

**Child Protection (Policy and Procedure)**

<b>Monitoring</b>	<b>Frame of engagement</b>	<b>Date</b>
<b>Member of Staff Responsible</b>	MJB	
<b>Governor Accountability</b>	Trustees, Safeguarding trustee	
<b>Expert witness</b>	LA safeguarding/CP consultant	June 2021
<b>Date of latest version</b>		September 2021
<b>Date for next review (and cycle)</b>		September 2022 Annual Review
<b>Uploaded to Website</b>		

This policy is derived initially from the Shropshire Council model policy, 2021, adapted to The 3-18 Education Trust. Each school in the trust has adapted relevant sections, which are specific to their setting – their context, their phases and their operational procedures. Sections have been adapted where these relate to the process and procedures in that individual school.

This is therefore a trust-based policy, contextualised for individual schools, grounded on Shropshire Council's policy.

## 1. Policy Statement

At The 318 Education Trust we believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognise that safeguarding the welfare of all children and young people is everyone's responsibility. We follow Shropshire Safeguarding Community Partnership (SSCP) procedures and acknowledge that the welfare of the child is paramount.

We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all students' social, physical, emotional and moral development. We aim to build a culture of safeguarding across the trust and in every part of every school within it.

A safeguarding culture means **safeguarding is at the heart of what the whole school community represents.**

Developing a safeguarding culture is about creating an ethos and environment where people (pupils and staff) are not only safe from harm, abuse and exploitation but also where they have choice, control and information to protect themselves or to take healthy risks. The emphasis for all is to make safeguarding personal which requires us to think differently about how we safeguard the people we support and shifts the balance of power to the individual themselves so that safeguarding is not something that is done to a person; but instead, is a partnership that the person is involved with.

Safeguarding is threaded through all aspects of school life and its community.

- There is an open and communicative culture where we:
  - listen to each other;
  - respect different opinions;
  - demonstrate courtesy; and
  - promote and encourage responsible behaviour, enabling everyone to feel secure and well-protected.
- The environment of the school is caring and focuses on relationships and mutual trust.
- The spaces in school are warm, collaborative, and welcoming places where people help and support one another.
- Pupils feel safe and supported because the ***whole school*** shares this commitment.
- Early intervention approaches create an environment that works to prevent abuse occurring in the first instance.
- Collaborative, multi-agency working is key to effective safeguarding and child protection, through knowledge of the communities and localities we serve.

At The 318 Education Trust it is our duty to respond promptly and appropriately to all concerns, incidents or allegations of abuse or neglect of a child. We work in partnership with children, young people, their parents, carers and other agencies. Our statutory duties and supporting guidance are set out in Working Together to Safeguard Children 2021 and Keeping Children Safe in Education 2021.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

This policy is also based on the following legislation and guidance:

The Children Act 1989 and 2004 - Safeguarding and promoting the welfare of children is defined as; protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully. Section 3 (5) of the Children Act 1989 states that the law empowers anyone who has care of a child to do all that is reasonable in the circumstances to safeguard his/her welfare.

- Counter-terrorism and Security Act 2015 – preventing people being drawn into terrorism and promotion of British values to ensure children are kept safe from radicalisation.
- Female Genital Mutilation Act 2003 – Serious Crime Act 2015 - mandatory reporting of FGM from 31st October 2015.
- Education and Training (Welfare of Children) Act 2021.
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- [Keeping Children Safe in Education 2021](#).
- [The Statutory Framework for the Early Years Foundation Stage \(EYFS\) 2021](#).
- The Ofsted Compulsory Childcare Register.
- [Shropshire Safeguarding Partnership Threshold Guidance](#).
- [West Midlands Procedures](#).

During COVID-19 the 318 Education Trust has put in place a Safeguarding and Child Protection Addendum to ensure that additional safeguarding measures have been put in place. Staff are to refer to the Addendum for specific procedures during COVID-19 as well as following this policy.

This policy and procedure will also link to the following policies:

- Safer Recruitment;
- Accessibility Plan;
- Whistleblowing Policy;
- Staff Code of Conduct;
- Equality Policy;
- Preventing Extremism and Radicalisation Policy
- Relationship, Sex and Health Education, contextualised at each school according to phases; and
- Allegations of abuse against staff

## **2. Adult Roles and Responsibilities**

All staff (including students and volunteers) in our trust and schools are familiar with the definitions and signs and symptoms of abuse or neglect stated in Working Together to Safeguard Children March 2018 as set out in [West Midlands Procedures](#).

All staff are aware of their individual roles in safeguarding and promoting the welfare of children, including their responsibility to be alert to any issues for concern in the child's life at home or elsewhere. We ensure that all staff (including students and volunteers) undergo an induction process where they are given copies of the procedures they must follow if they suspect abuse or neglect. On-going support is provided through regular supervision and training to ensure these policies and procedures are put into practice to protect children. Our induction for new staff will include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy. Keeping Children Safe in Education 2021 Part 1 must be read by all members of the staff. Governing bodies and proprietors, working with the senior leadership team and especially the designated safeguarding lead, should ensure that those staff who do not work directly with children read either Part one or Annex A. Governors must read Part 2. In addition, everyone working directly with children must also be issued with Annex A. All staff sign to confirm they have read the appropriate documentation. The over-riding ethos and value we place on the significance of our responsibility for safeguarding defined ultimately by our own vigilance and adopting the mind-set of 'it could happen here.'

Designated Safeguarding Leads, management and governing bodies should read KCSiE 2021 in its entirety.

All staff are expected to update their child protection training at least every three years. In addition, all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This is done via:

- Information emails - from DSL and DDSL detailing changes to procedures, and advertising prudent webinars, publications and documentaries;
- CPD - as and when required to inform staff about LA or DFE guidance changes;
- CP training as part of induction by DSL

The DSLs in schools will update their child protection/safeguarding training every two years.

Details for responsibilities, as well as named DSLs, deputy DSLs and safeguarding governors are contained in **Appendix A (School/College)**. These appendices also indicate the responsibilities.

### **3. Record Keeping**

When a concern about a child's welfare or safety is raised it will be discussed with the DSL/deputy DSL and recorded. The DSL will make a decision about whether the concern should be shared with another agency (see **decision making** below) or kept on record in case future concerns arise.

Records should include:

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

All records will be stored in a separate confidential file in a locked cabinet, or securely stored digitally on CPOMS in a secure place with restricted access.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

Child Protection information should be transferred under separate cover from the main student file to the DSL for child protection in the receiving school, ensuring secure transit; confirmation of receipt should be obtained (**Appendix B**). In addition to the child protection file the DSL will consider sharing information with the new setting in advance of a child leaving.

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. Fears of the sharing of information must not stand in the way of the welfare of children.' We follow the guidance in the DfE 2018 guide '*Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers*' and the DfE 2015 guide '*What to do if you are worried a child is being abused*'.

Staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. Governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

When information is being accumulated prior to possible referral we will start a chronology of events – see **Appendix C**. Some chronologies will need to be produced for a specific reason for example, when a new relationship is started, during multi-agency meetings, from the start of a significant event, or from the start of the date parameters set by a statutory case review. The chronology should then continue throughout the intervention, or for as long as is required. The designated lead will regularly review all child protection chronologies to decide if the accumulation of events is having a detrimental impact on a child and must be referred to Compass. If the designated lead decides not to refer, the reason will be noted on the child's chronology where appropriate.

#### **4. 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's *Multi-Agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire*.

This guidance identifies four levels to ensure all children receive the support and intervention they need in order 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. See Shropshire [Threshold Document](#) for further information.

It should be noted that if parents or carers 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.

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.

Support is provided by services identified as universal in local communities and are available to all. These include: schools, colleges, early years and childcare provision, primary healthcare provision (i.e. GP, hospitals), and the voluntary and community sector.

Universal support will most likely be provided by a single agency and/or existing support from family, friends, the community.

It is these Universal Services who are best placed to ensure children and families have access to the Early Help Offer. The needs of the child/young person are appropriately met within this framework.

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

## **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. These children will be living in greater adversity than most other children or have a greater degree of vulnerability than most.

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.

Early Help aims to provide a multi-agency response when a single agency is not able to progress and help the child and their family.

The existing single agency or multi-agency team should work with the family and each other to complete a Whole Family Assessment and Action Plan.

At this stage a lead professional/practitioner should be identified who can build a relationship with the whole family and ensure that the whole family's needs are met and any actions progressed.

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.

If we are unsure of where to access support, we will contact Compass for advice.

Further information about Early Help can be found at: <https://shropshire.gov.uk/early-help/>

[Kooth](#)

[Post- 16 options](#)

[Mental health and wellbeing – young people's page](#)

[Coping with parents' divorce and separation](#)

[Strengthening Families](#)

[We are with you](#)

[Life Shed](#)

[Smash Life](#)

Chat

School nursing service

[Frank](#)

***At this level, parents will always be consulted before we contact another agency and their written consent gained before any action is taken.***

## **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 completed

***At this level parents will always be consulted before we contact another agency and their written consent gained before any action is taken.***

#### **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 should be made for assessment under Section 17 or Section 47 of the Children Act 1989.

Specific local tools and pathways and the Shropshire Threshold Matrix should be used to support their referral and help practitioners to assess significant harm to the child.

#### **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 maintaining 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.

#### **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 or carers that they are making a referral to Compass, 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.

Guidance for assessment practice can be found on page 13 of the Shropshire Threshold document.

(Taken from: Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire 2021) [Threshold Document](#)

## **5. Partnership with Families**

A copy of this policy is made available to all parents prior to their child joining our school via the website as well as details of the complaints procedure. In general, any concerns will be discussed with parents and we will offer support. All conversations, whatever the outcome, should be recorded appropriately to show that they took place, identify what was agreed and evaluate how effectively they enabled needs to be met. In this way, quality conversations can demonstrate their impact on successful practice, including improvements in decision making and joint working. Conversations should continue to inform the on-going planning and reviewing.

Practitioners working with families at a Universal, Early Help or Targeted level will need to get the consent of the family before any information is held or shared with other agencies. If the practitioner does not gain the family's consent and in future has ongoing concerns, they should consider contacting Compass for advice and guidance. Except for child protection matters, referrals to Compass cannot be accepted without parents having been consulted first.

Consent is not required for child protection referrals where it is suspected that a child may be suffering or be at risk of suffering significant harm; however, the referring practitioner, would need to inform parents or carers that they are making a referral, 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.

The child's interest must be the overriding consideration in making such decisions. Decisions should be recorded. If consent is withheld by the parent:

- If it is felt that the child's needs can be met through Early Help, then discussion with the family should take place about the completion of an Early Help Assessment and provision of services through an Early Help Plan. Early help consultations are available from the Early Help Advisors for support in managing these situations.
- For another agency familiar with the child and family to make the approach about information sharing to the family.
- No assessment should take place. The rationale for this decision will be recorded on the concerns form.
- The combination of the concerns and the refusal to consent to enquiries being made may result in the concerns being defined as child protection concerns. In this case, information sharing may proceed without parental consent. The consultation and the decision to proceed without consent must be recorded on the case papers.

**If a child has been injured or is in imminent danger of being injured then we will contact the emergency services, medical or police, immediately on 999.**

When making a level 4 referral to Compass we will ensure we have a record of all details required to complete a [Shropshire Multi-Agency Referral Form](#).

## **6. Specific Legal Duties to Report**

Legislation has recognised and criminalised the following types of abuse and placed duties on education settings to report offences to the authorities.

### **Radicalisation and the Prevent Duty**

The government set out its definition of British values in the 2015 Prevent Strategy – this promotes the values of:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect; and
- tolerance of those of different faiths and beliefs

The Priory School promotes these values to ensure that children build resilience through:

- attitude to learning;
- assemblies;
- tutor programme
- Life Programme;
- the House System and House Events
- School Parliament;



- Safe Space;
- Priory Inc; and
- the taught RP programme

If a member of staff has a concern about a student/s they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead as set out in the Child Protection/safeguarding policy.

The designated lead should contact West Mercia Prevent Team:

Sgt Calum Forsyth – 07970 047227

DC Holly Aungiers – 01386 591815

[Prevent@westmercia.pnn.police.uk](mailto:Prevent@westmercia.pnn.police.uk)

The school have a separate policy '**Preventing Extremism and Radicalisation Policy**'.

### **Female Genital Mutilation (FGM)**

Whilst all staff should speak to the designated safeguarding lead (or deputy) about any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. ***We may not seek parental consent if this may put the girl at increased risk.***

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

### **Domestic abuse and honour-based violence**

Children living in households where there is domestic abuse such as 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.***

## **7. Specific Safeguarding Issues**

To ensure that our children and young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Staff are made aware of specific safeguarding issues (listed below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education 2021 and accessing SSCP procedures at: <http://www.safeguardingshropshireschildren.org.uk>.

All staff are made aware that mental health problems can, in some cases, be an indicator of abuse. The DSL will liaise with the school mental health lead, L Robey, to ensure information is being shared. The Priory School has a named Senior Mental Health Lead (Assistant Headteacher, Student Welfare) who has received DFE training (5&12/11/2021)

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy, and speaking to the designated safeguarding lead or a deputy. [The Mental Health and Behaviour in Schools](#) guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils.

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with the school, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

The 318 Education Trust and The Priory School ensures that the DSL is continually updated in all areas below. They are familiar with the referral pathways and specific toolkits and guidance available on the SSCP website.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos ([UCKIS](#)) can be signs that children are at risk.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools, colleges and early years settings can be found on the TES, MindEd and the NSPCC websites. Staff can access government guidance as required on the issues listed below via [Annex B in Keeping Children Safe in Education](#) and other government websites.

