student 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 Governments policy.
- Unmet Aspirations - the student may have perceptions of injustice, a feeling of failure and/or rejections of civic life.
- Experiences of Criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
- Special Education 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. The above 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.
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

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## APPENDIX SEVEN

### Preventing violent extremism - Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for **Pace Independent Special School** is ~~Cherri Felton~~Leo Guy, who is responsible for:

- Ensuring that staff of the school are aware that she is 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 **Pace Independent Special School** in relation to protecting students from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the school's PSHE and values 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 forms in relation to referrals of vulnerable students into the Channel process to: Staffordshire Police Prevent Team, Tel: 01785 238239 or 01785 233109
- Attending Channel meetings as necessary and carrying out any actions as agreed.
- Reporting progress on actions to the Channel Co-ordinator.
- Sharing any relevant additional information in a timely manner.

## **APPENDIX EIGHT**

### ***Cheshire East LSCB Child Protection Procedures***

*The Cheshire East Consultation Service (ChECS) is the 'Front Door' for access to services, support and advice for Children and their Families, from Early Help and Support through to Safeguarding and Child Protection.*

*If you have any concerns about the safety of a child, you should telephone*

- *Cheshire East Consultation Service (ChECS) on **0300 123 5012**, or*
- *Out of Hours Service on **0300 123 5022***

*The Child Protection Procedures are provided in an on-line manual which can be accessed on Cheshire East Online Procedures website.*

*Prior to consulting ChECS (0300 123 5012) please read the levels of need and thresholds guidance (PDF, 312KB) and review the levels of need poster (PDF, 5.93MB). It is advisable to read the latest S47 practitioners guidance (PDF, 447KB) that relate to Cheshire East as these now include updated guidance in relation to strategy discussions.*