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# Weobley Schools' Federation

## Safeguarding, Child Protection, ICT and E-safety Policy

March 2017

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## 1. Introduction

This policy has been developed in accordance with the principles established in the department for education's statutory guidance 'Keeping Children Safe in Education' 2016 and in line with government publications:

- HM Government (2015) Working together to safeguard children
- HM Government (2015) What to do if you're worried a child is being abused
- HM Government (2015) Information sharing
- HM Government (2015) Disqualification under the Childcare Act 2006

The Department for Education has also published Part One of the main guidance as a standalone document: [Keeping children safe in education: information for all](#)

- Weobley Schools' Federation takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- We recognise that all adults, including temporary staff, volunteers and others, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse?
- To develop and promote effective working relationships with other agencies, especially the Police, Health and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and a central record is kept for audit.

## 2. School commitment

Weobley Schools' Federation is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse, exploitation and/or radicalisation. We recognise that children who are abused or neglected or suffer maltreatment may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others or may be more easily coerced into unsafe situations or behaviours. We will always take a considered and sensitive approach in order that we can support all of our pupils.



Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn and develop in our school setting.
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting.
- All staff were directed to the full guidance.
- Full guidance, *Keeping Children Safe in Education* at:
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)
- Summary for staff at:
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550499/Keeping\\_children\\_safe\\_in\\_education\\_Part\\_1.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf)

### 3. Safeguarding Policy

Safeguarding is what we do for all children; and Child Protection is what we do for children who have been harmed or are at significant risk of being harmed. The child protection policy will refer to quite clear procedures, whilst the safeguarding policy will be broader.

In other words, the Safeguarding Policy includes the Child Protection Policy, as well as links to other policies.

At Weobley Schools' Federation the following are other policies and procedures that can link to these two major policies:

Attendance

Health and safety (pupils')

Anti-Bullying

Meeting the needs of pupils with medical conditions

First Aid (incorporated within the Health and Safety policy)

Premises policy

Safer Recruitment

Disclosure and Barring Service checks

Community Cohesion policy

With regard to safeguarding and child protection, the only relevant statutory policies and procedures are:

- Health and Safety policy
- Central record of recruitment and vetting checks
- Child protection policy and procedures
- Statement of procedures for dealing with allegations of abuse against staff

Key aspects of the Safeguarding policy include:

- Purpose of the policy
- Statement of Purpose
- Positive ethos
- Children feel safe, secure and listened to
- Staff/volunteers encouraged to talk about concerns
- How children who have been abused or are at risk of abuse are supported
- Safeguarding issues are explored as part of the curriculum
- Reference to the Statutory Framework
- Legal responsibilities and duties
- Duty to share information
- Roles and Responsibilities
- Designated Person(s)
- Staff
- Practical Advice
- Signs and Symptoms of abuse
- What to do about concerns
- Dealing with disclosures
- Highlight areas of particular risk
- Physical intervention
- Intimate care
- Changing for PE
- 1:1 working

- Record-keeping
- Confidentiality
- Procedure for dealing with complaints and allegations about staff
- Safer Recruitment
- Whistle-blowing

#### 4. **Safe School, Safe Staff**

We will ensure that:

All members of the Senior Leadership Team understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection policy together with a staff behaviour (code of conduct) policy.
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training and has been updated on the Keeping Children Safe in Education advice published in 2016 and the Working Together to Safeguard Children March 2015.
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A Senior Leader in each school has Lead Designated Child Protection Officer Responsibility. Role title for this responsibility is: Designated Safeguarding Lead (DSL)
- The DSL and their nominated deputy have undertaken interagency training and also undertake an 'update' course every year (or in line with current government legislation).
- All other staff have Safeguarding training updated as appropriate.
- Any weaknesses in Child Protection are remedied immediately.

Safeguarding and Child Protection policies and procedures are reviewed annually and the Safeguarding and Child Protection policy is available on the school website and in hard copy by request.

The Senior Leadership Team ensure that children are taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE).

That enhanced DBS checks are in place for all members of staff and also for external visitors who visit the school on a regular basis.

At the High school the Lead (DSL) is Mrs Rachel Day, Assistant Headteacher for Additional Needs. The Deputy Designated Lead for Safeguarding (DDSL) is Mr Russell Jones, Assistant Headteacher for Student Support. These staff have undertaken the relevant training, followed by regular updates.