<ul style="list-style-type: none"> <li>Bullying including cyberbullying (cyber crime)</li> <li>Child Criminal Exploitation: County Lines (CCE)</li> <li>Child missing from education, home or care</li> <li>Child sexual exploitation (CSE)</li> <li>Children and the court system</li> <li>Children with family members in prison</li> <li>Domestic violence</li> <li>Drugs</li> <li>Health and Wellbeing e.g. fabricated or induced illness, medical conditions, mental health and behaviour.</li> <li>Faith based abuse</li> <li>So - called honour-based abuse (including Female Genital Mutilation and Forced Marriage.</li> <li>Gangs and youth violence</li> <li>Gender-based violence/violence against women and girls (VAWG)</li> <li>Homelessness</li> </ul>	<ul style="list-style-type: none"> <li>Homelessness</li> <li><a href="#">Hate related Incident Reporting Form</a></li> <li>Missing children and adults' strategy</li> <li>Modern Slavery</li> <li>Private fostering</li> <li>Preventing radicalisation</li> <li>Relationship abuse</li> <li>Peer on peer Abuse e.g., Sexting (youth produced sexual imagery), Sexual Violence &amp; Sexual Harassment</li> <li>Trafficking</li> <li>Private Fostering</li> <li>Online safety</li> </ul>
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All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL and deputy DSLs, should consider whether children are at risk of abuse and exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Both 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. The DSL can obtain local information regarding Exploitation from SSCP and by attending local briefings, weekly Safeguarding and emotional health and behaviour support drop in session and Urgent Team Shrewsbury Tactical Meeting. As well as updated from The Key and DFE.

**Peer on Peer/Child on Child Abuse**

Staff should recognise that children can abuse their peers. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy. A zero-tolerance approach will be adopted by all staff at all schools in the trust.

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age.

Staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- abuse in personal intimate relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- sexual harassment such as sexual comments, remarks, jokes or online;
- causing someone to engage in sexual activity without consent;
- sexual or sexist name calling;
- inappropriate or unwanted sexualised touching;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which 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;
- sexting (also known as youth produced sexual imagery);
- revenge porn;
- initiation/hazing type violence and rituals.

Children can experience peer on peer sexual abuse in a wide range of settings, including:

- at school;
- at home or in someone else's home;
- in public spaces; or
- online.

It can take place in spaces which are supervised or unsupervised. Within a school context, for example, peer on peer sexual abuse might take place in spaces such as toilets, the playground, corridors and when children are walking home. All staff should understand that, even if there are no reports in their schools or colleges, it does not mean it is not happening, it may be the case that it is just not being reported.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Compliance with the Public-Sector Equality Duty (PSED) is a legal requirement for schools and colleges that are public bodies.

Under the PSED, schools and colleges that are public bodies have a general duty to have regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies

developed, thought must be given to the equality implications such as, for example, the elimination of sexual violence and sexual harassment.

The Priory School will ensure that the following areas are covered within the curriculum to try and minimise the risk of peer on peer abuse:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

Much of this will be delivered through the PSHE programme but aspects will also be delivered through assemblies, tutorial discussion, other curriculum areas and bespoke programmes. The Priory School's [RSE Policy](#) highlights the 'Specific issues' covered throughout the PSHE and Science curriculum.

If staff have any concerns regarding peer on peer abuse, they should speak to their designated safeguarding lead (or deputy) and record the concern on CPOMS. The school would respond to an incident of peer on peer abuse by following guidance as set out in [Sexual violence and sexual harassment between children in schools and colleges](#) published by Department for Education and [Part 5 of Keeping Children Safe in Education 2021](#).

In summary the process and procedures for managing a sexual violence or sexual harassment incident are:

#### **Whole school approach**

Pre-planned risk assessment proforma in place.  
Training for staff on how to report incidents.  
Training on how to manage reports.  
Peer on peer policy in place.

#### **Responding to a report**

Victims are reassured, supported and kept safe.  
Record the concern.  
Inform the DSL if not involved in the initial report.

#### **Risk Assessment:**

Risk assessment for victim.  
Risk assessment for alleged perpetrator.  
Risk assessment for all other children involved.  
Initial consideration of children sharing a classroom and/or having direct contact in school.  
Initial consideration of contact between children travelling to and from school.

#### **Support**

Support for victim and alleged perpetrator.

#### **Managing the report**

Consider the options to manage the report, including manage internally, early help, referral to children's social care and report to police.  
Consider bail conditions.  
Manage delays in the criminal process.

It is vital that staff at The Priory School understand that the child who is perpetrating the abuse may also be at 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.

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. Designated leads may need to consult with the SSCP Threshold document to help with their decision making.

Children do not always feel able to speak out about their experiences of peer on peer sexual abuse. They may be afraid of:

- being considered a ‘snitch’;
- getting in trouble themselves;
- how they will be perceived by others;
- teachers or other adults not being discrete; or
- their parents being informed.

A helpline was launched by the NSPCC on 1<sup>st</sup> April 2021 to support potential victims of sexual harassment and abuse. Run by the NSPCC, it aims to provide advice and support to both children and adults who are victims of abuse in school. It will also include how to contact the police to report crimes. The advice line is also available to support professionals and parents. The **NSPCC helpline number is 0800 136 663**.

This dedicated helpline will offer support to:

- all children and young people making current and non-recent disclosures of abuse
- any children or young people who want to talk about being involved or witnessing any incidents
- any adults who have experienced non-recent abuse
- parents and carers who have any concerns about their own or other children
- professionals who work in schools and need support in this or related issues.

The school promotes the use of this helpline by:

- placing posters around the school;
- promoting it in school assemblies & staff meetings;
- including it in newsletters to parents and carers; and
- placing it on the school website

## **8. 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.

Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or deputy) and the SENDCo.

## **9. Alternative Provision**

The cohort of pupils accessing Alternative Provision often have complex needs, it is important that governing bodies and proprietors are aware of the additional risk of harm that their pupils may be

vulnerable to. The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard: [Alternative Provision](#) and [DfE Statutory Guidance Education for children with health needs who cannot attend school](#)

The Priory School ensures that any alternative provision used for pupils is quality assured. A quality assurance checklist (**Appendix G**) is used to evidence that safeguarding procedures are being followed and the necessary vetting checks for staff at the Alternative Provision have been undertaken.

## **10. 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 who 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. Where reasonably possible the school will hold at least two emergency contacts for every child in the school in case of emergency and in case there are welfare concerns at home.

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 or Shropshire Council Learning Gateway. [Children missing education information \(Shropshire Council\)](#)

Parents and carers may elect to educate their children at home. Many children in elective home education have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. Please see link to [Elective Home Education \(Shropshire Council\)](#)

## **11. Safeguarding Children who are Looked After**

Staff are aware the most common reason for children becoming looked after is because of abuse and/or neglect. Appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Appropriate staff members also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The designated member of staff for looked after children will work with the Local Authority to promote the educational achievement of registered pupils who are looked after or who have left care through adoption, special guardianship, child arrangement orders or who are adopted from state care outside of England and Wales. The appointment of a designated member of staff is a statutory requirement for governing bodies of maintained schools and proprietors of academies.

