



PACKWOOD HAUGH SCHOOL

CHILD PROTECTION POLICY **AT PACKWOOD HAUGH (Including EYFS)**

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CHILD PROTECTION POLICY (Including Safeguarding) AT PACKWOOD HAUGH (Including EYFS)

Introduction

This policy can be made available in large print or other accessible format if required.
This policy will be reviewed on an annual basis.

- Packwood Haugh School fully recognises its responsibilities for safeguarding all of its pupils (including those in EYFS and boarders). This policy has been authorised by the Governing Body and applies to all members of staff, governors and volunteers working in the school.
- The School's policy pays due regard to the DFE guidance 'Keeping Children Safe in Education (September 2024) (KCSIE) (including the supplementary advice published in October 2014) and 'Working Together to Safeguard Children' (July 2018, updated December 2023), the Education (Independent School Standards) (England) Regulations 2014, the National Minimum Standards for Boarding Schools (March 2015), the Disqualification under the Childcare Act 2006 (August 2018), The Statutory Framework for the Early Years Foundation Stage (2021), What to do if you're worried a child is being abused (2015), Sexual violence and sexual harassment between children in schools and college (September 2021), the Prevent Duty and Guidance (July 2015 updated 2023), Information Sharing: Advice for practitioners providing safeguarding services to children (2018) and Departmental Advice for Schools and Childminders (June 2015) and the use of Social Media for on-line radicalisation (July 2015).
- It is available to parents on request and is published on the School website. This policy can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example on an educational visit.
- Whilst the principles of this policy are equally relevant to EYFS children, there is a further, specific Appendix attached to this policy that contributes to their safeguarding.
- Every pupil should feel safe and protected from any form of abuse **whether that is within or outside the home, including online** which, in this policy, means any kind of neglect, non-accidental injury, sexual exploitation and emotional ill-treatment.
- A child on child abuse incident should be treated as a child protection issue when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. It should be noted that children with SEN and disabilities can be disproportionately impacted by things like child on child abuse.
- Pupils should know that they have a means of raising issues of personal concern. They should feel that they are encouraged to talk to staff, that the School is always prepared to listen to their concerns and will take them seriously. Pupils should be made to feel that they can safely express their views and give feedback.
- The School will take all reasonable measures to:
 - protect each pupil from any form of abuse, whether from an adult or another pupil;
 - be alert to signs of abuse both in the School and from outside;

- deal appropriately with every suspicion or complaint of abuse.
 - To provide help and support to meet the needs of children as soon as problems emerge.
- The School will support pupils who have been abused in accordance with his/her agreed child protection plan.
- The School will be alert to the medical needs of pupils with medical conditions.
- The School will operate robust and sensible health and safety procedures.
- All staff of the School have a role to play in safeguarding children.
- The School will take all practicable steps to ensure that the School premises are as secure as circumstances permit.
- The School will take all practicable steps to support any child in need even if they are not in immediate danger and will seek help and advice from external agencies, such as the Early Help Team, TAMHS, COMPASS or CAMHS/Access Team/BeeU, where appropriate, to help prevent problems (including those of abuse, neglect or radicalisation) escalating. Children can also speak to the School Counsellor.
- Anyone who has a concern about a child should speak to the DSL. Anyone may make a referral to the Early Help team but should inform the DSL as soon as possible if they do so.
- Where a referral is made to the Early Help team that referral will be kept under constant review by the DSL and if appropriate a referral made to the First Point of Contact Team.
- The School will be mindful of mental health issues and issues surrounding body image. An Early Help referral will be made where appropriate.
- The School and the Governing Body shall undertake an annual review of the Child Protection Policy which will be minuted in the minutes of the Governors' Meeting. The nominated governor for safeguarding is Dr Saskia Jones-Perrott
- Dr Saskia Jones-Perrott will be responsible for safeguarding arrangements in the school.
- Other policies, that are all in the staff handbook, that need to be taken into account are:
 - Professional Code of Conduct for Staff (including Whistleblowing)
 - Behaviour (including Child on Child Abuse (Anti-Bullying) and Discrimination)
 - PSHE
 - Alcohol, Smoking and Substance Abuse
 - Special Educational Needs
 - Health and Safety
 - Recruitment
 - Dealing with Allegations of Abuse against Teachers & Other Staff
 - Restraint
 - E-Safety
 - Bring Your Own Device Policy
 - Information on Female Genital Mutilation
 - Information on Child Sexual Exploitation
 - Mobile Phone Policy
 - Taking, Storing and Using Images of Children Policy
 - Prevention of Extremism and Radicalisation
 - Eating Disorders Policy (Medical Policies Handbook)
 - Relationship and Sex Education Policy
 - Children Missing from Education
 - Low Level Concerns Policy

- The School will follow the local inter-agency procedures of the Shropshire Safeguarding Community Partnership: <http://westmidlands.procedures.org.uk/>
The link to the Shropshire Safeguarding Community Partnership is: <http://www.safeguardingshropshireschildren.org.uk> .The school will work with the safeguarding partners.
- Where a child has suffered, is suffering or is at risk of suffering serious harm then this should be reported immediately to the Shropshire Designated Officers (LADO) but where a child requires additional support from one or more agencies then the school will follow the procedure for an inter-agency assessment – Early Help Assessment Form - <https://shropshire.gov.uk/early-help/practitioners/early-help-forms/>
- Every complaint or suspicion of abuse from within or outside the School including a risk of being drawn into terrorism will be taken seriously and the matter will be referred by the Designated Safeguarding Lead to the Shropshire Designated Officers (LADO) (Ellie Jones, Michelle Taylor or Amy Macdonald - 01743 250 009)
- Any doubts or concerns over apparently borderline cases will be discussed informally with the LADO, initially on a “no names” basis.

- **Safeguarding**

Safeguarding, as outlined in ‘Keeping Children Safe in Education’ 2024 is

- To provide help and support to meet the needs of children as soon as problems emerge
- To protect children from maltreatment, whether that is within or outside the home, including online
- To prevent the impairment of children’s mental and physical health or development
- To ensure that children grow up in circumstances consistent with the provision of safe and effective care
- To take action to enable all children to have the best outcomes

The definition of abuse as outlined in ‘Keeping Children Safe in Education 2024’ is: ‘abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

- **Recruitment of Staff**

- At Packwood Haugh School we ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people. All staff appointed to the school will be subject to the procedures detailed in the Recruitment Policy which follows the guidance, ‘Keeping Children Safe in Education’ September 2022 and the regulation as laid out in Part 4 of the Education (Independent School Standards) (England) Regulations (2014), Section 3 of the regulations for the Early Years Foundation Stage and Standard 19 of the National Minimum Standard for Boarding (March 2022).

- Enhanced DBS checks are carried out on all staff and all volunteers at Packwood. A check is carried out with the Employer Access Online Service to ensure that a teacher is not prohibited from teaching by the Secretary of State.
- The Headmaster, both Deputy Heads (DSLs) and the Bursar are trained in Safer Recruitment.
- Any member of staff taking up a management position is checked to ensure that they are not subject to a section 128 direction made by the Secretary of State.
- The School will take all reasonable measures to ensure that we carry out all necessary checks (Enhanced DBS checks on all governors) on the suitability of people who serve on the School's governing body in accordance with the above regulations and guidance given in 'Keeping Children Safe in Education' (Part 3) and the National Minimum Standards for Boarding. The Chairman of Governors has an enhanced DBS check that is countersigned by the Secretary of State.
- The School will ensure that where someone (employed, contracted, a volunteer or student) is considered to be unsuitable to work with children, a prompt and detailed report is made to the Disclosure and Barring Service.
- The School will ensure that where staff from another organisation are working with our pupils on another site, we have received assurances that appropriate child protection checks and procedure apply to those staff.
- Child protection training is part of the induction programme for all newly appointed staff, temporary staff, and volunteers. The induction programme includes a review of the safeguarding arrangements, the roles of the DSLs, the Child Protection Policy, the Behaviour Policy, the Whistleblowing Policy, the Code of Conduct which is signed, the Low Level Concerns Policy, the Prevent Policy, the Mobile Phone Policy, the e-Safety Policy and a signed AUP and a copy of Part 1 of the current KCSIE and a test on the current KCSIE. Contractors are made aware of the safeguarding arrangements, the DSLs and the requirement to report low level concerns and any safeguarding concerns. All Staff are made aware of their responsibilities in identifying and reporting possible cases of abuse. All members of staff are given an aide-memoire booklet to refer to at all times. The safeguarding governor is made aware of the induction arrangements for all staff including temporary staff, volunteers and contractors. She passes that information to the Prep School Committee
- EYFS – Packwood Haugh does not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for. All staff in regulated activity with EYFS children and with children who have before or after school care up to the age of 8 are told on induction of the need to inform the school if their circumstances change resulting in them being disqualified under the Childcare (Disqualification) Regulations 2018.

- **Training**

- All members of staff and volunteers newly appointed have a meeting with the Designated Safeguarding Lead. He/she will explain the school's safeguarding policy and procedures and the professional code of conduct and ensure that the new member of staff understands the procedures. They will be given copies of the Child Protection Policy including the Professional Code of Conduct, the Low Level Concerns Policy & the Behaviour Policy and will also be directed to these documents in the staff handbook. The new member of staff/volunteer will also be given a copy of Part 1 of 'Keeping Children Safe in Education' and if they work closely with children a copy of Annexe B. Both of these are available electronically on the intranet and are displayed on staff room noticeboards around the school. They will be told that Sue Rigby is the Designated Safeguarding Lead and that Tim Leverton-Griffiths and Alison McDougall are her Deputies and what their roles are. They will also be told about the School's safeguarding response to children who go missing from education.

- All staff will complete an annual test on Part One of KCSIE having read part One of KCSIE and will read and sign the Code of Conduct and read the e-Safety Policy and sign the Acceptable User Policy. All members of staff who work closely with children will also confirm they have read Annexe B.
 - The Designated Safeguarding Lead is Sue Rigby, the Deputy Head. The Deputy Designated Leads are Tim Leverton-Griffiths and Alison McDougall (School Nurse). They all receive DSL training every two years and undertake modules of the inter-agency training. The Headmaster has completed the DSL training with the Local Authority.
 - Sue Rigby has completed the Prevent Radicalisation and understanding British Values and WRAP training with Shropshire Council. All members of the SLT have completed the leadership section and the referrals section of the Prevent training.
 - Sue Rigby is the Designated Safeguarding Lead with responsibility for Early Years Foundation Stage.
 - The Designated Governor for Child Protection, Dr Saskia Jones-Perrott will attend Child Protection training for governors every three years. She will meet termly with the Designated Safeguarding Lead to review safeguarding matters within the School.
 - Training in Level 1 child protection will be provided and updated every three years for all staff, including part-time and voluntary staff, who work with the children and Early Years Foundation Stage children. All staff will be made aware of the Early Help process in their annual training and would be supported by the DSL if they were involved in a referral to the Early Help team.
 - All staff who work with children will receive training in online safety from Childnet International every two years. A talk from Childnet International is also given to parents and at age appropriate levels to the children. Annually all staff read and sign an AUP to acknowledge that they have understood the e-Safety Policy. All staff are reminded about the filtering and monitoring systems in place and the need to be vigilant when the children are accessing the internet.
 - All Packwood employees and volunteers will receive an annual update and training in safeguarding and child protection procedures given by the DSL and updates will be given where necessary in staff meetings and by email/intranet announcement. Staff will also receive training in dealing with sexual harassment as part of the annual update. Staff will be advised that they should have the attitude that 'it could happen here'. All staff will receive the weekly CASPAR updates from the NSPCC via the school intranet system.
 - All staff have/will complete the Channel on-line awareness training every three years. [Prevent duty training - GOV.UK \(www.gov.uk\)](#)
 - All staff will be given either a hard copy or access to an electronic copy of Keeping Children Safe in Education as and when it is updated.
 - All staff will be given a hard copy or have access to an electronic copy of the Prevent Duty advice for schools.
- Designated Safeguarding Lead

The Designated Safeguarding Lead for the School and for EYFS is Sue Rigby, the Deputy Head. The Deputy Designated Safeguarding Leads are Tim Leverton-Griffiths, Deputy Head/Head of Boarding and the School Nurse Alison McDougall.

They can all be contacted on: 01939 260 217

They are responsible for matters regarding child protection and welfare. Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the School, whether these concerns relate to their own child or any other. If preferred the parents may discuss concerns with the pupil's House Parent or the Headmaster who will notify the Designated Safeguarding Lead in accordance with the procedures.

The responsibilities of the Designated Safeguarding Lead are:

- to be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection and concern for children;
- to ensure child protection procedures are in place and updated as appropriate on an annual basis; and reviewed and approved by the governing body annually;
- to meet with the Deputy Safeguarding Leads weekly;
- to meet with Headmaster weekly;
- to meet with the Designated Governor termly;
- to be the point of contact for all concerns related to the Prevent Duty due to radicalisation and refer cases where appropriate; and support staff who make referrals to the Channel programme;
- to maintain an ongoing training programme for all School employees;
- to keep detailed accurate and secure written records of any concerns raised or suspected cases of abuse/referral;
- to recognise how to identify signs of abuse and when it is appropriate to make a referral;
- ensure all staff are aware of school policy;
- be available to provide advice/support to staff and for confidential discussion about concerns; and support staff who make referrals to the Initial Contact Team (First Point of Contact);
- be available to provide support to pupils;
- liaise with the Local Authority Designated Officer, social services and other agencies on behalf of the School;
- co-ordinate arrangements for monitoring of pupils on roll who have been identified as being in need of protection;
- obtain access to resources and attend any relevant or refresher training courses regularly including inter-agency training;
- ensure parents have access to the safeguarding policy;
- where children leave the establishment ensure their child protection file is copied for the new establishment as soon as possible but transferred separately from the main pupil file;
- the DSL is responsible for overseeing the online safety of pupils ;
- where a person is dismissed or leaves due to risk/harm to a child to inform the Disclosure and Barring Service as required and where a crime has been committed to inform the Police.
- To understand the filtering and monitoring systems and processes in place.
- To be available to discuss any safeguarding concerns during school hours during term time. In her absence one of the Deputy DSLs will be available.

The Designated Safeguarding Leads will:

- liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children (2018, updated 2023).
- arrange for the NSPCC to deliver safeguarding awareness training every two years for Years Reception to Year 6.
- arrange for Childnet International to deliver internet safety training every two years to the pupils, staff and parents. This is in addition to the continual internet safety training that the pupils receive

through the Computer Studies syllabus. Have an understanding of the filtering and monitoring systems and processes in place.