At the Primary school the Designated Safeguarding Lead (DSL) is Mr Stephen Warrell, Head of School. The Deputy Designated Safeguarding Lead (DDSL) is Mrs Sarah Wallace, SENDCo.

The DSL's who are involved in recruitment and other members of the Senior Leadership Team will also complete safer recruitment training.

All members of staff and volunteers are provided with child protection awareness information at induction, including in their induction pack, the school safeguarding information showing to discuss a concern is displayed around the school.

All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

All other staff have child protection awareness training, updated by the DSL and DDSL as appropriate, to maintain their understanding of the signs and indicators of abuse (every 3 years as a minimum).

All members of staff, and volunteers, know how to respond to a pupil who discloses abuse.

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy.

We will ensure that child protection type concerns or allegations against adults working in the school are referred to the Designated Officer (DO) for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

Our procedures will be regularly reviewed and up-dated.

The name of the designated members of staff for Child Protection, the Designated Safeguarding Lead are made known to staff through induction.

All new members of staff will undertake training in safeguarding and child protection as part of their induction into school.

The policy is available publicly either on the school website or by other means.

Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/website.

## 5. Responsibilities

The designated DSL's are responsible for:

Referring a child if there are concerns about possible abuse, to Herefordshire Multi Agency Safeguarding Hub (MASH) 01432 260 800, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, using the Multi Agency Referral Form and uploaded to the local authority via Anycomms.

Keeping written records of concerns about a child even if there is no need to make an immediate referral.

Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are copied on to the child's next school or college.

Liaising with other agencies and professionals.

Ensuring that either they or the staff member attend Strategy meetings, case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.

Ensuring that any pupil currently with a Child Protection Plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.

Organising child protection induction, and update training every 3 years, for all school staff.

### **Manage referrals**

Refer cases of suspected abuse to MASH.

Refer cases to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or

Refer to the Police (cases where a crime may have been committed including Sexual Exploitation, Radicalisation (through the Single Point of Contact for the Channel Panel) Female Genital Mutilation and Forced Marriage).

Support staff who make referrals to MASH, Channel Panel or Police as appropriate.

Work with others.

Liaise with the Head of School to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and Police investigations.

As required liaise with the case manager (Head of School, or where the Head of School is the subject of the allegations the Chair of Governors and the DO at the Local Authority for child protection concerns (all cases which concern a staff member).

Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

### **Undertake Training**

The Designated Safeguarding Lead and any deputies should receive appropriate training updated every two years. They should undertake Prevent awareness training and in addition to the formal training their knowledge and skills should be refreshed at regular intervals but at least annually so they:

Understand and keep up with any developments to their role.

Understand the assessment process for providing early help and intervention.

Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

Ensure each member of staff has access to and understands the schools' Child Protection Policy and procedures, especially new and part time staff.

Be alert to the specific needs of children in need, those with special educational needs and young carers.

Be able to keep detailed, accurate, secure, written records of concerns and referrals.

Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.

Obtain access to resources and attend any relevant or refresher training courses.

Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raise Awareness**

The designated safeguarding lead should ensure the school policies are known understood and used appropriately:

Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.

Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.

Link with the HSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Ensure that as part of a broad and balanced curriculum, children are taught about safeguarding including how to stay safe online.

## 6. Supporting Children

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm and we accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

Promoting a caring, safe and positive environment within the school.

Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

Notifying Social Care as soon as there is a significant concern.

Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

## 7. Confidentiality

- We recognise that all matters relating to child protection are confidential.
- The DSL or Deputy DSL will disclose any information about a child to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with representatives from the MASH (Multi Agency Safeguarding Hub).

## **8. Supporting Staff**

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSL's and to seek further support as appropriate.

## **9. Allegations against staff**

- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All Staff should be aware of the school's own code of conduct.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- We understand that a pupil may make an allegation against a member of staff.
- If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Executive Headteacher.
- The Executive Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (DO)
- If the allegation made to a member of staff concerns the Executive Headteacher, the person receiving the allegation will immediately inform the DO, without notifying the Executive Headteacher first.
- The school will follow the Herefordshire's procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the DO.
- Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Executive Headteacher will seek the advice of the DO and the Chair of Governors.
- In the event of an allegation against the Executive Headteacher, the decision to suspend will be made by the DO in conjunction with advice from the Director of Children's Services.

## 10. Whistle-blowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the DO following the Whistleblowing Policy.
- Whistle-blowing re the Executive Headteacher should be made to the Chair of Governors or the DO whose contact details are readily available to staff.