The DSL should have details of the child's social worker and the name of the virtual head teacher. The DSL should work closely with the designated member of staff for looked after children.

Please also see the **Designated teacher for looked-after and previously looked-after children policy**

## **12. 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 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 **Appendix D**) and refer to the body map in the Multi-Agency Referral Form (MARF).

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 **Appendix F**).

## **13. Safe use of ICT and Mobile Phones**

It is essential that children are safeguarded from potentially harmful and inappropriate online material. At The Priory School we ensure that there are appropriate filters and appropriate monitoring systems in place. We have an effective whole school approach to online safety which empowers us as a school, to protect and educate pupils, students, our staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. Details of our acceptable use policy can be found here [School Network and WiFi Acceptable Use Policy](#).

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

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

**Training** – The Governing bodies and proprietors should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety; is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.

Where children are being asked to learn online at home the school will follow advice from the Department of Education; [safeguarding and remote education](#).

The Priory's School's remote learning expectation are as follows.

### **1. Recording/observation**

- Lessons will not be recorded by teachers, however some small group or 1:1 sessions may be recorded, in which case consent will be sought from parent and student (see below).
- Parents and students must agree **not** to record or screen shot Teams lessons.
- Online lessons may be observed by middle or senior leaders, who will be invited in by the class teacher. Observers may 'talk' to selected students in a break-out room.

## **2. Environment/expectations**

- Students should ideally work in a quiet, shared space rather than their own bedroom.
- Students should wear school uniform or smart (appropriate) dress at all times.
- Teams Profile icons should be appropriate for school.
- Students should not join until the teacher has started the meeting.
- Students should blur/change background.
- The microphone should be on mute upon joining.
- Cameras should be on at the start of the lesson but turned off once asked.
- There should be no use of the chat function unless specifically needed as part of the lesson (e.g. if directed to answer a question or to ask a question of the teacher).
- As in all lessons, students' focus should be on their learning – any potential distractions should be out of reach and students should not be communicating with each other, unless asked to do so (e.g. in a break out room); this includes communicating via other media.
- Students should remain physically present and participate in the whole lesson.
- Parents/carers are welcome to be in the vicinity but should not participate in the lesson in any way.
- Students should leave the Teams meeting when asked to at the end of the lesson.

The Priory School's expectations of all students remains extremely high during any remote learning experience. Appropriate language, behaviour and mutual respect must be maintained at all times.

Please refer to The Priory School [Blended Learning \(Policy and Procedure\)](#) , [Remote education provision: information for parents](#) and [Remote Learning Behaviour addendum](#) for further details.

The use of mobile phones and other electronic devices such as computers, tablets, and game devices is commonplace. However, as a society, we recognise that, although these devices have brought great benefit, we need to ensure that we help children understand that there are dangers associated with their use, and support children to keep themselves safe. This includes through helping them to:

- keep personal details secure;
- understand that not all content is appropriate, truthful or legal;
- understand what to do if they do accidentally access inappropriate or illegal content;
- understand what to do if they are upset by something they receive; and
- understand what to do if they are going to physically meet someone they have met on-line.
- Do not film or record other students without their consent (and if they do, it must not be to cause harm)
- Encourage students strongly not to lend their devices or share passwords with other people

Staff are able to use their personal mobile phones during their break times in private areas. During working hours, they must be kept out of the reach of children and parents. All staff are made aware of their duty to follow this procedure, and to challenge anyone not adhering to it. More details are provided in the Trust Code of Conduct. Unless specific permission has been granted by the headteacher, mobile phones should not be visible, nor used, during the day.

Visitors to the school are asked to adhere to the same guidelines as staff and to refrain from using smart phones or cameras at all times unless express permission has been given by the Headteacher.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at The Priory school. We take a mixture of photos that reflect the pre-school environment, sometimes this will be when children are engrossed in an activity either on their own



or with their peers. In order to safeguard children and adults and to maintain privacy, cameras are not to be used during intimate care situations by adults or children. Photographs will always be taken on a school device and deleted from the device as soon as possible.

Students regularly use iPads and computers in their learning. By using any network connected device, they agree to adhere to the acceptable use policy they all get in their welcome packs when they join the school, which states what they should and should not do when using technology in school.

All teaching staff use ClassCharts and the ClassCharts teacher app to record children's attendance, learning and behaviour. These are highly secure on-site and off-site and require authentication.

The Priory School invests in anti-virus software, which is always updated. Children regularly access the internet on the school wired network, which is protected by strong WatchGuard firewall internet access policies. We have the ability to block specific applications, such as social media sites, on our wired and wireless network.

Priory students can also access the wireless network through our bring your own device (BYOD) network. Students need to log on to this network using their school usernames and passwords. This is monitored and logged.

All of the apps loaded on to the iPads are approved and regularly monitored. Short cuts are used for most often visited sites, which are also monitored regularly.

We regularly talk to our students about keeping themselves safe on-line and have brought external visitors in (such as the police) to talk about this and how to report concerns. We run drop-in sessions where students can talk to the police about any concerns relating to social media.

Through induction, staff and volunteers are made aware of our 'acceptable use of technology' policy both at home and in the workplace. If any staff or volunteers breach this policy, we will take disciplinary action which may result in a referral to the Disclosure and Barring Service.

Students are not permitted to use mobile phones in school except when given permission from a member of staff. Students are allowed to bring their iPads in for lessons. This is strictly under the supervision of a teacher and students can only access the internet through the BYOD network, which is regularly monitored. Students are made aware of the serious consequences of taking images of others and this is monitored closely. There are strict sanctions for any student who does not adhere to this rule.

#### **14. Escalating /De-escalating Concerns**

Just because a child is assessed at a point in time as meeting a certain threshold criterion, this does not mean that they always will. An assessment is an on-going process, not an event; children's needs often change over time. The Designated Lead for Safeguarding will maintain an overview of all children with a plan to ensure children's needs are being met at the right level of intervention. Of central importance in understanding where a child's needs might lie on this continuum, is the cooperation and engagement of the parents and carers – a lack of co-operation or appreciation about the concern may of itself raise the level of the need and required response.

#### **15. The Impact of Abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

## 16. Taking Action

All staff will take into account the following key points when taking action:

- in an emergency, taking the action necessary to help the child, for example, call 999;
- reporting concerns to the DSL immediately;
- If the DSL is not available staff should consider talking to a member of SLT, then the DSL as soon as they are available.
- if the DSL or one of the deputies is not able to be contacted, ensuring action is taken to report the concern to the child's social care;
- not starting their own investigation;
- sharing information on a need-to-know basis only – not discuss the issue with colleagues, friends or family;
- completing a new incident record on CPOMS
- seek support for themselves if they are distressed.