- in relation to looked after children ensure that appropriate staff have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. To have due regard that a previously looked after child potentially remains vulnerable.
- advise and act upon all suspicion, belief and evidence of abuse reported to her and refer cases of suspected abuse to the First Point of Contact Team as required;
- should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare when safeguarding incidents/behaviours occur outside of school.
- keep the Headmaster informed of all actions unless the Headmaster is the subject of a complaint. In this situation, the Designated Safeguarding Lead should consult with the Chairman of the Board of Governors or in her absence, the Deputy Chairman, without notifying the Headmaster first.
- refer cases where a person is dismissed or let go due to risk/harm to a child to the Disclosure and Barring Service as required.

- **Types of Abuse, neglect and exploitation (as described in Keeping Children Safe in Education September 2024)**

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children.

Physical Abuse – 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.

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 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect – 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Signs of Abuse

Possible signs of abuse include (but are not limited to):

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don’t want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners’ concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;

- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.
- Children who have unexplained bruising, marks or signs of abuse.
- Children's comments which give cause for concern.

- **Contextual Safeguarding**

Where incidents and or behaviours are associated with factors outside the school setting and/or occur between children outside the school setting the designated safeguarding lead (or deputy) should be considering contextual safeguarding. This simply means assessments of children in such cases should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Children's social care assessments should consider such factors and so, it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the evidence and the full context of any abuse. Supporting information regarding contextual safeguarding, and where schools fit into the wider environment, is available here: <https://contextualsafeguarding.org.uk/>

- **County Lines**

Staff are informed of the dangers of County Lines each year in the safeguarding update training. Children who miss school may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

- **Serious Violence**

All staff should be aware of the indicators that may signal that a child is at risk from or is involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Risk factors that increase the likelihood of involvement in serious violence include:

- being male
- being frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending such as theft or robbery

- **Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should be aware of the impact that traumatic experiences can have on the mental health of children. The school has appointed the DSL as the Designated Senior Lead for Mental Health. There is a Mental Health Action Group made up of members of staff from across the school. The School uses a range of resources in supporting the work on mental health.

Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Victims of child on child abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy. Refer also to the Behaviour Policy regarding child on child abuse.

Child on child abuse can manifest itself in a number of ways. This is most likely to include, but may not be limited to: bullying (including cyberbullying); physical abuse (such as hitting, kicking, biting, hair pulling or otherwise causing physical harm and may include an online element that threatens and/or encourages physical abuse); sexual violence and sexual harassment; upskirting; sharing of nude/semi-nude images and initiation/hazing type violence and rituals. More information below:

- **Sexting/Sharing of nude/semi-nude images**

Sexting is when someone sends or receives a sexually explicit text, image or video.

This includes sending ‘nude pics’, ‘rude pics’ or nude/semi-nude selfies’. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. This can be done consensually or non-consensually.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

- **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

- **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

- **Upskirting**

This is a criminal offence. It typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

- **Teenage relationship abuse**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

- **Causing someone to engage in sexual activity without consent**

This may include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

- **Sexual violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk.

Staff should:

- make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003: rape, assault by penetration; and sexual assault.

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment can include: sexual comments, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual jokes or taunting; physical behaviour such as deliberately brushing against someone; online sexual harassment such as non-consensual sharing of sexual images and videos and unwanted sexual comments and messages.

It is vital that staff at Packwood Haugh understand that the child who is perpetrating the abuse may also be risk of harm. Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse as a whole.

Staff must be able to use their professional judgement in identifying when what may be perceived as “normal developmental childhood behaviour” becomes abusive, dangerous and harmful to others. It is recognised that girls are more likely to be victims and boys more likely to be perpetrators. The Designated Leads may need to consult with the SSP Threshold document to help with their decision making. Early Help may be sought. Incidents of child-on-child abuse will be recorded, investigated and dealt with as a safeguarding incident. A child who reports sexual violence or sexual harassment should be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be made to feel ashamed or that they are creating a problem. Any concerns should be reported to the DSL.

- **Relationships between children**

It is important that relationships between children are monitored to ensure that they are appropriate. It is unlikely that sexual relations are likely to take place however it is not impossible and so staff must be vigilant to this. Children will be reminded of the appropriateness of relationships at their age in their termly meetings. Staff should be particularly aware when taking children on an off-site residential trip.

- **Child-on-child abuse in the boarding house**

Children are more vulnerable to child-on-child abuse in the boarding house situation. Boarding house staff must be vigilant to this and allow the children opportunities to speak out.

- **Boarders’ devices**

Boarding staff should be mindful of the dangers of the children being able to download inappropriate content to their devices via 3,4 and 5G or bringing in already downloaded content. Children should only be to access their devices under supervision of a member of staff and not be allowed to take them to dorms.

- **Safeguarding children with special educational needs and disabilities**

It is recognised that children with special educational needs or disabilities (SEND) can present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers.

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

- **Children who are lesbian, gay, bisexual or gender questioning**

Children who are lesbian, gay or bisexual or children perceived by others to be lesbian, gay or bisexual can be at risk of being targeted by other children. It is vital that staff endeavour to reduce the barriers faced and create a culture where the children can speak out or share their concerns with a member of staff.

- **Children Missing Education**

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. **Unexplainable and/or persistent absences from education can put children at risk of harm.**

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

- **Safeguarding children who are Looked After**

KCSIE 2022 reflects the importance of the designated teacher working with the virtual school head on how funding can best support the progress of a Looked After Child.

The designated safeguarding lead should have details of the child's social worker and the name of the virtual head. The designated safeguarding lead should work closely with the designated teacher. The designated teacher will ensure that the educational achievement of children who are looked after is promoted and this person must have appropriate training.

- The appointment of a designated teacher is a statutory requirement for governing bodies of maintained schools and proprietors of academies. KCSIE is clear that in other schools and colleges an appropriately trained teacher should take the lead therefore it would be good practice on other schools to have a designated teacher for Looked After Children. That person will be the

DSL. The staff must have due regard that a previously looked after child potentially remains vulnerable.

- **Female Genital Mutilation**

The staff are all referred to the information in the staff handbook regarding female genital mutilation and told that if they have any concerns that they must speak to the Designated Safeguarding Lead and telephone the FGM helpline on 0800 028 3550. The information from the NSPCC can be found as an appendix at the end of this document.

If we become aware of any cases where girls are at risk of FGM or have actually been harmed, we have a duty to contact the Police immediately and follow up with a referral to Compass to ensure that we are meeting our reporting duties. Please refer to

<https://www.gov.uk/government/publications/female-genital-mutilation-leaflet>

We may not seek parental consent if this may put the girl at increased risk.

- **Domestic abuse and honour based abuse**

Children living in households where there is domestic abuse which could be coercion or violence, including honour-based violence, could be at significant risk of harm. We will seek support for victims and their children through Compass.

Depending on the level of risk, we may or may not consult parents before contacting Compass.

It is important to note that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may hear, see or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

- **Child Sexual Exploitation/Child Criminal Exploitation**

The staff are all referred to the information in the staff handbook regarding Child Sexual Exploitation and told that if they have any concerns they should speak to the Designated Safeguarding Lead, Social Service, the NSPCC or the Police. The information is taken from the NSPCC Factsheets on child sexual exploitation. Information on CSE can be found in the appendices. Staff are made aware of Child Criminal Exploitation where an individual or group can take advantage of imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. It is important to note that the experience of girls who are criminally exploited can be very different to boys. The indicators may not be the same, but both girls and boys are at risk of criminal exploitation. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. See Appendices for further information.

- **Whistleblowing**

All staff are required to report to the Headmaster, or the Chairman of Governors in his absence any concern or allegations about school practices or the behaviour of colleagues including inappropriate sexual comments; excessive 1-1 attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images which are likely to put pupils at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. A copy of the whistleblowing policy is found in the Professional Code of Conduct for Staff (Appendix 1) in Appendix 8.

- **Injuries**

At the beginning of each session or school day parents are requested to notify us of any accidents, incidents or injuries which may affect their child before leaving him/her at the setting/school. A note

will be made of any existing injuries and how the injury was received will be recorded. A body map may be used to indicate any marks/bruises (See Appendices)

Any serious injury occurring in the school/setting e.g. broken bone, is reported to Health and Safety Executive (HSE) via RIDDOR. This is also reported to Ofsted within 14 days (see Appendices).

- **Arrangements for children who have one-to-one tuition/car journeys**
 - One-to-one lessons take place in the Music and Learning Support Departments;
 - Children are seen on a one-to-one basis for pastoral care;
 - No child should be seen in a room with the door closed where there is not a window in the door. If this is not possible then there should be another adult present or the door left open.
 - A child being transported in a car should sit in the back of the car.

- **Online Safety**

The use of information and communication technology (ICT) is a vital part of the everyday functioning of and life in school. We also recognise the important role ICT plays in the lives of our children and their families. The school e-safety policy outlines the roles and responsibilities for managing filtering and monitoring systems. These are reviewed annually. These systems block harmful and inappropriate content without unreasonably impacting teaching and learning.

Whilst there are many benefits and strengths in using ICT there are also a number of risks to children's welfare and safety in school when using internet enabled technology which are summarised in the following categories (examples of what could be included in the categories is further detailed in KCSIE 2024 Part 2 **Page 38**):

- Content: being exposed to illegal, inappropriate, or harmful content.
- Contact: being subjected to harmful online interaction with other users.
- Conduct: online behaviour that increases the likelihood of, or causes, harm to children or others.
- Commerce: illegal, inappropriate or harmful online commercial activities that can compromise the health and wellbeing or security of children or others.

We adopt a whole school approach to online safety which aims to safeguard and educate our children and their families, staff, visitors in our use and management of ICT (including the use of camera enabled mobile and personal devices and the ICT systems we have in place). Our e-Safety Policy outlines our approach.

Where children are asked to learn online at home please refer to our Remote Learning Policy and Guidance for children and parents.

Where there are online safety concerns involving identified children (including child-on-child abuse) we will follow our reporting procedures in this policy.

Any school cyber security incidents will be reported to Action Fraud (National Fraud and Cyber Crime Reporting Centre) and, if there is a data breach this will be reported in line with our Data Protection Processes to the Information Commissioners Office.

Procedures

Initial Complaint: If a child discloses to a member of staff:

- find somewhere quiet to talk as soon as possible;
- stay calm and reassuring;
- explain that you cannot promise to keep what you are told a secret – you will have to inform the Designated Safeguarding Lead;

- listen to and believe what the pupil tells you – tell them that, whatever the circumstances, they are not to blame;
- always reassure a victim that they are being taken seriously and that they will be supported and kept safe; make sure you do not give the impression that the victim is causing a problem by reporting; make sure that they do not feel ashamed for making a report.
- Staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful. They may feel embarrassed, humiliated, or could be being threatened. This should not prevent you from having a professional curiosity and you should speak to the DSL if you have any concerns. It is important to think how you can best build a trusted relationship in order to facilitate lines of communication.
- do not press for details – some cases of abuse may need further investigation. It is better for the pupil not to have to repeat details unnecessarily;
- do not ask ‘leading’ questions (e.g. “What did he do next?”);
- do ask ‘open’ questions (e.g. “Is there anything else you want to tell me?”); remember TED (tell me, explain to me, describe to me)
- ask the pupil if he/she has told anyone else;
- don’t make any promises to the pupil – the situation may cause you to react emotionally. Whilst this is an understandable reaction, at such times it is possible that you could make promises you cannot fulfil;
- tell the pupil you are pleased he/she has decided to tell someone and that this was the right thing to do;
- let the pupil know you understand how difficult it is to talk about such experiences;
- must keep a written record of the conversation (Concern Reporting Form). The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead as soon as possible;
- information about the allegations must not be shared with anyone else.

Preserving evidence: All evidence, (e.g. scribbled notes, mobile phones containing text messages, clothing, computers) must be safeguarded and preserved. Where relevant, make notes as to where bruises etc. are on the child. Do not take photographs.

Reporting: All suspicions or complaints of abuse or concerns about extremism or radicalisation must be reported to the Designated Safeguarding Lead or if the complaint concerns the Designated Safeguarding Lead or a member of staff, to the Headmaster. Details of procedures for reporting allegations against members of staff are given below and in the flow chart (Appendices 2 and 4).

Members of staff must, as soon as reasonably practicable after making a report, complete the Reporting Form which can be found at Appendix 4.

Record Keeping: All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. Concerns and referrals for each child will be kept in a separate child protection file for each child.

Records will include;

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Any member of staff who has any questions regarding recording requirements should discuss them with the DSL.

Any person can make a referral to children’s social services.

The Designated Safeguarding Lead will inform the Headmaster, unless there is an allegation made against him or in his absence she will inform the Chair of Governors.

Decision making – ‘Accessing the right service at the right time’

We take a holistic approach to safeguarding all children in our care and recognise that different families need a different level of support at different times. To enable us to recognise at which level a family might require support; we use the Shropshire Safeguarding Community Partnership Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire. Shropshire Threshold Document

This guidance identifies four levels to ensure all children receive the support and intervention they need to achieve a positive life experience. Of central importance in understanding where a child’s needs might lie on this continuum, is the cooperation and engagement of parents and carers and we aim to develop good, professional relationships to ensure that we have a shared understanding of each child’s needs.

It should be noted that if parents demonstrate a lack of co-operation or appreciation about the concerns we identify this may, in itself, raise the level of the need and required level of action.

Level 1 – Universal

Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available.

Support is provided by services identified as universal in local communities and are available to all. These include school, primary healthcare provision and the voluntary and community sector. It is these Universal Services who are best placed to ensure children and families have access to the Early Help Offer - <https://www.shropshire.gov.uk/early-help/practitioners/the-early-help-offer-provision-of-early-help-services/> . The needs of the child/young person are appropriately met within this framework.

We follow the Statutory Framework for the Early Years Foundation Stage 2024 to provide individual support for all children. Each child is allocated a key person who will make a relationship both with the child and his or her family. The key person will make observations and keep records to ensure there are no barriers to a child’s learning and establish stable and affectionate relationships. We anticipate that by working closely with parents and sign-posting families to other universal services within our community that we can meet the needs of children and families at this level.

Universal Services are constant and remain involved if/when the child/family move up to other levels of need.

Consent must be sought to access services and share information with others. Any information sharing between agencies without consent must be clear as to its legal basis. Ensure privacy information is shared with the family and a consent form completed.

Level 2 – Children in need of Early Help

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential. Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child or young person. In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harms to the child. **Any child may benefit from early help but**

all staff should be particularly alert to the potential need for early help for a child falls into any of the categories outlined in paragraph 18 of KCSIE 2024.