## 11. Physical Intervention

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to themselves or another person.
- Such events should be recorded and signed by a witness.
- All staff working with pupils at Weobley Schools' Federation may need to use physical intervention so consequently all staff will be appropriately trained. Those staff regularly dealing with higher risk students receive training in positive handling techniques.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- We recognise that touch is appropriate in the context of working with children, and all staff have been given "Safe Practice" guidance to ensure they are clear about their professional boundary.

## 12. Anti-Bullying

Our schools' policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms eg. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

### **13. Racist Incidents**

Repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of all racist incidents on SIMS.

### **14. Prevention**

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection. Weobley Schools' Federation will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, school council, participation in anti-bullying week, communication via the inclusion manager.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip
- children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

### **15. Health & Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

### **16. Monitoring and Evaluation**

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Senior Leadership Team 'drop ins' and discussions with children and staff

- Pupil questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Logs of bullying/racist/behaviour incidents for Senior Leadership Team to monitor
- Review of parental concerns and parent questionnaires and feedback from consultation days
- Sec.175 safeguarding audit

## **17. Safeguarding Information for pupils**

All pupils in our school are aware of a number of staff they can talk to. The school is committed to ensuring that pupils are aware of conduct towards them that is not acceptable and how they can keep themselves safe. All pupils know that we they can talk to any member of staff but are specifically directed to the Inclusion manager, their tutor or learning coordinator. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and be heard and what steps can be taken to protect them from harm.

Mrs Gill Pawlow is employed as the High Schools Inclusion Manager. All children are aware that they are able to speak to Mrs Pawlow and specialist facilities are provided to do this. In addition to which the school employs a school counsellor.

## **18. Partnership with Parents**

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Weobley Schools' Federation will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

## **19. Partnerships with others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Herefordshire Safeguarding

Children Board. The DSL and DDSL attend all local safeguarding, behaviour support and child protection meetings including Channel panels where required. The school will ensure they are covered to facilitate their attendance. There is a joint responsibility on all these agencies to share information appropriately to ensure the safeguarding of all children.

## 20. Forced Marriage

### Definition

A 'forced' marriage (as distinct from a consensual 'arranged' marriage) is defined as one conducted without the valid consent of at least one of the parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds. Forced marriages of children may involve non-consensual and/or underage sex, emotional and physical abuse and should be regarded as a child protection issue and referred to Children's Social Care.

Although there is no specific criminal offence of a forced marriage, the forced marriages of children (and vulnerable adults) may involve one or more criminal offences, e.g. common assault, cruelty to persons under 16, child abduction, rape, kidnapping, false imprisonment and even murder. The Forced Marriage (Civil Protection) Act 2007 came into force in November 2008. The Act gives the courts a wide discretion to deal flexibly with each individual case, employing civil remedies that offer protection to victims without criminalising family members. Forced marriage is primarily, but not exclusively, an issue of abuse against girls and young women: 'Most cases involve young women aged between 13 and 30, although there is evidence to suggest that as many as 15% of victims are male (Young People & Vulnerable Adults Facing Forced Marriage; Practice Guidance for Social Workers).

Whilst the majority of cases encountered in the UK involve South Asian families, partly reflecting the composition of the UK populations, there have been cases involving families from East Asia, the Middle East, Europe and Africa. Some forced marriages take place in the UK with no overseas element, whilst others involve a partner coming from overseas or a British citizen being sent abroad.

### Recognition

Victims of existing or prospective forced marriages may be fearful of discussing their worries with friends and teachers, but may come to the attention of professionals for various behaviours or circumstances consistent with distress.

These may include:

- A family history of siblings being forced to marry or to marry early;
- A sibling who suddenly disappeared or went abroad;
- Frequent authorised absences or truancy from school/lessons;
- Social isolation;

- A sudden decline in education performance, aspirations or motivation;
- Unreasonable restrictions on the child's liberty e.g. accompanied to/from school, not allowed to attend extra-curricular activities;
- Depression, self-harming behaviour, eating disorders;
- Lethargy and inability to concentrate;
- Physical and domestic violence and abuse;
- Running away from home;
- Reports of having left the country suddenly or being on an extended family holiday.

### **Response**

Staff should not make assumptions that a child is at risk and try to establish the full facts from the child at the earliest opportunity. The child must be provided with the opportunity to speak on her/his own, in a private place. S/he may face significant harm if her/his family learn that s/he has sought help or advice.