### **Cases where staff suspect a child is at risk of harm**

There will be occasions where we suspect that a child may be at serious risk, but we have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre, or there may be physical but inconclusive signs. In these circumstances, staff will try to give the child the opportunity to talk. The signs noticed may be due to a variety of factors and staff will feel confident to ask the child if they are alright or if they can help in any way. Staff at The Priory School have been made aware of the Shropshire [Children Reporting Concern guidance](#).

Staff will use the recording procedure to record these early concerns. If the child does begin to reveal that they are being harmed, they will follow the advice in the section below; 'If a child discloses information to you'.

If, following a conversation, staff remain concerned, they should discuss their concerns with the DSL.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures set out in this policy and by speaking with the DSL.

### **In cases where a child reports they've been abused**

We recognise that it takes a lot of courage for a child to tell someone that they are being neglected and/or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to any member of staff about any risks to their safety or wellbeing, staff will need to let the child know that **they must** pass the information on – staff **must not promise confidentiality**. The point at which staff will do this is a matter for professional judgement. If they jump in immediately the child may think that they do not want to listen, if staff leave it till the very end of the conversation, the child may feel that they have been misled into revealing more than they would have otherwise.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

### **During conversations with the child, staff will adopt the following principles:**

- Allowing the child to speak freely.

- Remaining calm and not overreacting – recognising that the child may stop talking if they feel they are causing upset.
- Giving reassuring nods or words of comfort such as ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Not being afraid of silences – remembering how hard this must be for the child.
- Under no circumstances asking investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time, telling the child that, in order to help them, it is necessary to pass the information on.
- Not offering any physical touch as comfort, recognising that it may not be comforting to a child who has been abused.
- Avoiding admonishing the child for not disclosing earlier. This includes, for instance, saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’. This will avoid the child interpreting the words as meaning that they have done something wrong.
- Telling the child what will happen next. The child may agree to go to see the DSL. Otherwise, staff will let the child know that someone will come to see them as soon as possible, preferably the same day.
- Reporting verbally to the DSL or a deputy.
- Writing up the conversation through the recording process as soon as possible and assigning the DSL to whom it has been reported as a mentor.
- Seeking support in cases where staff members feel distressed.

**Appendix E** provides a flowchart detailing procedures for reporting concerns.

## **17. Prevention in the Curriculum**

The 318 Education Trust recognises the importance of developing students’ awareness of behaviour that is unacceptable towards themselves or others, and how they can keep themselves safe.

The Priory School promotes this awareness through:

- attitude to learning;
- assemblies;
- the tutor programme;
- the Life programme [RSE Policy](#);
- the house system and house events;
- School Parliament;
- Safe Space;
- Priory Inc; and
- the taught RP programme.

The PSHE programmes, which includes Relationships Education and Relationships and Sex Education in each key stage, provides personal development opportunities for students to learn about keeping safe and who to ask for help if their safety is threatened. Depending on their age, there may be relevant safeguarding training for students. As part of developing a healthy, safer lifestyle, students are taught, for example, to:

- safely explore their own and others’ attitudes;
- recognise and manage risks in different situations and how to behave responsibly;
- judge what kind of physical contact is acceptable and unacceptable.
- recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help;
- use assertiveness techniques to resist unhelpful pressure; and
- appreciate the importance of Internet safety.

## **18. Managing Allegations of Abuse made against Staff (including apprentices and supply staff), Students or Volunteers – see appendix F. See Allegations of Abuse against staff**

As part of our whole school approach to safeguarding, The Priory School will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

There are two levels of concern;

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – which may be referred to as ‘low level concerns’.

Further information about the two levels of concern can be found in a separate section (5.1) of the staff code of conduct for the Trust.

Allegations which might indicate that a person could pose a risk of harm to children if they continue to work in regular or close contact with children in their present position will be taken seriously. We have a duty to inform Ofsted of any serious allegations made against a person which suggests he or she 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 to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

We also have a duty of care towards our staff. We provide support for anyone facing an allegation and provide employees with a named contact if they are suspended. It is essential that any allegations of abuse made against members of staff or volunteers are dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

If there are concerns about a staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chief Executive Officer. Where there are concerns about the Chief Executive Officer, these should be referred to the Chair of Trustees. Staff may consider discussing any concerns with the school’s designated safeguarding lead and make any referral via them.

Where the school or college identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children’s social care and as appropriate the police immediately. There are two aspects to consider when an allegation is made:

- Looking after the welfare of the child - the DSL is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children’s social care; and
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

The LADO may ask for additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual’s current contact with children. There may be situations when the LADO will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it will be recorded by both the Registered Person/Headteacher and the LADO, and agreement reached on what information should be put in writing to the individuals concerned and by whom. The Registered

Person/Headteacher will then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

If further action is required, we will follow the advice of the LADO and co-operate with any investigations. We will follow instructions about what can be disclosed to the accused and whether he/she should be suspended whilst further investigations take place. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process. Clear advice will be given to workers on the process of investigation by other agencies. We will follow advice about how to inform families about the allegation.

If the member of staff/volunteer is found to be a risk to children and vulnerable adults, the Disclosure & Barring Service will be notified. If an allegation is made against the DSL then the Registered Person will make the referral. If we are aware of the details of a child who has or may have been harmed by a member of staff or volunteer, we will contact Compass to make a referral to seek support for the child.

**There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. [Safeguarding Vulnerable Groups Act 2006](#)**

### **Whistleblowing**

Whistle blowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussion. Any behaviour by colleagues that raises concern regardless of source will be recorded and reported to the designated practitioner or appropriate agency. See Whistleblowing policy.

## **19. Recruiting Staff**

We provide adequate and appropriate staffing resources to meet the needs of children:

- Job adverts and application packs make reference to our safeguarding policy and procedures.
- Applicants for posts are clearly informed that positions are exempt from the Rehabilitation of Offenders Act 1974. We ensure that we meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006.
- Where applicants are rejected because of information that has been disclosed, we will inform the applicant about their right to know and to challenge incorrect information.

We comply with the Safeguarding and Welfare Requirements in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021 and the Compulsory Childcare Register, [Keeping Children Safe in Education 2021](#) in respect of references and Enhanced Disclosure and Barring Service checks for staff and volunteers to ensure that no disqualified or unsuitable person works with or has access to the children.

Keeping Children Safe in Education 2021 states that schools will be required to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Note that even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then schools are not legally allowed to do a barred list check).

We have procedures for recording the details of visitors, including prospective candidates, to the setting and ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to the children.

In school settings, where pupils are placed in an alternative provision, we obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff, a copy of which is held at school.