Sometimes in discussion with parents and carers and through our observations and records we may think a child and their family could benefit from additional support from outside agencies to ensure he/she reaches his/her full potential. This process is known as Early Help. We have knowledge of the different agencies which may be able to offer support and we will work with parents and carers to decide which support would be most appropriate for their family. We will work with parents to complete any Early Help referral forms required to access this support. If we are unsure of where to access support we will contact Compass for advice. The DSL/Deputy DSL will take the lead when liaising with other agencies following a referral to Early Help. Further information about Early Help can be found at: <https://www.shropshire.gov.uk/early-help/practitioners/early-help-forms/>

Consent must be sought to access services. Any information sharing between agencies without consent must be clear as to its legal basis. Ensure privacy information is shared with the family and a consent form completed. See <https://www.shropshire.gov.uk/early-help/practitioners/early-help-forms/>

Level 3 – Targeted Early Help

This level applies to those children identified as requiring targeted support and who meet at least 2 of the 6 Strengthening Families criteria in the Whole Family Assessment. It is likely that for these children their needs and care are compromised. These children will be those who are vulnerable to harm or experiencing adversity. In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child. These children are potentially at risk of developing acute/complex needs if they do not receive targeted early help.

If a child continues to have unmet needs which cannot be met by Universal or Early Help support, then the existing single agency or multi-agency team should work with the family and each other to review the Whole Family Assessment and Action Plan and follow the Request for Intervention Pathway to request more intensive family support from a Targeted Early Help Family Support Worker.

Consent must be sought from the family to access services. Any information sharing between agencies without consent must be clear as to its legal basis. Ensure privacy information is shared with the family and a consent form complete – see <https://www.shropshire.gov.uk/early-help/practitioners/early-help-forms/>

Level 4 – Complex/Significant Needs

These are children whose needs and care at the present time are likely to be significantly compromised and/or they are suffering or likely to suffer significant harm and so who require intervention from Shropshire Council Children's Social Care.

An immediate referral to Compass - <https://westmidlands.procedures.org.uk/local-content/zqjN/multi-agency-referral-reporting-concerns-marf/?b=Shropshire> – should be made for assessment under Section 17 or Section 47 of the Children Act 1989.

Specific local tools and pathways - <https://westmidlands.procedures.org.uk/page/contents> - and the Shropshire Threshold Matrix - <https://westmidlands.procedures.org.uk/assets/clients/6/Shropshire%20Downloads/Childrens%20Threshold%20Document%20-%20FINAL%20May%202021.pdf> - should be used to support their referral and help practitioners to assess significant harm to the child.

Children's Social Care Assessment

Child in Need

Section 17 of the Children Act (1989) states that a child shall be considered in need if:

- They are unlikely to achieve, maintain or have the opportunity of achieving or maintain a reasonable standard of health or development without the provision of services by a local authority.
- Their health and development is likely to be significantly impaired, or further impaired, without the provisions of such services

and/or;

- They are disabled -
<https://westmidlands.procedures.org.uk/assets/clients/6/Shropshire%20Downloads/Childrens%20Threshold%20Document%20-%20FINAL%20May%202021.pdf>

Child Protection

Section 47 of the Children Act 1989 states that the authority shall make necessary enquiries to enable them to decide whether they should take action to safeguard or promote the child's welfare where there is reasonable cause to suspect a **child is suffering or likely to suffer significant harm.**

*Where it is suspected that a child may be suffering or be at risk of suffering significant harm; referring practitioners **must inform** parents of carers that they are making a referral to Compass -*
<https://westmidlands.procedures.org.uk/local-content/zgjN/multi-agency-referral-reporting-concerns-marf/?b=Shropshire>
– and seek consent **unless** to do so may:

- Place the child at increased risk of significant harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential Police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm.

Making a referral to Compass

If you identify that a child has complex significant needs and/or is suffering or at risk of suffering significant harm then you must make a referral to Compass via Shropshire Council's First Point of Contact (FPoC) on 0345 678 9021 and complete and send a Multi-Agency Referral Form (MARF) within 24 hours. If you the child is in immediate danger, call West Mercia Police on 999.

(Taken from: Shropshire Safeguarding Community Partnership Threshold Document)

Action by the Designated Safeguarding Lead:

Where there are concerns that a child is being harmed or is at risk of harm then the First Point of Contact Team at Children's Services should be contacted straight away (0345 678 9021 or out of hours 0345 678 9040) and the Headmaster informed or in his absence or where there is an allegation made against him, the Chair of Governors.

The action to be taken will take into account:

- The local inter-agency procedures of the Shropshire Safeguarding Community Partnership.
- The nature and seriousness of the suspicion or complaint. A complaint involving a criminal offence will always be referred to social services or the police.
- The wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes.

- The wishes of the complainant’s parents, provided they have no interest which is in conflict with the pupil’s best interests and that they are properly informed. Again, it may be necessary, after all proper consultation, to override parental wishes in some circumstances. If the Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, she will take further advice from the relevant professionals before making a decision to disclose.
- Duties of confidentiality, so far as applicable.

If the Designated Safeguarding Lead is unsure as to whether a referral should be made she should consult with the LADO on a no names basis without identifying the family.

However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay (and in any event **within** 24 hours) to the First Point of Contact Team at Children’s Services.

If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to social services within 24 hours. If no response or acknowledgement is received within three working days, the Designated Safeguarding Lead will contact social services again.

External Agencies – Whether or not the School decides to refer a particular complaint to social services or the police, the parents will be informed in writing of their right to make their own complaint or referral to social services or the police and will be provided with contact names, addresses and telephone numbers, as appropriate.

Where a child is not at risk of significant harm then the Designated Safeguarding Lead should complete an Early Help Risk Assessment Form and speak to the Early Help Assessment team.

Allegations Against Staff

- The School has procedures for dealing with allegations against staff/governors/volunteers that aim to strike a balance between the need to protect children from abuse and the need to protect staff from false or malicious allegations. These procedures (which are set out in Appendix 8) follow the guidance ‘Dealing with Allegations of Abuse Against Teachers and Other Staff’ as outlined in the Policy for Dealing with Allegations of Abuse Against Teachers and Other Staff, and should be used where the member of staff has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
 - If a member of the boarding staff is suspended pending a child protection investigation, arrangements will be made for alternative accommodation away from children.

Allegations Against the Designated Safeguarding Lead/Member of Staff/Volunteer

- The matter should be reported immediately to the Headmaster, or in his absence the Chairman of Governors.
- Where appropriate the Headmaster will consult with the Designated Safeguarding Lead and all allegations will be discussed with the LADO and, where appropriate, the police and social services before further action is taken.
- Referral to the LADO must be made within 24 hours of a disclosure or suspicion of abuse.

- The accused person will be informed of the allegation as soon as possible after the LADO has been consulted.
- Appropriate support will be provided and a representative will be appointed to keep the accused person informed of the progress of the case as appropriate.
- The procedures laid out in the policy on Dealing with Allegations of Abuse Made Against Teacher or other Staff will be followed. (See appendix 8)
- Staff may consider discussing any concerns with the DSL and make any referral via them.

Allegations Against the Headmaster or Chairman of the Governors

- Where an allegation or complaint is made against the Headmaster, the person receiving the allegation should immediately inform the Chairman of the Governors, or in his absence the Deputy Chairman, without first notifying the Headmaster. Similarly, if an allegation is made against the Chairman of the Governors, the allegation should be reported to the Headmaster. Again, any such allegations will be discussed with the LADO before further action is taken.

Allegations Against Pupils

- A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policies on Behaviour and Discipline and Sanctions will apply.
- The School will take advice from the LADO on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.
- If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LADO, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her during the investigation.
- In the event that a disclosure is made of child on child abuse then all the children involved, whether perpetrator or victim will be treated as being 'at risk'.
- Child on child abuse can take many forms for example: girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.
- The victim will be supported initially by an appropriate member of staff such as the form tutor, house parent or school nurse. Regular meetings can take place and where necessary referral to a more specialist counsellor or therapist can be arranged.

Suspected harm from outside the school

- A member of staff who suspects that a pupil is suffering harm from outside the School should seek information from the child with tact and sympathy using 'open' and not leading questions. A sufficient record should be made of the conversation which should be referred to the Designated Safeguarding Lead as soon as possible.
- **Confidentiality and Information Sharing**
- The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and social services to ensure that all relevant information is shared for the purposes of child protection. All child protection records are marked as such and kept securely locked.
- Staff will be made aware of the importance of sharing information and a fear of sharing information must not stand in the way of the need to promote the welfare, and protect the safety of children.

- **Recording of Allegations**
- The School will record all allegations of abuse, the subsequent actions and outcomes in the confidential records kept in the Headmaster's file.
- **Monitoring**
- Records are monitored for patterns and appropriate action is taken.
- Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governing Body. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures.
- The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and will make an annual report to the Governors. Dr Saskia Jones-Perrott is the nominated Governor with responsibility for updating the Governors on Child Protection and safeguarding issues. The DSL and the Child Protection governor will meet at least annually to review the Child Protection policy and procedures.
- The Governors will undertake an annual review of this policy and how their duties under it have been discharged.
- The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.
- **Missing Child Procedures and Procedure for Children Missing from Education**
 - The School's Missing Child Policy is attached in Appendix 9.
 - The School's Policy for Children Missing from Education is attached in Appendix 10.
- **Early Years Foundation Stage**
 - For details regarding the School's policy on the use of Taking, Storing and Using Images of Children see Appendix 11.
 - Staff phones will be kept in the Acorns staff office at all times. Staff cameras may not be used in school. Please see the Mobile Phone Policy

Protecting children from radicalisation

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Our school promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. The school promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensure that when political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.
- Concerns would normally be discussed with the parents and pupils but consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

- All visiting speakers are checked for suitability by the member of staff responsible for their visit. They are supervised at all times and a list is kept by the DSL.

Government guidance on radicalisation is followed; this is available for all staff in the Safeguarding section of Shropshire Learning Gateway: www.shropshirelg.net In addition the DSL is aware of the support that can be found through the Channel programme. The school also has a Prevent Duty Risk Assessment/Action Plan. Referrals should be made by completing the national prevent referral form:

- [National Prevent referral form \(shropshiresafeguardingcommunitypartnership.co.uk\)](http://shropshiresafeguardingcommunitypartnership.co.uk)
- Information can be found: [Preventing Terrorism in Shropshire — Shropshire Safeguarding Community Partnership](#)

The Channel practitioner will make an initial assessment and advise. If the person is not suitable for Channel they can be directed to safeguarding and support services.

If you're worried about someone, call the ACT Early Support Line on 0800 011 3764, in confidence, to share your concerns with specially trained officers.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance: [Modern slavery: how to identify and support victims - GOV.UK \(www.gov.uk\)](#)

Child Abduction

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence it is important they are given practical advice on how to keep themselves safe. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

www.actionagainstabduction.org and www.clevernevergoes.org .

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children: [Young witness booklet for 5 to 11 year olds - GOV.UK \(www.gov.uk\)](#) and [Young witness booklet for 12 to 17 year olds - GOV.UK \(www.gov.uk\)](#) .

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online information section - [Get help with child arrangements - Get help with child arrangements \(justice.gov.uk\)](#). This may be useful for some parents and carers

Children with Family Members in Prison

Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information

designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Examples can be found in Annexe B of KCSIE 2022.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL or Deputy should consider referring into the Cyber Choices programme. [Cyber Choices - National Crime Agency](#) Cyber Choices does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at [2491596 C&YP schools guides.indd \(npcc.police.uk\)](#) and [National Cyber Security Centre - NCSC.GOV.UK](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The DSL and Deputies should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children’s social care where a child has been harmed or is at risk of harm. Further details regarding homelessness can be found in Annexe B of KCSIE 2024

- **Contact Numbers** - Below are phone numbers that may be useful.
 - Local Authority Designated Officers – Ellie Jones, Amy MacDonald & Michelle Taylor - **03456 789 021/01743 250 009**
 - Initial Contact Team – **0345 678 9021**
 - Emergency Duty Team - **0345 678 9040** (After 5.00 p.m. and at weekends)
 - Social Services – **0345 678 9021**
 - Early Help Implementation Enquiries – **03456 678 9021**
- Children with Disability Team – **01743 250 225**
- Ofsted – **0845 6 40 40 40**
- NSPCC – **0808 800 5000**
- Childline - **0800 1111**
- Police – **0300 333 3000** (ask for the child protection officer)
- Police non-emergency number – **101**
- DfE Prevent helpline for – **020 7340 7264** or
- counter-extremism@education.gsi.gov.uk
- West Mercia Prevent Team: 01386 591 816 prevent@warwickshireandwestmercia.pnn.police.uk
- NSPCC can be contacted by staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the school: 0800 028 0285 (8 a.m. to 8 p.m.)
help@nspcc.org.uk
- Shropshire’s Safeguarding Community Partnership, Independent Review Unit, Shropshire Council, Mount McKinley, Anchorage Avenue,

Shrewsbury Business Park,
Shrewsbury,
SY2 6FG
Tel: **01743 254 259 / 254 246**

Appendices

- Appendix 1 – Job Description Designated Safeguarding Lead
- Appendix 2 – Job Description Deputy Designated Safeguarding Lead
- Appendix 3 – Flow Chart – What to do if in receipt of an allegation
- Appendix 4 – Child Protection Recording Form
- Appendix 5 – The Local Authority Designated Officer (LADO)
- Appendix 6 – Body Maps
- Appendix 7 – Serious accidents, injuries & deaths – what you must notify
- Appendix 8 – Procedures for Dealing with Allegations of Abuse against Teachers and other Staff
- Appendix 9 – Missing Child Policy
- Appendix 10 – Children Missing from Education
- Appendix 11 – Taking, Storing and Using Images of Children Policy
- Appendix 12 – Professional Code of Conduct for Staff Working at Packwood Haugh School, including Whistleblowing Policy
- Appendix 13 – Information on Female Genital Mutilation
- Appendix 14 – Child Sexual Exploitation
- Appendix 15 - Child Criminal Exploitation
- Appendix 16 – Information on Honour Based Abuse
- Appendix 17 – Mobile Phone Policy

Appendix 1

Job Description

The Designated Lead for Safeguarding at Packwood Haugh School

In carrying out any of the role set out below, the role of the Designated Safeguarding Lead should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is essential that designated safeguarding leads are familiar with the content of the following key documents:

- The Department for Education’s statutory guidance for schools and colleges, ‘Keeping Children Safe in Education 2024
- Working Together to Safeguard Children 2018 (updated 2023)
- Independent Schools Standards Regulations 2014
- The Prevent Duty 2015 (updated 2023)
- Early Years Foundation Stage Statutory Framework 2021
- Shropshire Safeguarding Community Partnership Threshold Guidance Document

The Designated Safeguarding Lead must:

- Be a member of the Senior Leadership Team
- Take lead responsibility and is accountable for safeguarding and child protection, (lead responsibility must never be delegated).
- Be fully conversant with the SSCP child protection procedures and to co-ordinate action on child abuse within school, ensuring that all staff are aware of their responsibilities in relation to CP.
- Provide supervision and guidance to deputy designated safeguarding leads.