Mediation should not be attempted. The needs of victims of forced marriage vary. They may need help to avoid a threatened forced marriage or dealing with the consequences of a forced marriage that has already taken place. Staff should seek consultation and advice from the school's Designated Safeguarding lead who will contact the local Safeguarding Board identified lead professional on forced marriage. The Forced Marriage Unit should also be consulted:

- Telephone: +44 (0) 20 7008 0151
- Email: [fmunit@fco.gov.uk](mailto:fmunit@fco.gov.uk)
- Email for outreach work: [fmunitoutreach@fco.gov.uk](mailto:fmunitoutreach@fco.gov.uk)
- Facebook: [Forced Marriage page](#)
- Twitter: [@FMUnit](#)

Where there is information of an existing or prospective forced marriage of a child aged less than 18 years, child protection issues should be addressed by referral to Children's Social Care, without prior discussion with the family or community.

### **Further guidance and advice**

- The Right to Choose – Multi Agency Statutory Guidance for Dealing with Forced Marriage;
- Multi-Agency Practice Guidelines – Handling Cases of Forced Marriage (published by the Forced Marriage Unit in July 2009);

- Guidance for Local Authorities on Applying for Forced Marriage Protection Orders (published by the Ministry of Justice in October 2009).

The Forced Marriage Unit (FMU) is Government's central unit dealing with forced marriage casework, policy and projects.

The FMU provides confidential information and assistance to potential victims and concerned professionals. FMU staff can offer advice and assistance to individuals

who:

- Fear they will be forced into a marriage (in UK or overseas);
- Fear for a friend or relative who may be forced into a marriage (in the UK or overseas);
- Have been forced into a marriage and do not want to support their spouse's visa application

## 21. Female Genital Mutilation

### Definition

Female Genital Mutilation (FGM) is a collective term for procedures which include the removal of part/all external female genitalia for cultural or other non-therapeutic reasons. The practice is not required by any major religion and is medically unnecessary, painful and has serious health consequences at the time it is carried out and in later life. The procedure is typically performed on girls aged between 4 and 13, but is also performed on new born infants and on young women before marriage/pregnancy. A number of girls die as a direct result of the procedure, from blood loss or infection. Girls may be circumcised or genitally mutilated illegally by doctors or traditional health workers in the UK, or sent abroad for the operation.

### Law

Female circumcision, excision or infibulations (female genital mutilation) is illegal in this country by the Female Genital Mutilation Act 2003, except on specific physical and mental health grounds. See the Home Office website. It is an offence to:

- Undertake the operation (except in specific physical or mental health grounds)
- Assist a girl to mutilate her own genitalia
- Assist a non-UK person to undertake FGM of a UK national outside UK (except in specific physical or mental health grounds)
- Assist a UK national or permanent UK resident to undertake FGM of a UK national outside the UK (except in specific physical or mental health grounds)

## Recognition

A child may be considered at risk if it is known older girls in the family have been subject to the procedure. Pre-pubescent girls 7 to 10 are at highest risk, though the practice has been reported amongst babies. Suspicions may arise if a family is known to belong to a community in which FGM is practiced and is making preparations for the child to take a holiday, arranging vaccinations or planning school absence and the child may refer to a 'special procedure' taking place.

Indications that FGM may have already occurred include:

- Prolonged school absence with noticeable behaviour change on return.
- Bladder and menstrual problems.
- Reluctance to receive medical attention or participate in sport.

## Response

Any suspicion of intended or actual FGM must be referred to Children's Social Care, in accordance with the Referral and Assessment Procedure. Children's Social Care, must inform the police CAIU at the earliest opportunity and convene a strategy meeting within 2 working days if:

- There is suspicion that a girl or young woman, under the age of 18, is at risk of undergoing this procedure.
- It is believed that a girl or young woman is at risk of being sent abroad for that purpose or
- There are indications that girl or young woman has suffered mutilation or circumcision.

A service manager from the Children's Social Care team who has attended female genital mutilation training or a child protection adviser/senior manager should chair the Strategy Meeting. Health providers or voluntary organisations with specific expertise should be invited. A legal advisor should be invited or consulted prior to the meeting on the options, which could be considered to protect a child. In planning any intervention, it is important to consider the significance of cultural factors. FGM is generally performed because of the significance it has in terms of cultural identity. Any intervention is more likely to be successful if it involves workers from, or with a detailed knowledge of, the community concerned.