The Priory School adheres to the guidance set out in The 3-18 Education Trust Safer Recruitment Policy

## **20. Staff Supervision (including students and volunteers)**

In order to ensure that all staff are alert to any issues for concern, staff receive regular training and updates in safeguarding and child protection through a range of training and supervision activities. This includes both formal and informal supervision, annual appraisals, staff meetings and access to SSCP approved training. Individual supervision offers staff an opportunity to receive coaching to improve their practice with children and address any issues resulting in poor performance. Individual supervision also provides a safe space in which to raise any concerns they may have about the conduct of other adults connected with the setting. Student support staff supervise each other and do group supervisions during collapsed timetable opportunities such as Pupil Planning Day

Staff supervision is also used to ensure that all staff remain suitable to work with children in early years settings.

If a member of staff is taking medication which may affect their ability to care for children, the staff member should seek medical advice. The Priory School will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.

Staff are also required to disclose any information, which may lead to their disqualification as outlined in Keeping Children Safe in Education 2021.

## **21. Resolution of Professional Disagreements**

When practitioners are working together in the complex business of safeguarding children there will inevitably be occasions when there are professional differences of opinion or concerns about practice decisions, actions or lack of actions to a referral, assessment or the progress of child's plan. In these circumstances practitioners have a duty to take action to address professional disagreements as soon as they arise in a way that is appropriate and proportionate.

Examples of case-specific professional disagreements include:

- when there is disagreement about the response to a referral made by one agency to another agency or service (e.g. decision making);
- when there is disagreement about the outcome of an assessment;
- when there is serious concern about the implementation of a child's Plan and disagreement about how this should be addressed (e.g. agreed actions not being followed through);
- when there is serious concern about the effectiveness of a child's Plan in bringing about the necessary changes and disagreement about how this should be addressed (e.g. drift/delay); and/or
- when there is disagreement over the sharing of information in a particular case.

DSLs and managers will consult with the procedures for resolving professional disagreements by accessing it on the West Midlands Child Protection Procedures [website](#). DSLs will record any actions taken and outcomes on file.

## **22. Use of school/setting premises for non-school/college activities**

The local governing bodies hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities). They must ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body under the direct supervision or management of their school staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The

governing body should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The Priory School will only ever let the premises after 18:00. All children will be off site by this time, if this is ever not the case, a member of Priory School Staff will ensure students are supervised at all times.

## **Appendix A: Priory Designated Leads**

**Designated safeguarding lead at The Priory School: Nick Bucknall**

**Designated safeguarding deputies: Tony Walters, Liz Tinsley, Elizabeth Robey, Cheryl White, Carolyn Knight**

**Safeguarding lead local governor: Paul Holmes**

**Safeguarding trustee: Naomi Pritchard**

### **The role of the Designated Safeguarding Lead**

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively.

Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

#### **Deputy designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

#### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

#### **Manage referrals**

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and



- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

## **Working with others**

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college. This includes:
  - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
  - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

## **Information sharing and managing the child protection file**

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should 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.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education 2021 Part one and Part two of the guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

## **Raising Awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies, procedures and guidance and required audit processes from the Shropshire Safeguarding Community Partnership (SSCP)
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

## **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- 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;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school or college with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;

- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (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, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Providing support to staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the views of children**

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

### **Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of Keeping Children Safe in Education 2021 guidance, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

## Appendix B

### FILE TRANSFER RECORD AND RECEIPT:

#### PART 1: To be completed by sending / transferring school or college

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING CP FILE:	
ADDRESS OF SCHOOL SENDING CP FILE:	
METHOD OF DELIVERY:	BY HAND    SECURE POST    ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANSFERRING TO:	
SIGNATURE:	

#### PART 2: To be completed by receiving school or college

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS OF SCHOOL RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

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**Receiving School:** Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.



## Appendix D

### CONCERN REPORTING FORM

Logging a concern about a child's safety or welfare  
Part 1 – For staff use if unable to record on CPOMS

<b>Child Name:</b>			
<b>Date of birth:</b>		<b>Year Group / class:</b>	
<b>Name of referrer:</b>		<b>Role of referrer:</b>	
<b>Details of concern:</b>  <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>		
<b>Reported to:</b>		<b>Role of person reported to:</b>	
<b>Signed:</b>			
<b>Date:</b>			