- Ensure that all deputy designated safeguarding leads are trained to the same standard as themselves.
- Should liaise with designated staff for Looked After Children.
- Refer individual cases of suspected abuse to relevant Local Authority Children Services are (following SSCP guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- Undertake “Prevent” awareness training and lead on this within School and must assume responsibility for organizing training on all aspects of CP within school, and to act as a school-based resource on CP issues for staff.

In greater detail, this involves the following:

- Ensuring that all staff, both teaching and non-teaching, know about, and have access to the SSP procedures for CP and that all cases of suspected abuse are reported in the correct way.
- Supporting staff who make referrals to LA children’s social care.
- Supporting staff who make referrals to the Channel programme
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required and ensuring that the LADO is informed.
- Referring cases where a crime may have been committed to the Police as required.
- Ensuring that all staff have regular child protection updates (at least annually).
- Ensuring that all teaching and non-teaching staff attend the School’s child protection awareness training every three years.
- Ensuring all Deputy Designated Safeguarding Leads regularly update their child protection training (at least annually) and attend Shropshire Safeguarding Community Partnership endorsed child protection update training every two years.
- Have an understanding of the filtering and monitoring systems and processes in place.
- Ensuring the school is compliant with the ‘Prevent’ duty requirements so that:
 - All staff are trained in awareness of “Prevent”
 - All teachers are trained in “Prevent” curriculum requirements including British Values.
 - The School can demonstrate the impact on the pupils of promoting British Values.
 - The Deputy Designated Safeguarding Leads are clear about their lead role in respect of “Prevent” and the process of a “Prevent” referral.
 - The job description of the Deputy Designated Safeguarding leads also includes the “Prevent” duty.
 - The e-safety policy and the child protection policy clearly state the “Prevent” duty.
- **Working with others. The Designated Safeguarding lead must:**
 - Liaise with the headmaster to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
 - As required, liaise with the “case manager” and the LADO if relevant i.e. if there are safeguarding or child protection concerns relating to a staff member.
 - Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
 - Lead on or participate in Early Help Multi-Agency interventions
- **Training – The Designated Safeguarding Lead must:**
 - Ensure that they and any deputies should undergo training to provide them with the knowledge and skills to carry out the role.
 - Ensure that they and any deputies, in addition to the formal training set out above, should refresh their knowledge and skills (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - 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 School's child protection policy and procedures, especially new and part time staff.
 - Are alerted to the specific needs of children in need, those with special educational needs and young carers.
 - Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.
 - Are aware of the guidance that is available in respect of Female Genital Mutilation and should be vigilant to the risk of it being practiced and inform the Police if they suspect a child has suffered FGM.
- **Child protection files – The designated safeguarding leads must:**
 - Ensure that all CP files are stored securely & accessed only by authorized individuals compliant with the Data Protection Act 2018
 - Where children leave the School ensure their CP file is transferred to the new School as soon as possible & is transferred separately & securely from the main pupil file & ensure that confirmation of receipt is obtained.
 - **Availability**
During term time the DSL should ensure that they (or a deputy) are always available (during school hours) for staff to discuss any safeguarding concerns.

Appendix 2

Job Description

The Deputy Designated Lead for Safeguarding at Packwood Haugh School

In carrying out any of the role set out below, the role of the Deputy Designated Safeguarding Lead should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is essential that Deputy Designated Safeguarding Leads are familiar with the content of the following key documents:

- The Department for Education's statutory guidance for schools and colleges, 'Keeping Children Safe in Education 2024
- Working Together to Safeguard Children 2018 (updated 2023)
- Independent Schools Standards Regulations 2014
- The Prevent Duty 2015
- Early Years Foundation Stage Statutory Framework 2021
- Shropshire Safeguarding Community Partnership (SSCP) Threshold Guidance Document

As Deputy DSL you:

- Should be an experienced member of staff, from the School
- Must take responsibility for safeguarding and child protection.
- Should be fully conversant with the SSCP Child Protection procedures and take action on child abuse within School.
- Provide support and guidance to all members of staff.
- Should liaise with designated staff for Looked After Children.
- Are responsible for referring individual cases of suspected abuse to relevant Local Authority Children Services area (following SSP guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- Should undertake “Prevent” awareness training and support with this within the School.
- Will have greater responsibility to act as a school-based resource on CP issues for staff.

In greater detail, this involves the following:

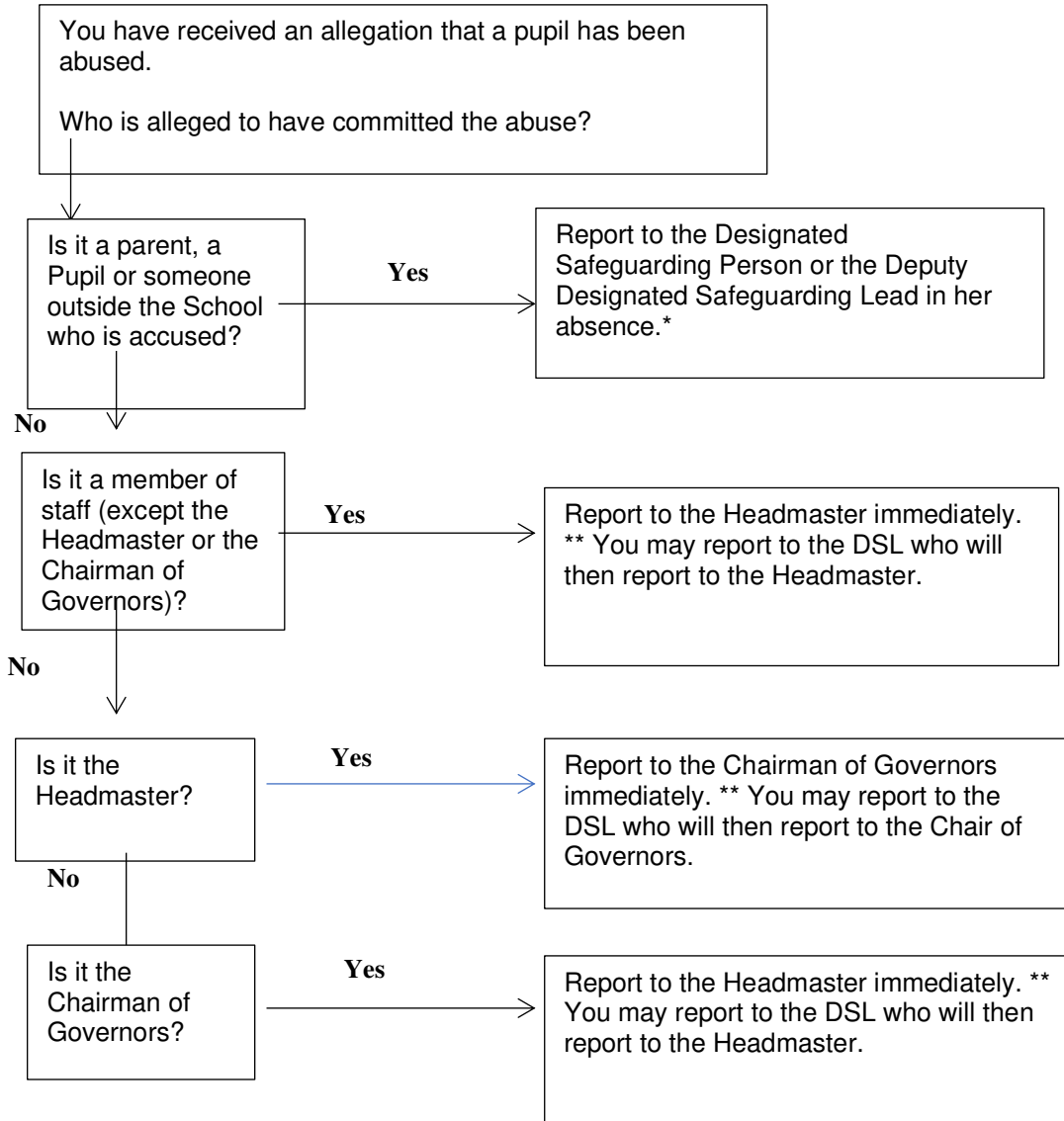
- Supporting staff, both teaching and non-teaching , to have access to the SSCP procedures for CP and that all cases of suspected abuse are reported in the correct way.
 - Supporting staff who make referrals to local authority children’s social care.
 - Referring cases to the “Channel” programme where there is a radicalization concern as required.
 - Supporting staff who make referrals to the “Channel” programme.
 - All staff trained in awareness of “Prevent”.
 - You are clear about your supporting role in respect of “Prevent and the process of a “Prevent” referral.
 - Have an understanding of the filtering and monitoring systems and processes in place.
- **Working with others – as Deputy Designated Safeguarding Lead**
 - Liaise with the senior DSL, Headmaster to inform him/her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
 - As required, liaise with the “case manager” and the LADO for CP concerns.
 - Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
 - **Training**
 - As Deputy DSL you should ensure that you undergo training to provide yourself with the knowledge and skills required to carry out your role.
 - As Deputy DSL you should ensure that in addition to the formal training set out above, your knowledge and skills continue to be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow you to understand and keep up with any developments relevant to your role so you:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - Have a working knowledge of how to conduct a CP case conference and a CP review conference and be able to attend and contribute to these effectively when required to do so.
 - Are alert to the specific needs of children in need, those with special educational needs and young carers.
 - Are able to keep detailed, accurate, secure written records of concerns and referrals.

- Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practiced.
- Inform the Police if they suspect a child has suffered FGM (this is a legal requirement for all Teachers; Serious Crime Act 2015)

Availability

During term time you should ensure that you are available (during School hours) for staff in the School to discuss any safeguarding concerns.

Appendix 3



* The Designated Safeguarding Lead will consult the Headmaster.

**The LADO must be contacted. Follow procedures in Dealing with Allegations of Abuse Against Teachers and Other Staff.

If a child is being harmed or is at risk of being harmed then First Point of Contact Team at Children's Services must be contacted immediately. **Anyone** can contact the first Point of Contact Team 0345 6789 021

Appendix 4

Sample form for recording and reporting concerns about a child

CONCERN REPORTING FORM

Logging a concern about a child's safety or welfare

Part 1 – For staff use

Child Name:			
Date of birth:		Year Group / class:	
Name of referrer:		Role of referrer:	
Details of concern: <i>What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</i> <i>What is the pupil's account/perspective?</i>	<i>(Use body map if appropriate)</i>		
Reported to:		Role of person reported to:	
Signed:			
Date:			

Part 2: For DSL/Deputy DSL to complete

Action taken:		Advice sought: <i>(from whom and what was advice given)</i>	
Concern / referral discussed with parent / carer? If yes note discussion		<i>If not, state reasons why</i>	
Referral made: <i>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</i>		<i>If not, state reasons why</i>	
Feedback to referring member of staff:			<i>By whom</i>
Response to / action taken with pupil:			<i>By whom</i>
Other notes / information: <i>When making a referral about an acute specialist need/child protection follow up with a MARF</i> Any other action required:			
Signature of DSL		<i>Date</i>	

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Appendix 5

The Local Authority Designated Officer (LADO)

Duty to refer

In addition to informing Ofsted, the Designated Lead for Safeguarding or senior manager has a duty to refer any concerns to the LADO where it is alleged that a person who works* with children has:

- Behaved in a way that has harmed a child, or may have harmed a child - whether the alleged abuse occurred on or off the premises where the childcare takes place;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children such as excessive one-to-one attention beyond the requirements of their usual role; or
- Displayed inappropriate behaviour such as inappropriate sexual comments, inappropriate sharing of images, or displays violent or aggressive behaviour.

Responsibility would also include reporting applications to work or volunteer with children and young people from adults who are barred from doing so as this poses a potential risk of significant harm to children and young people.

The LADO should be informed of ALL allegations that come to a Senior Manager's attention within 1 working day of the manager becoming aware of the allegation.

In cases where the nature of the allegation has not required immediate referral to the Compass or the Police, the Senior Manager and the LADO will make a decision jointly as to whether such a referral is necessary and who will make it.

The LADO should also be informed of any allegations that are made directly to the police or Compass.

It is important that even apparently less serious allegations are seen to be followed up objectively by someone independent of the organisation concerned. This is why the LADO should be informed of ALL allegations that come to the employers' attention.

The role of the Local Authority Designated Officer

The LADO will advise the employer of any action that may be necessary, whether an investigation will take place, and if so what form the investigation will take.

It is their role to provide on-going advice and liaison and to monitor the progress of cases. This may include:

- Advising the employer on next steps, such as the need to inform the child's parents; advice on dismissal or suspension of the member of staff accused; the decision as to whether or not the case will be investigated and by whom.
- Regularly monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a fair and thorough process.
- Liaising with the employer to provide advice and support when required/requested.
- Oversight and management of individual cases.

If an allegation is substantiated and the employer dismisses the person or ceases to use that person's services, the employer should consult with the LADO about whether a referral to the Disclosure and Barring Service is required.

Referral to the LADO should form part of your disciplinary and whistleblowing procedures.

The role of the setting's Designated Lead for Safeguarding

The Designated Lead for Safeguarding or the senior manager making the referral will be expected to play a key role in the investigative process and follow the advice given by the LADO. This may involve:

- Gathering any additional information which may have a bearing on the allegation, for instance: previous concerns, care and control incidents and so on;
- Providing the subject of the allegation with information and advising them to inform their union or professional body;
- Attending Strategy Meetings where required;
- Liaising with the LADO;
- Ensuring that risk assessments are undertaken where and when required;
- Ensuring that effective reporting and recording systems are in place which allow for the tracking of allegations through to the final outcome;
- Should the allegation be unfounded, giving consideration to a referral either to Compass or the police if the allegation is deemed to be deliberately malicious or invented.

Record keeping

It is important that employers keep a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved. This record should be placed on the person's confidential personnel file with a copy given to the individual.

The record should be kept at least until the person reaches retirement or for ten years if that would be longer.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference.