If the child has already suffered female genital mutilation the meeting will need to consider carefully whether to continue enquiries or whether to assess the need for support services. Female genital mutilation is a one-off event of physical abuse (albeit one that may have grave permanent sexual, physical, and emotional consequences), not an act of repeated abuse and organisational responses need to recognise this. A second strategy meeting should take place within 10 working days of the first meeting, with the same chair. This meeting must evaluate the information collected in the enquiry and recommend whether a

child protection conference is necessary. A girl who has already been genitally mutilated should not normally be the subject of a conference or the subject of a protection plan unless additional concerns exist, though she should be offered counselling and medical help. Consideration must however be given to any other female siblings at risk.

### **Prevention**

Agencies should work together to promote a better understanding of the damaging consequences to health (physical and psychological) of FGM. Wherever possible the aim must be to work in partnership with parents and families to protect children through parents' awareness of the harm caused to the child.

Further information

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

## **22. Preventing Radicalisation**

### **Definition**

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that:

- Reject or undermine the status quo

Or

- Reject and/or undermine contemporary ideas and expressions of freedom of choice

### **Prevention**

Schools play an integral part in educating young people – equipping them with the skills and knowledge to think for themselves, to challenge and debate, and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share.

Exploring ideas, developing a sense of identity and forming views are a normal part of growing up. We do need to encourage young people to express their views, to accept difference in others' views and embrace the multi-cultural and diverse society in which we live. They also need to appreciate the impact their views can have on others and to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

At Weobley Schools' Federation:

- Pupils will be educated through the school curriculum, group and individual discussions.
- Pupils will be taught about a range of different cultures through the curriculum to have an understanding of diversity and have an acceptance of the multi-cultural society in the UK.
- Staff have all received training on preventing radicalisations and what to do if they have any concerns.
- All staff have completed the CHANNEL online awareness course and the majority of staff have also had WRAP training from a registered WRAP trainer responsible for the Prevent Duty within the school.

### **Recognition**

Staff need to be aware of the following signs:

- Change in dress or appearance.
- Losing interest in friends or activities not associated with a particular ideology.
- Behaviour focused on an extreme idea or cause.
- Possession of material or symbols associated with an extremist cause.

### **Response**

If any staff member has a concern about a pupil, they should speak to the DSL or DDSL who will seek advice from the Prevent Team.

### **Contact Numbers**

MASH: 01432 260 800

The police Prevent Team for Hereford which comes under

Warwickshire and West Mercia constabulary:

[prevent@warwickshireandwestmercia.pnn.police.uk](mailto:prevent@warwickshireandwestmercia.pnn.police.uk)

email: [channelreferrals@herefordshire.pnn.police.uk](mailto:channelreferrals@herefordshire.pnn.police.uk)

Police non-emergency number – 101

Crime Stoppers – 0800 555 111

## 23. ICT Policy

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values.

### Introduction

Protecting young people in the online world means thinking beyond the school environment. As well as the computer to access the Internet, now many mobile phones and games consoles offer broadband connections. Pupils may be working online in school or at home.

Increasingly pupils will have access to personal devices not covered by network protection and therefore the emphasis needs to be on educating all users as to the risks involved and their obligation to act responsibly while online. All school staff should be aware of this policy and understand their personal responsibility with regard to keeping young people safe online and how to respond to e-safety incidents. Safeguarding children and young people in both the real and virtual world is everyone's responsibility. It is an extension of general safeguarding and this policy should be read alongside the Safeguarding and Child Protection Policy.

All pupils should be made aware of the school's acceptable use policy and what to do if they have any Internet safeguarding concerns.

- 99% of children aged 8 – 17 access the internet (Ofcom, 2008).
- Research shows that the Internet has led to more children and young people having access to some kinds of content that might not be appropriate for their age (e.g. sexual material).
- Although children and young people are really confident using technology they don't always know how to judge what information they can trust and what they can't.
- Inappropriate contact by strangers is also a problem and children are still meeting up with people they first met online, even when they know about the risks.
- Bullying can expand online, especially because it can be anonymous, and people feel less responsible for their contribution to the bullying.
- Children and young people often upload things about themselves or others without necessarily understanding or thinking through what the long term effects might be. (Byron Report 2008)

## **Reporting Incidents**

Pupils should know where to seek help both in and out of school and how to report incidents.