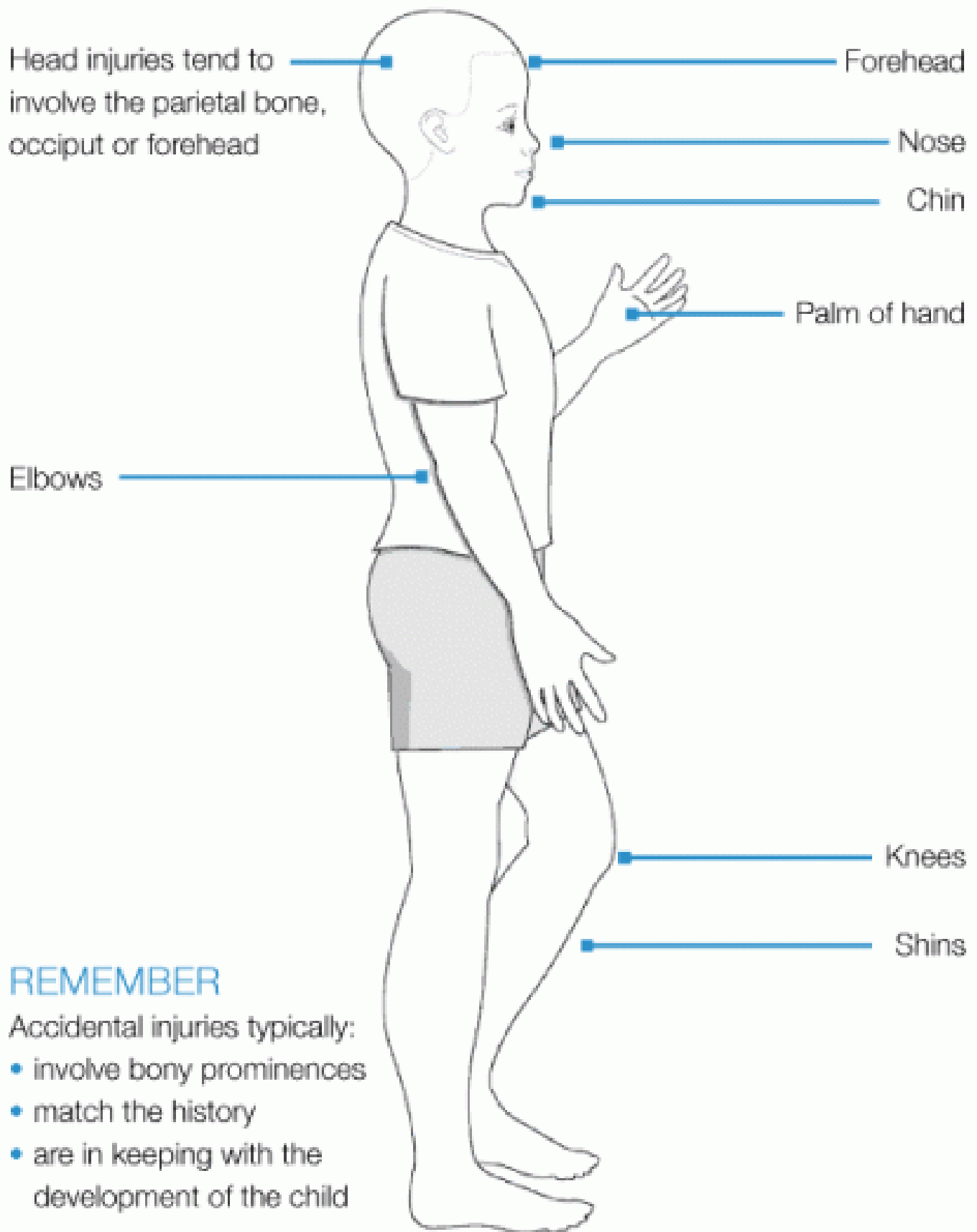
Part 2: For DSL/Deputy DSL to complete

<b>Action taken:</b>		<b>Advice sought:</b>  <i>(from whom and what was advice given)</i>	
----------------------	--	---	--

<b>Concern / referral discussed with parent / carer?</b> If yes note discussion		<i>If not, state reasons why</i>	
<b>Referral made:</b> <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>	
<b>Feedback to referring member of staff:</b>			<i>By whom</i>
<b>Response to / action taken with pupil:</b>			<i>By whom</i>
<b>Other notes / information:</b> <i>When making a referral about an acute specialist need/child protection follow up with a MARF</i>  <b>Any other action required:</b>			
<b>Signature of DSL</b>		<b>Date</b>	

**Body map 1**





**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

Black eyes, especially if bilateral

Soft tissues of cheeks

Intra-oral injuries

Forearms when raised to protect self

Chest and abdomen

Any groin or genital injury

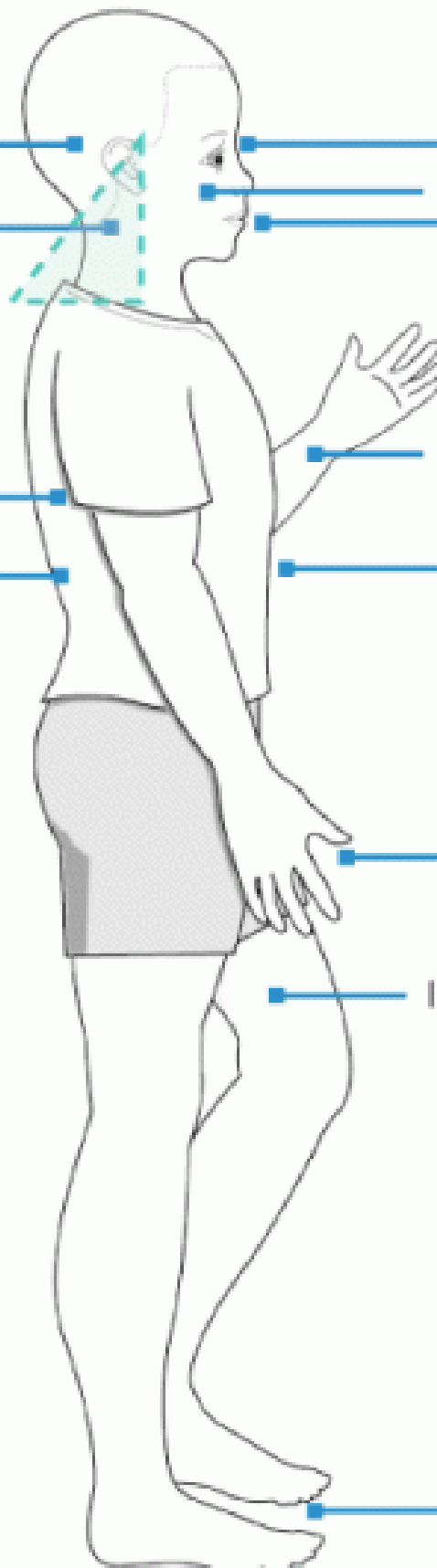
Inner aspects of thighs

Soles of feet

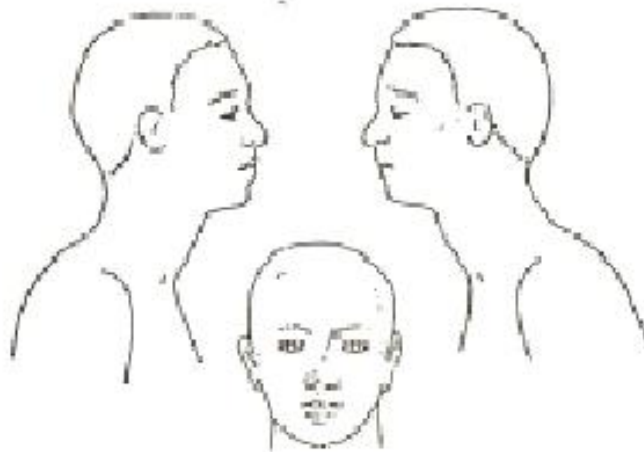
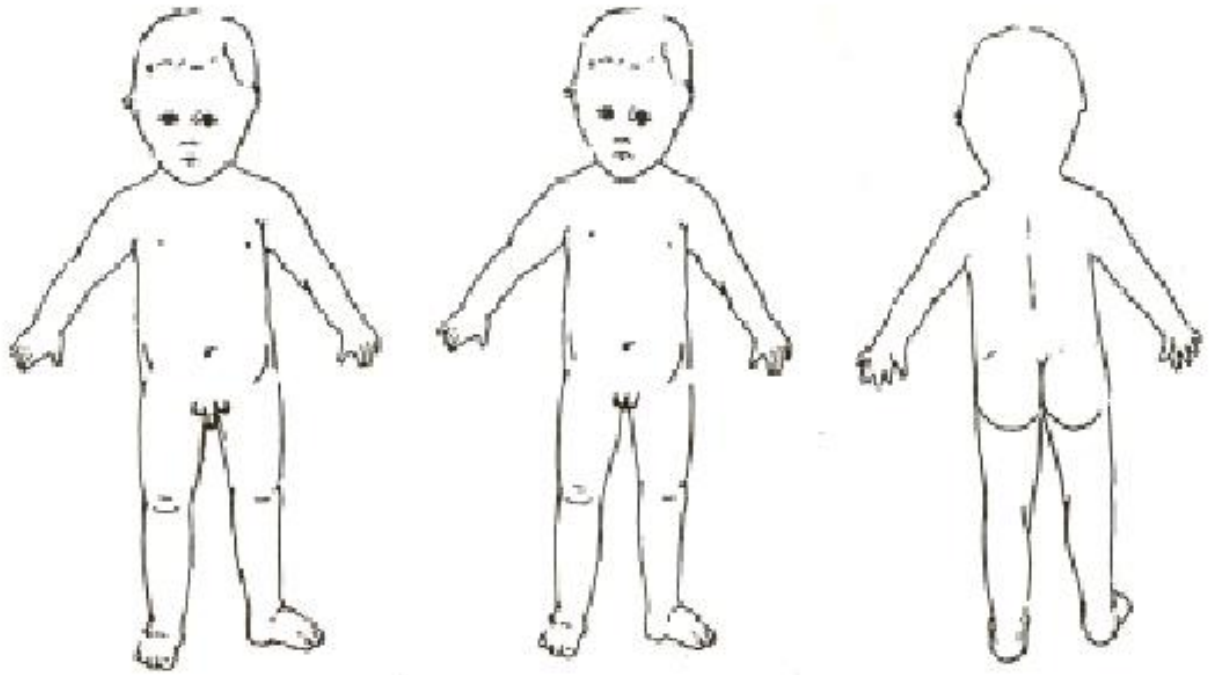
## REMEMBER