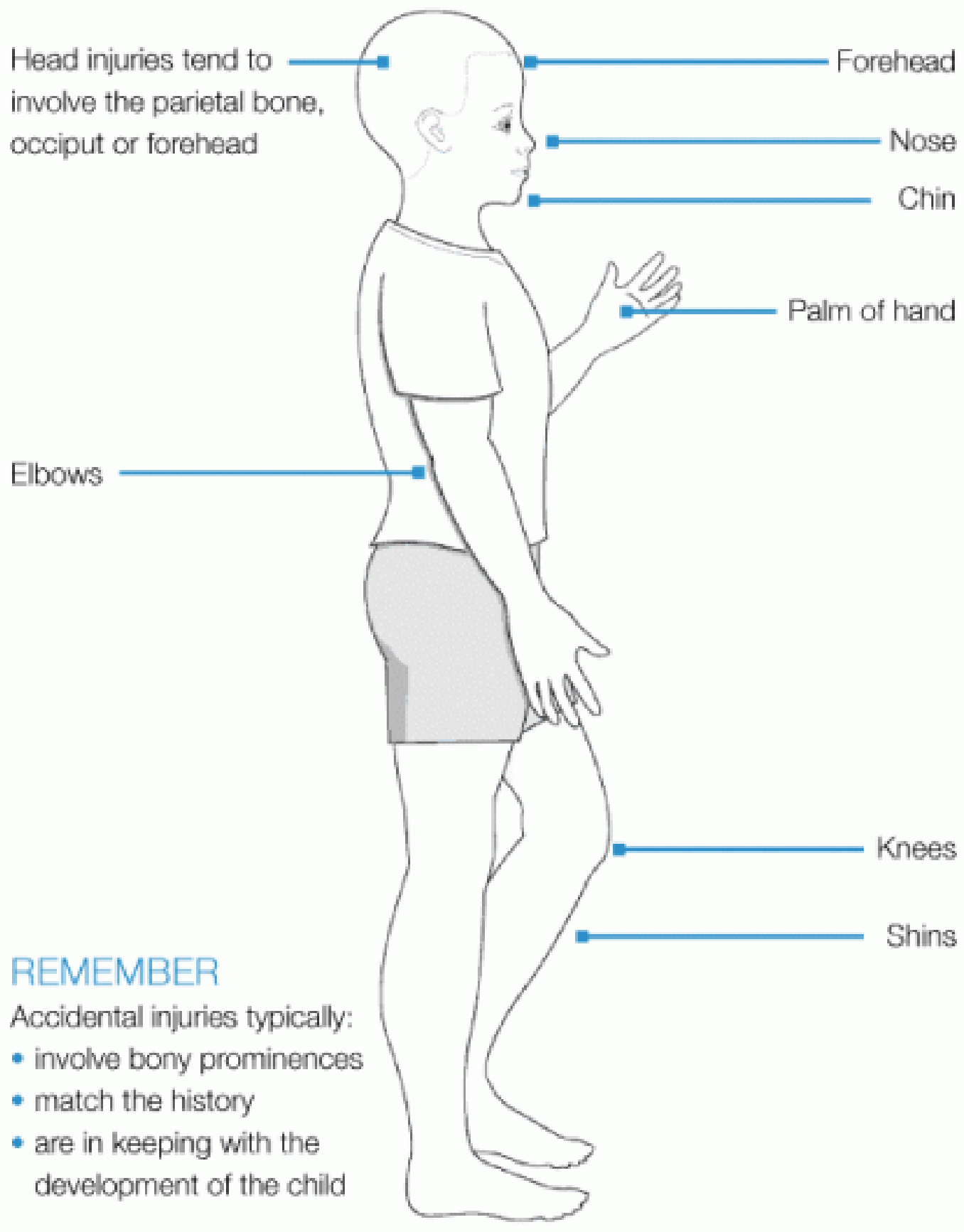
Details of allegations that are found to be malicious should be removed from personnel records.

Further information

*The term 'works with children' refers to any individual employed to work with children or acting in a voluntary capacity.

Appendix 6

Body map 1



REMEMBER

- Accidental injuries typically:
- involve bony prominences
 - match the history
 - are in keeping with the development of the child

Body Map 2

Ears – especially pinch marks involving both sides of the ear

The “triangle of safety” (ears, side of face, and neck, top of shoulders): accidental injuries in this area are unusual

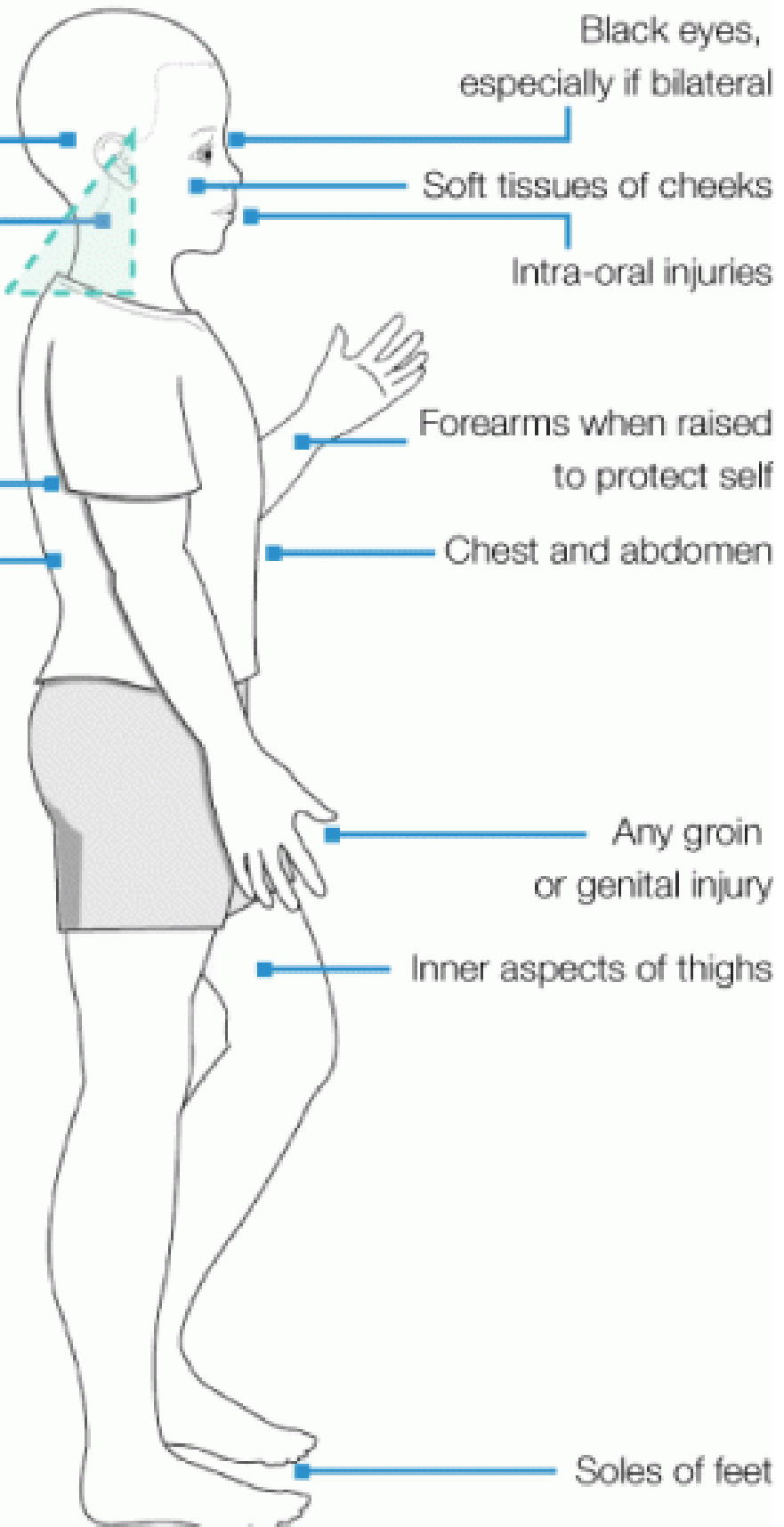
Inner aspects of arms

Back and side of trunk, except directly over the bony spine

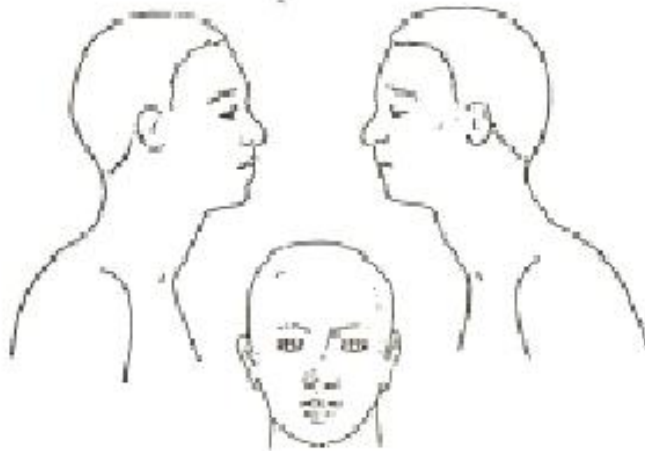
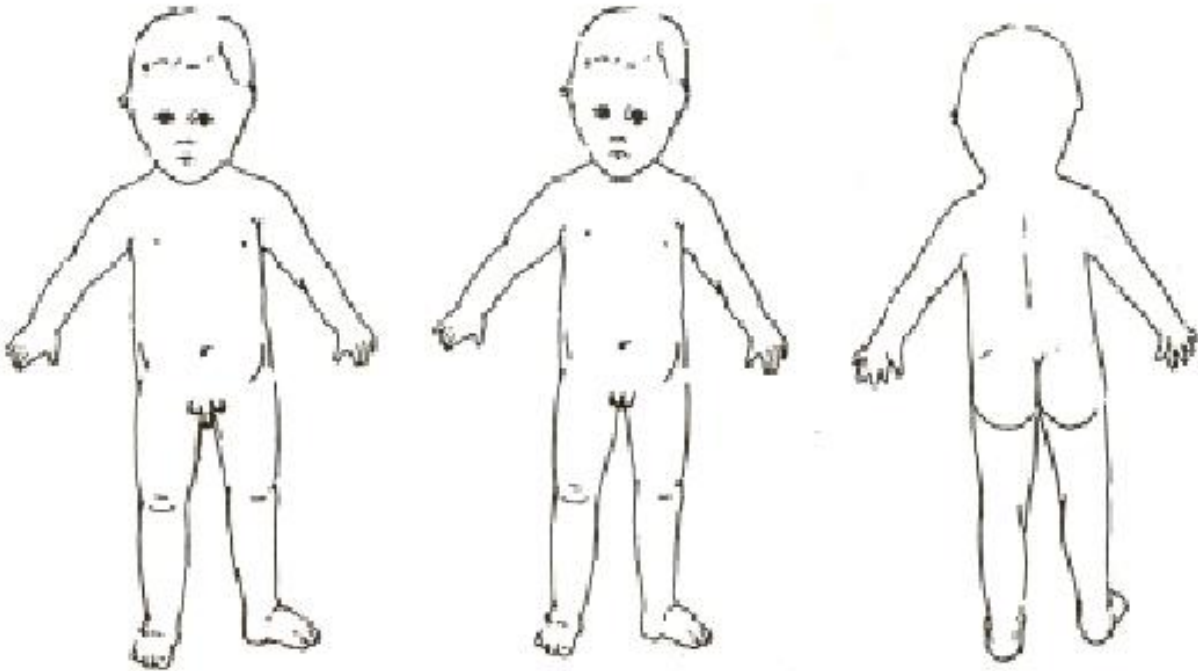
REMEMBER

Concerns are raised by:

- injuries to both sides of the body
- injuries to soft tissue
- injuries with particular patterns
- any injury that doesn't fit the explanation
- delays in presentation
- untreated injuries



Body Map 3



Appendix 7 - Serious accidents, injuries and deaths - what you must notify to Ofsted:

- the death of a child while on the premises, or later, as the result of something that happened while the child was in your care
- death or serious accident or serious injury to any other person on your premises (Childcare Register only)
- serious injuries (please see the section below for the definition of serious injuries)
- where a child in your care is taken to hospital (to an Accident and Emergency Department for more than 24 hours), either directly from your provision, or later, as the result of something that happened while the child was in your care
- any significant event which is likely to affect the suitability to care for children.

Serious injuries are defined as:

- broken bones or a fracture
- loss of consciousness
- pain that is not relieved by simple pain killers
- acute confused state
- persistent, severe chest pain or breathing difficulties
- amputation
- dislocation of any major joint including the shoulder, hip, knee, elbow or spine
- loss of sight (temporary or permanent)
- chemical or hot metal burn to the eye or any penetrating injury to the eye
- injury resulting from an electric shock or electrical burn leading to
- unconsciousness, or requiring resuscitation or admittance to hospital for more than 24 hours
- any other injury leading to hypothermia, heat-induced illness or
- unconsciousness; or requiring resuscitation; or requiring admittance to
- hospital for more than 24 hours
- unconsciousness caused by asphyxia or exposure to harmful substance or
- biological agent
- medical treatment, or loss of consciousness arising from absorption of any
- substance by inhalation, ingestion or through the skin
- medical treatment where there is reason to believe that this resulted from
- exposure to a biological agent, or its toxins, or infected material.

You are not required to inform Ofsted of minor injuries, but you must keep a record of these incidents. You are also not required to inform Ofsted of general appointments to hospital or routine treatment by a doctor, such as the child's general practitioner, that is not linked to, or is a consequence of, a serious accident or injury.

Minor injuries are defined as:

- sprains, strains and bruising
- minor cuts and grazes
- wound infections
- minor burns and scalds
- minor head injuries
- insect and animal bites
- minor eye injuries
- minor injuries to the back, shoulder and chest

Appendix 8

Procedures for Dealing with Allegations of Abuse against Teachers and other Staff

Introduction

This policy can be made available in large print or other accessible format if required.

This policy will be reviewed on an annual basis.

This policy has been written with due regard to 'Keeping Children Safe in Education' (September 2024).

The following procedures will be used where the member of staff or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely together with children.
- The procedures apply whether the alleged abuse took place at the school or not.
- Allegations against a teacher who is no longer teaching should be referred to the police.
- Historical allegations of abuse should also be referred to the police.

Allegations against Staff

- The LADO should be informed of all allegations that come to the School's attention and appear to meet the criteria.
- Any allegation or complaint made about a member of staff, the Designated Safeguarding Lead/Deputy or volunteer should be reported immediately to the Headmaster and in his absence to the Chairman of Governors. Where appropriate, the Headmaster will consult with the Designated Safeguarding Lead and all allegations will be discussed with the LADO before further action is taken.

Allegations against the Headmaster or Chairman of the Governing Body

- Where an allegation or complaint is made against the Headmaster, the person receiving the allegation should immediately inform the Chairman of Governors, or in his absence the Deputy Chairman, without first notifying the Headmaster. Similarly if an allegation is made against the Chairman of Governors, the allegation should be reported to the Headmaster. Any such allegations will be discussed with the LADO before further action is taken.