They should be trained using the “ThinkUKnow” materials from the Child Exploitation Online Protection Centre (CEOP) and know when and who to use the Virtual Global Taskforce (VGT) icon available on some websites.

All pupil email is monitored by the ICT manager who will report any inappropriate emails to the Designated Safeguarding Lead. If a pupil receives an abusive e-mail or text they have been educated to report the matter to a member of staff as soon as possible. A copy of the e-mail with full headers, plus dates and times should be saved. Staff will investigate all complaints of abuse within school and take action accordingly.

Responsibility for handling incidents involving children will be taken by the Designated Safeguarding Lead in consultation with the Executive Headteacher or Head of School.

If one or more pupils view inappropriate material the first priority will be to give them appropriate support. The pupil’s parent/carers will be informed and given an explanation of the course of action the school has taken. If staff or pupils discover unsuitable sites, the ICT manager will add the URL to the filtering system used within the school to block the site from pupils.

## **Age Restricted Material**

Weobley Schools’ Federation will minimise the risk of students gaining access to inappropriate materials through supervision and monitoring.

## **Web Filtering**

All Internet traffic is subject to both our internal (school based) filtering and some minor further filtering done via Hoople (our Internet services provider). As per recent government regulation, websites that are linked to radicalisation are blocked via our web filter. The filtering lists are constantly updated automatically via Websense under the Militancy and Extremist category. Our classroom management software will also shortly release a patch that monitors for searching of certain radicalisation related words.

## **Incidents of a racial nature**

Any incident of racially motivated abuse via technology needs to be linked in with the monitoring of racial incidents in the school. Where an incident involves racial abuse, the Local Authority should be informed and they will decide whether or not Police involvement is required.

## **Incidents involving staff**

In the school context, very serious incidents tend to involve illegal materials, (particularly the viewing, possession, making and distribution of indecent images of children) or grooming, stalking or harassment facilitated by communication technologies. Indecent images of children are defined under Section 7 of the Protection of Children Act 1978 (as

amended by Section 84 of the Criminal Justice and Public Order Act 1994). References to indecent photographs under the Act include data stored on a computer disk or by other electronic means that is capable of conversion into a photograph. Weobley Schools' Executive Headteacher will consult with the DO following any incident involving a member of staff. Information will be recorded in line with disciplinary protocols and appropriate counselling and support will be provided. Parents/carers of any pupils involved will be kept fully informed of the matter.

### **What to do in the event of discovery of illegal material**

Discovery of illegal material within the schools' network is a very serious situation, and must always be reported to the police. It is important that the material is not downloaded, printed or sent by e-mail, because doing so will be an offence in itself. If at all possible, do absolutely nothing to the suspect computer or computers, including turning them on or off, as this could potentially compromise any evidence the device may contain. Ideally incident specific advice should be sought VERY quickly, from M A S H , the police and Safeguarding Lead as soon as the incident becomes known. The advice given will be incident specific and will be different in each case, depending on the number of workstations involved or if the incident involves the entire network and files server.

Basic steps:

- Seek immediate and specific advice from the Police.
- Prevent any further physical access to the device until the correct advice is gained.
- Unless absolutely necessary DO NOT remove the power from a working PC and definitely DO NOT start a PC if it is already turned off.
- Consider if it is necessary to prevent remote access to the device. If you suspect that a member of staff or pupil who has left the site, could remove or damage evidence on the device remotely, unplug ONLY the network cable from the back of the device to prevent this access from taking place.
- If the PC is already turned off, and it is no longer realistically possible to prevent further physical access to the device, (i.e. lack of supervision, high levels of access or an unoccupied location) disconnect the power at the base unit (not the wall) and remove the battery from a laptop. Store this device securely in a location where no one else can gain access to it and make a note of the date, time and name of the individual who performed this action.

Under no circumstances should any member of staff attempt to conduct an investigation of their own, or bring in an outside 'expert' to do so, as this may compromise the evidence if a legal case were to result. In some cases, this may constitute a criminal offence in itself.

## **Educating Pupils on the Importance of E-Safety**

Pupils will study age appropriate E-Safety through a series of assemblies across all key stages, delivered by the ICT Department. We will also deliver a series of e-safety lessons. The unit of study includes identifying inappropriate usage and how/where they should report incidents both inside and outside of school. All pupils are introduced to the “ThinkuKnow” organisation, who have also provided the school with useful resources such as videos and online games. There is also a Use of ICT Policy which the pupils are made aware of and have constant access to via the Intranet.

## **Use of Video/Digital Cameras within lessons**

When using video/digital cameras within lessons, all pupils are monitored carefully by members of staff, and any pupils who have not provided the school with permission to use their photograph, should not be used within external publications such as the school website or newspaper.

## **24. Child Protection policy**

Weobley Schools’ Federation fully recognises its responsibilities for child protection.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan, Care Plan for Looked After Children, Child in Need Plan or CAF.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.

- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by Herefordshire Local Safeguarding Children Board and take account of guidance issued by the Department for Education to:

Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.

Ensure we have a nominated governor responsible for child protection.

Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the DSL responsible for child protection and their role.

Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL responsible for child protection.

Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.

Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.

Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.

Keep written / secure electronic records of concerns about children, even where there is no need to refer the matter immediately.

Ensure all records are kept securely; separate from the main pupil file, and in locked locations or password protected.

Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is

unacceptable but they are valued and not to be blamed for any abuse which has occurred.

- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, Behaviour Support service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Further information and guidance can be found on the Herefordshire Safeguarding Children Board web site: <http://hscb.herefordshire.gov.uk/>

Or Herefordshire's Multi Agency Hub MASH: Tel: 01432 260 800

## 25. Recognising signs of child abuse

### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

### Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

## **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated safeguarding lead (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

- Appear frightened of the parent/s.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

### **The parent or carer may:**

- Persistently avoid child health promotion services and treatment of the child's
- episodic illnesses.
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise
- (high criticism/low warmth environment).
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

## **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.

- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, hand prints or a hair brush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks on small children.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

### **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment.
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scape-goated within the family.

- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a “loner” – difficulty relating to others.

### **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area.
- Blood on underclothes.
- Pregnancy in a younger girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

## **26. Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure,

obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent – agreement including all the following:
- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society’s standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

## 27. Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from school.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.

## 28. Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity.
- Inappropriate sexual or sexualised behaviour.
- Sexually risky behaviour, 'swapping' sex.
- Repeat sexually transmitted infections.
- In girls, repeat pregnancy, abortions, miscarriage.
- Receiving unexplained gifts or gifts from unknown sources.

- Having multiple mobile phones and worrying about losing contact via mobile.
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).
- Changes in the way they dress.
- Going to hotels or other unusual locations to meet friends.
- Seen at known places of concern.
- Moving around the country, appearing in new towns or cities, not knowing where they are.
- Getting in/out of different cars driven by unknown adults.
- Having older boyfriends or girlfriends.
- Contact with known perpetrators.
- Involved in abusive relationships, intimidated and fearful of certain people or situations.
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- Associating with other young people involved in sexual exploitation.
- Recruiting other young people to exploitative situations.
- Truancy, exclusion, disengagement with school, opting out of education altogether.
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual).
- Mood swings, volatile behaviour, emotional distress.
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- Drug or alcohol misuse.
- Getting involved in crime.
- Police involvement, police records.
- Involved in gangs, gang fights, gang membership.
- Injuries from physical assault, physical restraint, sexual assault.

Reviewed on: March 2017

By: Rachel Day and Stephen Warrell

Adopted by the Governing Body on:

To be reviewed: March 2018

## Appendix 1 – Day to Day Procedures

- All external gates are secured at 8.50am at the High school and 9.00 at the Primary school. Any pupil arriving late at school will have to access the school through the front office, where they will need to sign in. Any pupil wishing to leave the high school during the school day must report to reception and will only be able to leave with written permission or communication from parents. In the primary school, children will only be permitted to leave during the school day with a parent or carer.
- Visitors may only access a secure reception area before having their identity checked and having to sign in. All visitors will be supervised by a member of staff at all times and will wear identification.
- All doors outside of the gated secure area remain locked or secured through coded entry systems. Signs are displayed reminding staff to keep these doors secured at all times. Signs are also displayed to inform the students of correct access doors and gates.
- Members of SLT Learning Co-ordinators and teaching assistants patrol the site and supervise at lunchtimes and break times.
- It is promoted that members of staff must challenge any individual that they do not recognise who is present on the school site.
- Any Contract work undertaken is usually completed in the school holidays. All contractors used are from the approved list provided by the LA.