Supporting Those Involved

- The School has a duty of care to their employees and so the School must ensure that effective support is provided for anyone facing an allegation such as welfare counselling or medical advice. They should be advised to contact their trade union representative if they have one.
- Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police.
- The Headmaster will appoint a named representative to keep the individual informed of the progress of the case and consider what other support would be appropriate for the individual.

Procedure

- The Headmaster will inform the LADO of the allegation immediately. Discussions should be recorded in writing.
- The Headmaster will then inform the accused person about the allegation as soon as possible after consulting the LADO.
- The parents of the pupil involved will be informed of the allegation as soon as possible, if they do not already know about it.
- **But** if the LADO advises that a strategy discussion is needed, or the police or the local authority's social care services need to be involved, the Headmaster should not inform the accused or the parents until these agencies have been consulted and it has been agreed what information can be disclosed.
- The parents should be kept informed of the progress of the case, including the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing and the information taken into account in reaching a decision cannot normally be disclosed, but the parents of the child should be told the outcome in confidence. (Refer to the Data Protection Act 1998, the law of confidence and where, relevant, the Human Rights Act 1998 in deciding what to disclose.)
- Parents should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to see legal advice.
- Where it is clear that an investigation by the police or the children's social care services is unnecessary, the LADO will discuss the next steps with the Headmaster (or the Chairman of the Governors where the allegation is against the Headmaster). The action taken will depend on the nature and circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in future.
- Where it is necessary for further investigation to take place the LADO will discuss with the Headmaster how and by whom the investigation will be undertaken. In straightforward cases the investigation will normally be carried out by a member of the School's Senior Management Team. However it might be more appropriate for an independent investigator as advised by the Shropshire Safeguarding Community Partnership.
- The following definitions should be used when determining the outcome of allegation investigations:
 - **Substantiated:** there is sufficient evidence to prove the allegation;
 - **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
 - **False:** there is sufficient evidence to disprove the allegation;
 - **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
 - **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Suspension

- Suspension should not be an automatic response to an allegation and should only be considered in a case where:
 - There is a cause to suspect a child or other children at the School is/are at risk of significant harm;
 - The case is so serious that it might be grounds for dismissal; or
 - The case is so serious that the police or the children's social care services have advised suspension.

- In cases where the School is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at School it will be necessary to immediately suspend that person from teaching pending the findings of the Teaching Regulation Agency's investigation.
- Where the Headmaster is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the LADO, Children's Social Care or police.
- The professional reputational damage that can arise from suspension where an allegation is later found to be unsubstantiated, false or malicious must be considered. It may be that the result that would be achieved by suspension could be obtained by alternative arrangements, for example, with assessment of risk:
 - redeployment with the School so that the individual does not have direct contact with the child or children concerned;
 - provision of an assistant to be present when the individual has contact with children;
 - redeploying to alternative work in School so the individual does not have unsupervised access to children; or
 - moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted;
 - If there is no reasonable alternative to suspension and suspension is deemed appropriate, the reasons and justification for this should be agreed by the Headmaster and the LADO and will be recorded and the individual notified of the reasons.
- It is important that a suspended member of staff is kept informed of both the progress of their case and current work-related issues and given a named contact who will provide support throughout the process.
- Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.
- If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the Headmaster and the LADO. This should also include what alternatives to suspension have been considered and why they were rejected.
- Where it has been decided to suspend an individual, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. At this point the person should be informed of their named contact and given their contact details.
- If a member of the boarding staff is suspended pending a child protection investigation, arrangements will be made for alternative accommodation away from children.

Information Sharing

- Where the police are involved the Headmaster should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process.

Confidentiality

- When an allegation is made the School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
- The School will not publish any material that may lead to the identification of the teacher who is the subject of an allegation, in line with the Education Act 2002.
- The Headmaster should take advice from the LADO, police and children's social care services to agree the following:
 - who needs to know and, importantly, exactly what information can be shared;
 - how to manage speculation, leaks and gossip;

- what, if any information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if and when it should arise.

Criminal Proceedings

- The School will consult with LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

Return to Work

- If it is decided, on conclusion of a case, that the person who has been suspended can return to work, the Headmaster should consider how best to facilitate that. It may be that the most appropriate course of action would be to institute something such as a phased return to work and/or the provision of a mentor to provide assistance in the short term. The Headmaster should also consider how the person's contact with the child or children who made the allegation can best be managed.

Ceasing to Use Staff

- If the School ceases to use the services of a member of staff/governor/volunteer because they have harmed, or pose a risk of harm to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence; or if there is a reason to believe that individual has committed a listed relevant offence; if that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left, a compromise agreement will not be used and there will be a prompt and detailed report to the Disclosure and Barring Service via the online reporting form which can be found on the DBS webpage (the Disclosure helpline 3000 200 190).
- Where the School ceases to use the services of a member of teaching staff because of “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction at any time for a relevant offence” consideration must be given whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002 and to the Teaching Regulation Agency (TRA) (<https://www.gov.uk/teacher-misconduct-referring-a-case>) Should the case also involve matters of safeguarding then it may be necessary to make a separate referral to the Disclosure and Barring Service
- Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.
- A compromise agreement will not be used in cases of refusal to cooperate or resignation before the person's notice period expires.

Resignation

- If a member of staff/governor/volunteer tenders his/her resignation, or ceases to provide his/her services, any child protection allegations will still be followed up by the School. Resignation will not prevent a prompt and detailed report being made to the Disclosure and Barring Service and National College for Teaching and Leadership in appropriate circumstances.

Timescales

- All allegations must be investigated as a priority to avoid any delay.
- Where it is clear immediately that the allegation is unfounded or malicious, they should be resolved within one week.
- It is expected that most cases of allegation of abuse against staff will be resolved within one month.
- Some cases may take up to three months to resolve.
- Exceptional cases should be resolved within twelve months.
- If the nature of the allegation does not require formal disciplinary action, following the advice from the LADO, the Headmaster should institute appropriate action within three working days.
- If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within fifteen working days.

Unfounded or malicious allegations

- If an allegation is shown to be deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with the School's Behaviour and Discipline policy.
- Where a parent has made a deliberately invented or malicious allegation the Headmaster will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the School or a member of staff unreasonably.
- Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.
- Allegations that are not substantiated are unfounded or malicious will not be referred to in employer references.

Record Keeping

- Details of allegations that are found to have been malicious will be removed from personnel records.
- Details of any other allegation will be recorded on the employee's file and retained at least until the employee reaches normal pension age or for a period of ten years from the date of the allegation, if this is longer.
- For all allegations a clear and comprehensive summary will be recorded including:
 - details of how the allegation was followed up and resolved;
 - a note of any action taken; and
 - the decisions reached.
 - A copy of this will be provided to the person concerned.

References

- Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

Learning Lessons

- At the conclusion of a case in which an allegation is substantiated, the Headmaster will review the circumstances of the case with the LADO to determine whether there are any improvements to be

made to the school or college's procedures or practice to help prevent similar events in the future. This will include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The Headmaster and the DO will consider how future investigations of a similar nature could be carried out without suspending the individual.

Appendix 1 – Local Authority Designated Officer – Ellie Jones - **03456 789 021**

Appendix 9

MISSING CHILD POLICY

Staff should always be aware which children ought to be in their lesson, activity, club, game, boarding house etc. A satisfactory explanation for any absences should be sought immediately.

If a child leaves a lesson to go to matron then the lesson taker should phone matron to let her know of the imminent arrival of the child and then if the child is to return to lessons they will be accompanied by matron and if not matron will let the lesson taker know that the child is staying with her. Possible explanations for absence include: learning support, music lesson, school trip, visit to senior school, illness. An absentee list is produced by the matrons each morning, and a 'register' taken twice a day (see Registration procedure). If a child has not been registered by 9.00 a.m. then the matron on duty will contact the parents/carers to confirm the reason for the child's absence. If contact cannot be made with the parents/carers by 10.00 a.m. then the Head, or in his absence, one of the Deputies should be informed and social services phoned to inform them of the unexplained absence.

Duty staff should be vigilant during free time, and should make a particular effort to 'keep tabs' on the whereabouts of any child known to be distressed.

- If a member of staff suspects, having failed to establish a satisfactory explanation for absence, that a child may be missing from the school or may be hiding somewhere in the grounds, he/she should immediately inform the Headmaster (or in his absence, the Deputy Headmaster) who will institute a search.
- Such staff (and senior children, if appropriate) as are available and are required will be enlisted to assist with the search. One or two members of staff should take cars and drive around the local area. Ideally they should carry mobile phones. One or two members of staff should speak sensitively to the friends of the missing child to ascertain why and where the missing child may have gone.
- If, after 20 minutes, the child remains missing, the Headmaster or Deputy Head will telephone the local police and the child's parents.
- Should the child be missing from the boarding house in the evening/night time then the Head (or in his absence the Deputy Head) should be informed immediately and a search of the boarding house conducted by the boarding staff and the grounds by the resident staff. If the child cannot be found the parents and the police should be contacted immediately.

A missing child, once found, should be treated sympathetically. A suitable person or persons (Headmaster, Deputy Headmaster, Head of Acorns, EYFS teacher, Matron, Tutor, Parent) should speak to the child to establish the reasons for his/her disappearance. Parents, if not yet informed, should be telephoned. If a child goes missing repeatedly this needs to the Headmaster needs to meet with the parents and advice/support sought through the Early Help Team.

Acorns (Including EYFS)

Acorns children are supervised by teachers or teaching assistants throughout the school day. Designated Acorns play areas and our Forest School area have clear boundaries and fences, and the children are reminded

to stay within these at all times. On school trips, the children are reminded to stay with the group leaders at all times and group leaders keep head counts throughout the day. Registers are taken twice a day, and when classes are handed over to specialist teachers for music, games etc. absences are noted.

In the unlikely event of a child going missing, a search of the immediate environment will be undertaken by available Acorns staff. The Headmaster (or Deputy Headmaster in his absence) will be informed, who will institute a wider search. If, after an appropriate period of time, the child remains missing, the Headmaster or Deputy Head will telephone the police and child's parents.

Any such incident will be recorded by the Headmaster in the Missing Child Folder in the private Head share folder and by the matron on the database, including information on the incident itself, any action taken and the reasons given (if any) by the pupil for being missing.

Appendix 10

Procedure for Children Missing from Education

This policy can be made available in large print or other accessible format if required.

This policy will be reviewed on an annual basis.

A child going missing from education is a potential indicator of abuse or neglect and should be considered a safeguarding matter.

This policy should be followed for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The Education (Pupil Registration) (England) Regulations 2006

- All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.
- Due regard should be given to looking out for signs and individual triggers when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.
- Any child who joins or leaves the school at non-standard transition points will have their information sent to the Access Service.
- The school must inform the local authority of any pupil who is going to be deleted from the admission register where they:
 - have been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
 - have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
 - have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
 - are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or;

- have been permanently excluded.
- Any child who joins or leaves the school at non-standard transition points will have their information sent to the Access Service.

Where a child is deemed to be missing from education the Headmaster will, as soon as possible, inform the Education Access Service at Shropshire Council or the LA in which the pupil lives. The contact number for the Access Service at Shropshire Council is: 01743 254397. If there is a concern that a child is in danger of being radicalised then the LADO should be contacted: 0345 6789 021.

Appendix 11

Taking, Storing and Using Images of Children Policy

Aim and Scope

This policy is intended to provide information to pupils and their parents, carers or guardians about how images of pupils are normally used by Packwood Haugh School. It also covers the School's approach to the use of cameras and filming equipment at School events and on School premises by parents, pupils themselves, staff and media.

It applies in addition to the School's terms and conditions, and any other information the School may provide about a particular use of pupil images e.g. in the Data Protection Policy.

Parents who accept a place for their child at the School are invited to agree to the School using images of their child as set out in this Policy, via the School's terms and conditions. We hope parents feel able to support the School in using pupil images to celebrate the achievements of pupils, promote the work of the School, and for important administrative purposes such as identification and security.

However, any parent who wishes to limit the use of images of a pupil for whom they are responsible should contact the Bursar (who is the School's Privacy and Compliance Officer) in writing. The School will always respect the wishes of parents (and indeed pupils themselves) where reasonably possible and in accordance with this policy.

Use of pupil images in School publications

Unless the relevant pupil or the pupil's parents have requested otherwise, the School will use images of its pupils to keep the School community updated on the activities of the School, and for marketing and promotional purposes, including:

- On internal displays (including clips of moving images) on digital and conventional notice boards within the School premises
- In communications with the School community (parents, pupils, staff, Governors and alumni) including by ClassDojo, email, on the School intranet and by post
- On the School's website and, where appropriate, via the School's social media channels, e.g. Twitter and Facebook. Where pupils' names accompany such images an identifying surname is never used
- In the School's prospectus, and in online, press and other external advertisements for the School. Such external advertising will never include pupils' names.

The source of these images is predominantly the School's photographer for marketing and promotional purposes, or staff in relation to School events, sports or trips. The School will only use images of pupils in suitable dress.

Use of pupil images for identification and security

All pupils are photographed on entering the School and, thereafter, at yearly intervals, for the purposes of internal identification. These photographs identify the pupil by name, year group and form.

Use of pupil images in the media

Where a parent has refused permission for images of a pupil to be taken the School will ensure that their image is not published by the media.

The media normally asks for the names of the relevant pupils to go alongside the images, and these will be provided only where parents have been informed about the media's visit and no objection from the parents has been received.

Security of pupil images

Professional photographers and the media are accompanied at all times by a member of staff when on School premises. The School uses only reputable professional photographers and makes every effort to ensure that any images of pupils are held by them securely, responsibly and in accordance with the School's instructions.

The School takes appropriate technical and organisational security measures to ensure that images of pupils held by the School are kept securely, and protected from loss or misuse, and in particular will take reasonable steps to ensure that members of staff only have access to images of pupils held by the School where it is necessary for them to do so.

All staff are given guidance on this Policy and on the importance of ensuring that images of pupils are made and used responsibly, only for School purposes, and in accordance with the School's policies and the law.

Use of cameras and filming equipment (including mobile phones) by parents

Parents are welcome to take photographs of (and where appropriate film) their own children taking part in School events, subject to the following guidelines, which the School expects all parents to follow.

When an event is held indoors, such as a play or a concert, parents should be mindful of the need to use their cameras and filming devices with consideration and courtesy for cast members or performers on stage and the comfort of others. In particular, flash photography can disturb others in the audience, or even cause distress for those with medical conditions; the School therefore asks that it is not used at indoor events.

Parents are asked not to take photographs of other pupils, except incidentally as part of a group shot, without the prior agreement of that pupil's parents.

Parents are reminded that such images are for personal use only. Images which may identify other pupils should not be shared or otherwise made accessible to others via the internet (for example on Facebook), or published in any other way.

Parents should not take photographs of staff or share or make accessible on the internet (for example on Facebook), or publish in any other way photographs which include staff.