## Appendix 2 - Safeguarding Poster – Weobley High School



# Stay Safe

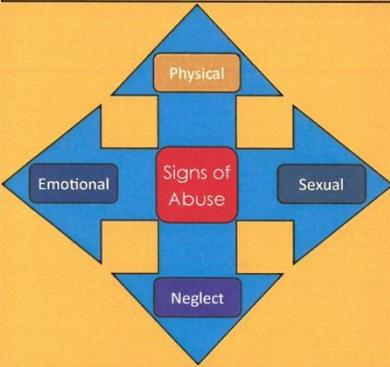
Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Everyone who comes into contact with children and their families has a role to play in safeguarding children.

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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



The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Documents that ALL adults MUST read.**

- Weobley High School Safeguarding Child Protection ICT and Esafety Policy March 2016
- Keeping children safe in education: statutory guidance for schools and colleges September 2014
- The Prevent duty: Departmental advice for schools and childcare providers June 2015

**Designated Safeguarding Leads**



Designated Safeguarding Lead  
**Rachel Day**



Deputy Designated Safeguarding Lead  
**Russell Jones**



In the absence of either of the Safeguarding Leads, all concerns should be reported to Mrs G Pawlow

ANY concerns, however small, should be brought to the attention of the Designated Safeguarding Lead Mrs R Day, the Deputy Designated Safeguarding Lead Mr R Jones or the School Inclusion Manager Mrs G Pawlow by phoning 01544 318 159. Alternatively you can email the safeguarding team at [safeguarding@weobleyhigh.co.uk](mailto:safeguarding@weobleyhigh.co.uk). Contacts for the safeguarding team and other agencies can be found on the safeguarding page of the school website.

# Appendix 3 - Safeguarding Poster – Weobley Primary School

# Weobley Children Stay Safe

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Everyone who comes into contact with children and their families has a role to play in safeguarding children.

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Documents that ALL adults MUST read.

THIS IS REALLY IMPORTANT!

*ANY* concerns, however small, should be recorded on the Child Protection Online Management System - CPOMS and brought to the attention of the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead. In their absence, any concerns should be raised with Maggie Argent in the office.

### Designated Safeguarding Leads

Designated Safeguarding Lead

Steve Warrell

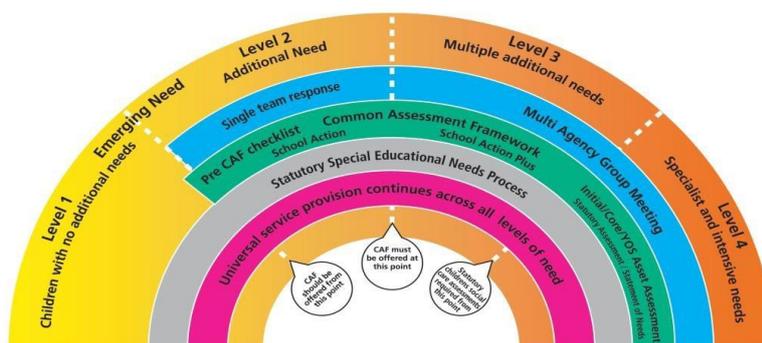
Deputy Designated Safeguarding Lead

Sarah Wallace

In the absence of either of the Safeguarding Leads, all concerns should be reported to Maggie Argent.

## Appendix 4 - Herefordshire Levels of Need Pathway and Acronyms

### The Herefordshire Levels of Need Pathway



Ensuring children and young people are safeguarded by:



### SCHOOL ACRONYMS

DSL- Designated Safeguarding Lead	DDSL- Deputy Designated Safeguarding Lead	LInc- Learning Inclusion Centre
SENCO- Special Educational needs Co-Ordinator	SLT- Senior Leadership Team	LAC- Looked After Children RAISE-CLA Online Children
GRT-Gypsy Romany Travellers	FSM- Free School Meals	EAL-English as an Additional

### OUTSIDE AGENCIES ACRONYMS

MASH- Multi Agency Safeguarding Hub	CAF- Common Assessment Framework	CAF MAG- Common Assessment Framework Multi-Agency Group
ICPC-Initial Child Protection Conference	RCPC-Review of Child Protection Conference	PSA- Parent Support Advisor
ISW- Integrated Support Worker	IFSW- Integrated Family Support Worker	CAMHS-Child and Adolescent Mental Health Service
HSCB- Herefordshire Safeguarding Children Board	LSCB- Local Safeguarding Children Board	CP Plan- Child Protection Plan (Section 47)
CIN- Child In Need (Section 17)	YOS- Youth Offending Service	BST- Behaviour Support Team

Every member of staff is responsible for

SAFEGUARDING

in the school