Parents are reminded that copyright issues may prevent the School from permitting the filming or recording of some plays and concerts. The School will always print a reminder in the programme of events where issues of copyright apply.

Parents may not film or take photographs in changing rooms or backstage during School productions, not in any other circumstances in which photography or filming may embarrass or upset pupils.

The School reserves the right to refuse or withdraw permission to film or take photographs (at a specific event or more generally), from any parent who does not follow these guidelines, or is otherwise reasonably felt to be making inappropriate images.

The School sometimes records plays and concerts professionally (or engages a professional photographer or film company to do so), in which case copies of the DVDs and CDs may be made available to parents for

purchase. Parents of pupils taking part in such plays and concerts will be consulted if it is intended to make such recordings available more widely.

Use of cameras and filming equipment (including mobile phones) by staff

Where staff record School events and activities they must do so using School cameras, devices and filming equipment. Images and film should be uploaded to the School Photos folder promptly and then deleted from the School equipment. Personal cameras and equipment must never be used.

Use of cameras and filming equipment (including mobile phones) by pupils

All pupils are encouraged to look after each other, and to report any concerns about the misuse of technology, or any worrying issues to a member of the pastoral staff. Pupils should only use School cameras or filming equipment and only with the consent of a teacher and the consent of the pupils/staff being photographed/filmed.

The use of cameras or filming equipment (including mobile phones) is not allowed in toilets, washing or changing areas, nor should photography or filming equipment be used by pupils in a manner that may offend or cause upset. The misuse of cameras or filming equipment in a way that breaches this Policy, or the School's Child Protection and Safeguarding Policy, Anti-Bullying Policy, Data Protection Policy, E-Safety Policy, Acceptable Use Policy, Mobile Phone Policy, Taking, Storing and Using Images of Children Policy or any School rules is always taken seriously, and may be the subject of disciplinary procedures.

Taking and Using Images in EYFS (Reception Class)

Photographs are taken in the Reception Class (EYFS) and used in learning journeys, for display purposes, for promotional materials including the Packwood Haugh website, the School's photo prospectus, in the School's social media accounts (Twitter and Facebook), on ClassDojo and for use in the local press. Sometimes a child may be on a photograph, but not as the primary person, that may be used in another child's learning journey. Parents in the Reception Class (EYFS) are asked to give their permission by completing and returning the form found in the Appendix.

If a parent is not happy about one or more of these uses then Packwood Haugh School will respect their wishes and find alternative ways of recording their child's play or learning.

The Head of Acorns (including EYFS) and Deputy Head of School will monitor all photographs and recordings to ensure that the parents' wishes are adhered to.

Linked Policies

- Anti-Bullying Policy
- Acceptable Use Policy
- Data Protection Policy
- E-Safety Policy
- Child Protection and Safeguarding Policy

Packwood Haugh School and Packwood Acorns (including EYFS)
Form for Photographs and Recordings

Packwood Haugh School and Packwood Acorns (including EYFS) takes photographs of the children that may be used in the child’s learning journey, in displays around school, on the Class Dojo app, on the school website, in promotional materials and in the local press.

A child may appear on another photograph, but not as a primary person, that may be used in an EYFS child’s learning journey or on ClassDojo.

Parents will be allowed to take photographs and record school performances and occasions that involve their son/daughter.

Please sign, date and complete the form below to confirm that you are happy for the School to photograph and record your child. Please return the form to the School Office. This must be signed by **both** parents.

Name of Child

I give permission for Packwood Haugh School or Packwood Acorns (including EYFS) to photograph my child.

Name:

Signed:

Date:

Name:

Signed:

Date:

Appendix 12

PROFESSIONAL CODE OF CONDUCT FOR STAFF WORKING AT PACKWOOD HAUGH SCHOOL

1. Introduction

1.1 All employees should be aware of the standards of conduct expected of them by their employer. Although it is impossible to lay down hard and fast rules to cover all eventualities, the Code sets out the principal areas where concerns are likely to arise and staff awareness is necessary. The Code applies to all staff working in at Packwood Haugh School although particular reference is made to teaching staff.

1.2 Staff must comply with requirements placed on them by their contract of employment, conditions of service, schools' Articles of Government and relevant policies of Packwood Haugh School. The Code is supplementary to documents detailing terms and conditions of employment, including statutory provisions, issued at the time of appointment.

1.3 Failure to observe the provisions of the Code may be relevant in considering action under disciplinary procedures. Should this occur, full consideration will be given to all the relevant facts and circumstances of the case in accordance with the principles of natural justice and following agreed procedures.

1.4 Failure to observe the provisions of the Code may result in the raising of a Low Level concern.

1.5 Packwood Haugh School has a high reputation for the quality of its work and the professionalism of its staff. This Code will serve to confirm the current good practice of staff working in Packwood Haugh School. Should staff have any doubts about the issues raised they should consult the Headmaster or Bursar.

1.6 Should a member of staff have a concern regarding malpractice within the school then they should refer to the whistleblowing policy which is attached as Appendix 1.

2. Conduct in Relation to Pupils

2.1 The law recognises that staff act in loco parentis in respect of pupils in their charge as set out in the Children's Act of 1989 and must act in the role reasonably of parent in the school context. Through their actions staff must act in accordance with this duty of care to ensure at all times that the safety and welfare of pupils is accorded the highest priority. In this and other ways staff should always maintain standards of conduct which sustain their professional standing and that of the school.

2.2 Interaction with pupils should always be appropriate to their age and gender. Staff should not touch pupils, however casually, in ways or on parts of the body that might be considered indecent, unnecessary or familiar or use inappropriate language. It is an offence for a person aged 18 or over to have a sexual relationship with a child under 18. Particular care may be necessary when supervising pupils in out of school activities. Further advice on the practical arrangements applying in this area is available in the School's policy on 'Risk Assessments, Trips Policy and Procedure'.

2.3 Teaching materials should be appropriate to the age and gender of pupils. Particular care should be taken that sex or health education materials are appropriate.

2.4 When holding meetings with pupils on sensitive issues, staff should exercise proper professional judgement over the arrangements for the meeting. They should safeguard their own position by, for instance, considering the need for a second adult to be present.

2.5 Corporal punishment defined as any intentional application of force as punishment is illegal and may render a member of staff liable to criminal action as well as action under the school's disciplinary procedures. Corporal punishment includes any form of physical chastisement. Neither should corporal punishment be threatened.

2.6 Physical intervention will not constitute corporal punishment where its purpose is to avert an immediate danger of injury to, or an immediate danger to the property of, any person including a pupil. In such circumstances, the element of restraint should be the minimum necessary to prevent injury or remove the

risk of harm. The Head should be informed of any physical restraint so that it can be recorded. In regard to children in EYFS the parents should be informed on the same day, where possible, if physical restraint has been used.

2.7 Where physical contact is necessary (e.g. in teaching PE), that contact should be the minimum necessary for the purpose and comply with accepted good practice. Particular care should be taken in helping pupils with physical or other disabilities (e.g. in lifting). Further guidance is available in Codes of Practice produced by the professional associations.

2.8 All staff should be aware of the advice regarding ‘Security of School Premises’ which can be found in the staff handbook.

2.9 All staff who work in the boarding accommodation should have read the guidance for working in the boarding houses. This can be found in the staff handbook.

2.10 Staff must only visit the dormitories if it is necessary for the performance of their duty.

2.11 The private rooms of gap students or graduate gap students are out of bounds to pupils at all times.

2.12 Staff or their spouse or children living on site should ensure that their behaviour and actions do not place pupils or themselves at risk or harm or at risk of allegations of harm to a pupil.

2.13 All staff should be aware of the School’s Transport policy when conveying a pupil by car or minibus. This can be found in the staff handbook.

2.14 Packwood Haugh School has and follows a policy on first aid and has sufficient members of staff appropriately trained in its application, and in any event always has a first aider on the premises. There is always a paediatric First Aider present when Acorns are at school or on a trip. The School’s first aid policy indicates the recording process for any incidents or accidents and is clearly linked to the School’s Health and Safety Policy. Both policies can be found in the Staff Handbook.

2.15 Following any incident where a member of staff has reason to believe that their actions may be open to misinterpretation, the Headmaster should be immediately notified and a written report submitted via the Low Level Concerns reporting form as soon as possible following the incident.

2.16 Guidance on procedures regarding suspected or alleged child abuse is contained in the Packwood Haugh School Child Protection Policy, available in the Staff Handbook. In Packwood Haugh School the Designated Safeguarding Lead is Sue Rigby and the Deputies are Alison McDougall and Tim Leverton-Griffiths. In the event that a member of staff suspects or receives allegations that a child is the subject of abuse, a report should immediately be made in strict confidence to the Designated Safeguarding Lead who will immediately inform the Authority’s Initial Assessment Team. Anyone can contact social services. Information on ‘fgm’ can be found in the Child Protection Policy.

2.17 Agreed guidelines on procedures where staff are accused of physical or sexual abuse of pupils are contained in the policy, ‘Dealing with Allegations of Abuse against Teachers and other Staff’, which can be found in the Staff Handbook.

2.18 It is the responsibility of all members of staff working in Schools to use the Packwood Haugh School staff handbook to ensure that they are up to date on all relevant policies and procedures.

2.19 Staff should use mobile phones in adherence to the School’s mobile phone policy which can be found in the Staff Handbook. Children should only be photographed and recorded on school equipment as outlined in the School’s Taking, Storing and Using Images of Children Policy in the Staff Handbook.

2.20 The e-safety policy and AUP for adult users should be referred to in reference to the use of the internet in school.

2.21 Staff who are concerned that a child is infatuated with them should report in writing to the Designated Safeguarding Lead and to the Senior Leadership Team.

2.22 Staff are expected to model good behaviour in line with the eight principles that are outlined in The Packwood Way; in so doing encouraging good behaviour from the pupils.

3. Conduct in Relation to the School

3.1 Staff should make sure that they do not disclose confidential information to anyone who has no right to receive it and do not say or write anything that would constitute a breach of trust. Confidential information

relating to employment or the school should only be communicated on a need to know basis or with the specific permission of the Headmaster. Please see the Packwood Haugh School E-Safety Policy in the staff handbook for advice to staff about the use of social networking. Photographs of the pupils should not be posted on personal social medial accounts.

3.2 Use of materials and equipment provided by the Packwood Haugh School should not be used for purposes unconnected with employment. Staff should always use School funds to the best advantage of the School and the School community and adhere to high standards of probity in their use.

3.3 Staff should wear appropriate dress when at School. A jacket and tie is required for male teachers and female teachers should be dressed smartly (not jeans or casual trousers).

3.4 Staff should arrive promptly in the morning and all teaching staff should arrive promptly for lessons.

3.5 Staff should be aware that Packwood Haugh is a No Smoking or Vaping site.

3.6 Staff should not solicit or accept any gift, loan, fee, hospitality or other reward which influences the way in which they carry out their duties. They should not influence or be influenced unfairly in the way they carry out their duties by ties of kinship or friendship, or by some other association or loyalty.

3.7 Care should be taken to avoid any conflict of interest between activities outside the School and professional responsibilities. Staff should not undertake work or engage in activities in their own time through which they seek to exercise unfair advantage by virtue of their position. In no case should outside activities bring the School into disrepute.

3.8 Staff should not, without authority, undertake activities unconnected with their professional role during working hours. Policies relating to Leave of Absence are laid down in the Employment Handbook and should be followed.

3.9 Staff may not at any time without the Head's prior written consent (which shall not be unreasonably withheld) either receive any remuneration or reward for privately organised work with any pupil of the School, or accept any outside employment, post or appointment whether paid or unpaid.

3.10 The payment of fees to teachers acting as examiners or moderators is covered by the specific provisions of the Burgundy Book and the regulations of Examining Bodies.

3.11 In addition to financial interests, staff should exercise professional judgement in disclosing to the Headmaster, non-financial interests which may conflict with the interests of the School. Such disclosure will depend upon circumstances (e.g. in making appointments) and may include personal acquaintances, membership of voluntary or other organisations or any official position or public appointment.

3.12 Staff should only use appropriate language whilst at school and conduct that is appropriate to working in a school.

3.13 Unlawful criminal behaviour will not be tolerated and will result in disciplinary procedures being undertaken and the police being informed.

Appendix 1

Whistleblowing Policy and Procedure

The School seeks to conduct its business honestly and with integrity at all times. However, we acknowledge that all organisations face the risk of their activities going wrong from time to time, or of unknowingly harbouring malpractice. It is the responsibility of all staff to raise any concerns that they might have about malpractice within the workplace.

What Disclosures Are Covered?

Where you believe a criminal offence has been committed, is being committed, or is likely to be committed; or

- a person has failed, is failing, or is likely to fail to comply with their legal obligations; or
- a miscarriage of justice has occurred, is occurring, or is likely to occur; or
- the health and safety of any individual has been, is being, or is likely to be endangered; or

- the environment has been, is being or is likely to be damaged; or
- you have concerns about poor or unsafe practice and potential failures in the school's safeguarding regime.

To Whom Should A Disclosure Be Made?

Any disclosure should in the first instance be made to the Headmaster, or Bursar where appropriate. In very serious circumstances, or where internal resolution has failed, we recognise that it may be appropriate for you to report your concerns to an external body, such as a regulator.

How Should A Disclosure Be Made?

When making a disclosure internally, you can raise your concerns with the School orally or in writing. You must state that you are using the Whistleblowing Policy and specify whether you wish your identity to be kept confidential. You may be asked to formalise your concerns through the course of a meeting, where you will have the right to be accompanied by a work colleague or trade union official.

Confidentiality

We recognise that disclosures made under this policy may involve highly confidential information and that you may prefer to make an anonymous disclosure. However, we regret that we cannot guarantee to investigate all anonymous allegations. Proper investigation may prove impossible if the investigator cannot obtain further information from you, give you feedback, or ascertain whether your disclosure was made in good faith. Where you do reveal your identity to the investigating officer, this will remain confidential for all other purposes.

Investigation Of Disclosure

The School is committed to investigating disclosures fully, fairly, quickly and confidentially where circumstances permit. So far as the School considers it appropriate and practicable, you will be kept informed of the progress of the investigation. However, the need for confidentiality may prevent us giving you specific details of the investigation or actions taken.

The School's main prerogative is to ensure that the matter is satisfactorily resolved.

Protection And Support For Whistleblowers

No member of staff who raises genuinely-held concerns in good faith will be subjected to any detriment as a result of such action. If you believe that you are being subjected to a detriment within the workplace as a result of raising concerns under this procedure, you should inform the Headmaster immediately.

General guidance can be found at – <https://www.gov.uk/whistleblowing/what-is-a-whistleblower>

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally - <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Staff can call 0800 028 0285 or email help@nspcc.org.uk

Appendix 13

Information on Female Genital Mutilation (FGM) from the NSPCC

If you are worried a child may be at risk of FGM call the free 24-hour FGM helpline on **0800 028 3550**.

What is female genital mutilation (FGM)?

Female genital mutilation (FGM) is also known as female circumcision or female genital cutting, and in practising communities by local terms such as 'tahor' or 'sunna'. It is a form of child abuse which can have devastating physical and psychological consequences for girls and women.

The World Health Organization describes it as:

"procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons" (WHO, 2013).

Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself. In 2003, the Female Genital Mutilation Act tightened this law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

How prevalent is FGM?

FGM is usually carried out on girls between infancy and 15 years of age, with the majority of cases occurring between the 5 and 8 years of age (HM Government, 2011). Because of the hidden nature of the crime, it is difficult to estimate FGM's prevalence, but a study based on 2001 census data in England and Wales estimated that 23,000 girls under the age of 15 years could be at risk of FGM each year and nearly 66,000 women are living with its consequences (Dorkenoo et al, 2007). FGM could be even more prevalent than these figures suggest due to population growth and immigration from practising countries since 2001 (HM Government, 2011).

Who practises FGM?

Data on FGM is only collected in 27 countries in Africa and in Yemen (WHO, 2012), but we know FGM is also practiced in other countries in Africa, the Middle East and in Asia (House of Commons International Development Committee, 2013).

In the UK, FGM tends to occur in areas with large populations of FGM practising communities. The Home Office has identified girls from the Somali, Kenyan, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian communities as most risk of FGM (2014). Areas where girls may be at risk include London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes, however, FGM can happen anywhere in the UK (NHS Choices, 2013).

Why do communities practise FGM?

There are a number of cultural, religious and social reasons why FGM is practised within communities. These include:

- social acceptance
- family honour
- ensuring a girl is marriageable
- preservation of a girl's virginity or chastity
- custom and tradition
- hygiene and cleanliness
- the mistaken belief that it enhances fertility and makes childbirth safer for the infant.

(FORWARD, 2013; HM Government, 2011).

What does FGM involve?

The procedure is traditionally carried out by a female with no medical training, without anaesthetics or antiseptic treatments, using knives, scissors, scalpels, pieces of glass or razor blades. The girl is sometimes forcibly restrained (NHS Choices, 2013).

For more information on the procedure, [see the World Health Organisation's factsheet on FGM](#).

What are the short and long-term effects of FGM?

The immediate effects of FGM include:

- severe pain
- shock
- bleeding
- infections including tetanus, HIV and hepatitis B and C
- inability to urinate
- damage to nearby organs including the bowel, and
- even death.

(NHS Choices, 2013).

Long-term consequences include:

- chronic vaginal and pelvic infections
- menstrual problems
- persistent urine infections
- kidney damage and possible failure
- cysts and abscesses
- pain during sex
- infertility
- complications during pregnancy and childbirth.

(HM Government, 2011).

Girls and women who have been subjected to FGM also suffer serious psychological damage. Research carried out in practising African communities found that women who had undergone FGM suffered the same levels of post-traumatic stress disorder (PTSD) as adults who had experienced early childhood abuse. 80% of the women in the study suffered from mood and/or anxiety disorders (Behrendt et al, 2005; HM Government, 2011).

Which factors put a child at risk of FGM?

The most significant risk factor for FGM is coming from a community that is known to practise it. Girls are also at risk if they have a mother, sister or member of the extended family who has been subjected to FGM (HM Government, 2011). See also: [Who practises FGM?](#)

A girl who is at imminent risk of being subjected to FGM may be taken back to her family's country of origin at the beginning of the long summer holiday. This allows time for her to heal from the procedure before returning to the UK. Teachers should be alert to a girl talking about a planned visit to her family's country of

origin, especially if she mentions a special occasion when she will 'become a woman'. She may be heard talking about FGM to other children, or she may ask a teacher or other adult for help if she suspects she is at immediate risk.

Another warning sign could be the arrival in the UK of an older female relative visiting from the country of origin who may perform FGM on children in the family (HM Government, 2011). Children in this situation may also run away from home or truant (Khalifa, 2013).

Teachers should also be aware of girls who ask to be excused from PE or swimming classes and who spend long periods of time in the bathroom (Khalifa, 2013).

What can we do to prevent FGM and help those affected by it?

If you are worried that a child may be at risk of FGM you can make an anonymous call to our free 24-hour FGM helpline on **0800 028 3550** or email fgmhelp@nspcc.org.uk.

We can give advice, information and support for anyone concerned that a child's welfare is at risk as well as make a referral on your behalf to the relevant statutory body, where appropriate. Though callers' details can remain anonymous, any information that could protect a child from abuse will be passed to the police or social services.

FGM can happen within families who do not see it as abuse. However, FGM is a criminal act which causes severe physical and mental harm to victims both in the short and long term and for this reason it cannot be condoned or excused. The safety and welfare of the child at risk is paramount and professionals should not be deterred from protecting vulnerable girls by fears of being branded 'racist' or 'discriminatory' (HM Government, 2011).

Professionals need to provide families with culturally competent advice and information on FGM which makes it clear that the practice is illegal. Community and faith leaders can be helpful in facilitating this work with families. This may be enough to stop families practising FGM and protect girls from harm (HM Government, 2011).

If a local authority has reason to believe a child is likely to suffer or has suffered FGM it can exercise its powers to apply to the courts for orders to prevent the child being taken abroad for mutilation. The primary objective of any intervention is to prevent the child from undergoing FGM rather than removing her from her family. If a child has already undergone FGM she should be offered medical help and counselling, and action should be taken to protect any female relatives who are at risk and to investigate possible risk to other children in the practicing community (London Safeguarding Children Board, 2009).

Action

If you have reason to believe that a pupil has been the victim of **FGM** then:

- The DSL should be informed.
- The Initial Contact Team should be informed.
- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

Appendix 14

Child Exploitation

Definition from Keeping Children Safe in Education 2024

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Like all forms of child sex abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation\;

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.
-

School

Packwood Haugh School promotes healthy friendships and relationships through their whole school ethos, child protection policy, behaviour policy and anti-bullying work. The Senior Leadership Team and Governors are committed to dealing with any issue of child sexual exploitation in an appropriate and supportive way should it arise.

The Designated Safeguarding Lead will organise a training session for all staff raising the awareness of the risk factors, signs and indicators, useful resources and details of local services.

The school organises e-safety training for parents, children and staff every two years which is delivered by Childnet International and in addition the children receive e-safety training every year through the Computer Studies lessons.

The nature of sexual exploitation

Any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances. This includes boys and young men as well as girls and young women. Both men and women have been known to sexually exploit children.

Children and young people who are vulnerable to sexual exploitation (NSPCC factsheet)

Children and young people particularly at risk of sexual exploitation include:

- missing or runaway or homeless children
- looked after children
- children with prior experience of sexual abuse, physical abuse or emotional abuse or neglect
- adolescents or pre-adolescents
- girls (current research suggests most victims are girls but boys are also at risk: boys are considered less likely to disclose which may make boys more vulnerable and may explain the gender imbalance in known cases)
- children not in education through exclusion or truancy or children regularly absent from school
- children socially excluded from services such as health services
- children from black and minority ethnic communities
- children from migrant communities
- refugee children and unaccompanied asylum-seeking children
- trafficked children
- children with mental health conditions
- children who use drugs and alcohol
- children with learning difficulties and disabilities
- children involved with gangs, with links to a gang through relatives or friends, or living in communities or neighbourhoods where there are gangs
- children with a history of delinquent or criminal behaviour
- children from families or communities with offending behaviours
- children from families where there is substance misuse, domestic violence or parental mental health issues
- young carers
- children living in poverty or deprivation
- children who associate with young people who are sexually exploited
- children lacking friends or lacking friends from the same age group
- children with low self-esteem or low self-confidence
- children who have experienced bereavement or loss

- children who are leaving care.

Signs a child or young person is being sexually exploited (NSPCC factsheet)

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/#signs>

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist 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.

It is not the case that a set number of signs mean definitively that a child or young person is a victim of sexual exploitation. The more signs, however, the greater the risk of sexual exploitation.

Difficulties in identifying victims (NSPCC factsheet)

It can be difficult to identify children and young people who have been or are being sexually exploited.

Children who have been sexually exploited by organised crime networks are often fearful for their safety even after being removed from the exploitative situation. These children may find it very challenging to form trusting relationships with adults in positions of power, for example with child protection professionals or teachers.

Young people may not see themselves as victims. They may believe their abuser is their boyfriend and loves them. They may be unwilling to say anything that could get their boyfriend in trouble or cause their boyfriend to become angry or break up with them.

In some situations, such as in gangs, there may be the belief that the abuse is normal and a rite of passage.

There may not be any peer support for the victim. The child's friends may all be in the same situation, under the control of an abuser or part of the network who is exploiting them. There may be nowhere for the child to go to escape their abusers.

They may be dependent on the things they receive such as money, drugs, alcohol, and/or accommodation.

For young people who have a history of offending behaviour or are currently involved with the criminal justice system, there may also be a difficulty in recognising them as a victim and treating their experiences as a child protection issue.

More information

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/#>

Concerns

Any member of staff who has concerns about a child should speak to the Designated Safeguarding Lead or contact the Social Services, the NSPCC or the police. The DSL can fill out Shropshire's Child Sexual Exploitation Risk Identification Form.

Social Services: 0345 678 9021

Social Services out of hours: 03456 789 040

NSPCC: 0808 800 5000

Police: 0300 333 3000 (ask for the child protection officer)

If you think that a child is in immediate danger then contact the police or the NSPCC without delay. Do not confront the alleged abuser as this may place the child in danger.

Police: Police – **999**

NSPCC – 0808 800 5000

Appendix 15

Information on Child Criminal Exploitation

For greater detail see: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

What is criminal exploitation?

Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.

What is a gang?

The word ‘gang’ means different things in different contexts, the government in their paper ‘Safeguarding children and young people who may be affected by gang activity’ distinguishes between peer groups, street gangs and organised criminal gangs.

- **Peer group**
A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.
- **Street gang**
“Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.”
- **Organised criminal gangs**
“A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation.’”

It's not illegal for a young person to be in a gang – there are different types of ‘gang’ and not every ‘gang’ is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.

What is County Lines?

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or “deal lines”. Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs. This can include:

- Airbnb and short term private rental properties
- budget hotels
- the home of a drug user, or other vulnerable person, that is taken over by a criminal gang- this may be referred to as cuckooing.

How are young people recruited?

A child or young person might be recruited into a gang because of where they live or because of who their family is. They might join because they don't see another option or because they feel like they need protection. Children and young people may become involved in gangs for many reasons, including:

- peer pressure and wanting to fit in with their friends
- they feel respected and important
- they want to feel protected from other gangs, or bullies
- they want to make money, and are promised rewards
- they want to gain status, and feel powerful
- they've been excluded from school and don't feel they have a future

Organised criminal gangs groom children and young people because they're less suspicious and are given lighter sentences than adults.

Signs of criminal exploitation

There are some signs to look out for if you're worried a child or young person has joined a gang, or is being criminally exploited. It might be hard to spot at first, but the sooner you're able to talk to the young person the more you'll be able to help them.

Dangers of criminal exploitation

It's important to be aware of the risks of criminal exploitation or being involved with a criminal gang. They can use different tactics to recruit and exploit children and young people, including bribing them with rewards, befriending them, and threatening them, or coercing them.

Dangers of criminal exploitation include:

- being subject to threats, blackmail and violence
- being exploited and forced to commit crimes
- being arrested, including for crimes committed by the gang that they have not directly committed under [the law of joint enterprise](#)
- not being able to leave or cut off ties with the gang
- having their safety or the safety of friends and family threatened
- risk of physical harm, rape and sexual abuse
- risk of emotional abuse
- risk of severe injury or being killed
- abusing drugs, alcohol and other substances
- long term impact on education and employment options.

Exploiting a child into committing crimes is abusive. Children who are targeted can also be [groomed](#), [physically abused](#), [emotionally abused](#), [sexually exploited](#) or [trafficked](#). However, as children involved in gangs often commit crimes themselves, sometimes they aren't seen as victims by adults and professionals, despite the harm they have experienced. It's important to spot the signs and act quickly if you think a child is being groomed or is becoming involved with a gang.

Appendix 16

Information on Honour Based Abuse

So-called 'honour based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse and should be handled and escalated as such. If in any doubts staff should speak to the DSL.

More information can be found in the multi-agency guidelines on FGM and forced marriage that are available on the school intranet in the safeguarding tab.

Appendix 17

Packwood Haugh School Mobile Phone Policy **The purpose and Importance of Mobile Phone Policy**

Packwood Haugh School recognises that staff may need to have access to mobile phones on site during the working day. This policy has been written to give guidance to prevent:

- Staff being distracted from their work with children
- The use of mobile phones around children
- The inappropriate use of mobile phones
- The inappropriate use of cameras

Ensuring the Safe and Appropriate Use of Mobile Phones

Packwood Haugh School allows staff to bring in mobile phones for their own personal use. However, they are not allowed to be used in the classrooms (in the presence of children), toilets, changing rooms or in the play areas at any time.

If staff need to make an emergency call, they must do so in the Staffroom or school office.

Staff must ensure that there is no inappropriate or illegal content on the device.

Mobile phone technology may not be used to take photographs anywhere within the school ground. There are digital cameras available within the school and only these should be used to record visual information.

Members of staff may only contact a parent/carer on school approved mobile phones.

When children undertake a school trip or journey, a school mobile phone should be used by the leaders to contact the school office, parents or venues being visited.

On a school trip or journey in the case of an emergency any mobile phone may be used.

Pupils should not use mobile phones within the school grounds and should not bring in mobile phones to school, except in exceptional circumstances about which the school has been informed. A boarding pupil who does bring a mobile phone to school should give it to the matron or house parent for safe-keeping and a day pupil who brings in a mobile phone for a school trip should give it to their form teacher for safe-keeping.

Use of Mobile Phones in Acorns (EYFS)

When in the Acorns department all staff mobile phones should be left in the staff office. Any visitors to Acorns are asked to leave their phones in the staff office.

Use of Mobile Phones for Volunteers and Visitors:

Volunteers or visitors are not permitted to take photographs or recordings of the children without the Headmaster's permission.

Ensuring the Safe and Appropriate Use of Cameras/Recording Equipment

Photographs and recordings of children may only be taken on school equipment.

Staff may ask the Head of ICT for cameras or recording equipment.

Children should only take photographs on school equipment under the supervision of a teacher.

Photographs/Recordings should never be taken without permission of the person being photographed/recorded.