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

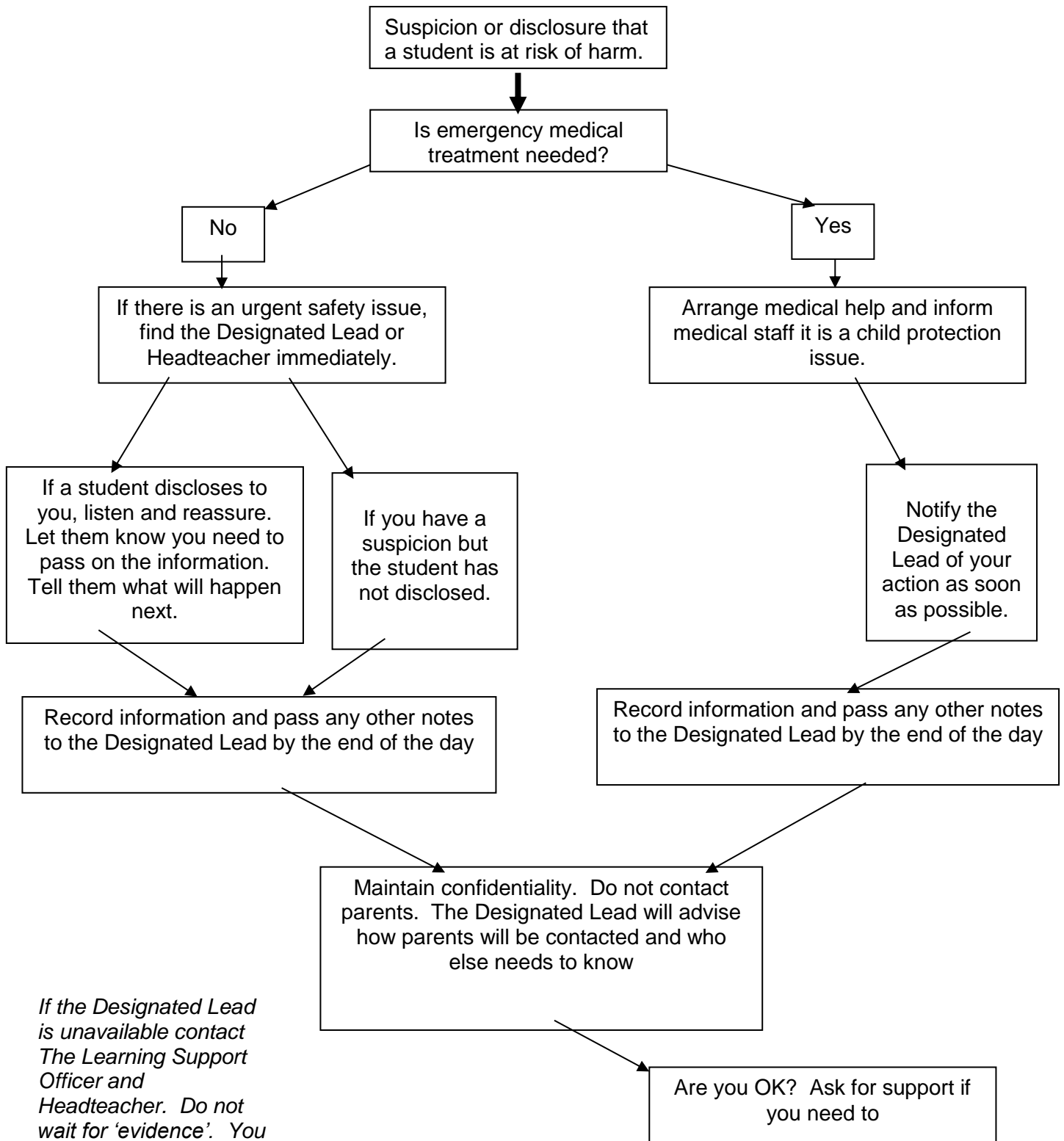


### Body Map 3



## Appendix E

### Flowchart for Reporting Child Protection Concern



*If the Designated Lead is unavailable contact The Learning Support Officer and Headteacher. Do not wait for 'evidence'. You do not need proof of your concern. Do not try to investigate.*

## **Appendix F**

### **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

SSCP Inter Agency Child Protection Procedures - chapter 4.1 Managing Allegations Against Adults Working with Children & Young People:

[http://westmerciaconsortium.proceduresonline.com/chapters/p\\_all\\_against\\_adults.html](http://westmerciaconsortium.proceduresonline.com/chapters/p_all_against_adults.html)

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

### Appendix G: Alternative Provision Quality Assurance Checklist

Name of alternative provision:

Name of person completing checklist (from host school):

If the alternative provision hasn't been quality assured by the Local Authority or another recognised provider the host School must quality assure the placement.

This quality assurance document must be completed prior to working with a new alternative provision and **annually** thereafter.

		On file/ evidence of check	Date & Initial
1	Has the provision been quality assured by the Local Authority? Y/N If so, written evidence must be obtained evidencing quality assurance.		
2	Is the alternative provision registered as an independent school with the DfE? Y/N The criteria to be registered as an independent school is that; - full-time <sup>1</sup> education is provided for five or more pupils of compulsory school age Or -full-time education is provided for one or more pupils with an EHC plan or who is "looked after" by a local authority  1 - There is no legal definition of what constitutes 'full-time' education. However, DfE would consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child's education.		
3	What is the provider's DfE number? (If applicable)		
4	Copy of signed Service Level Agreement (SLA) /contract (attached)		
5	Is there a clear governance structure within the Alternative provision? Y/N		
6	Does the referral process include the requirement for a detailed pupil profile from the host school prior to agreement of placement? Y/N		
7	Pupil's attendance should be monitored daily. Is this included in the SLA? Y/N Copy of providers Attendance policy attached.		
8	Is there a procedure for when pupils fail to attend? Y/N		
9	Is there adequate access to resources for all pupils who access the provision? Y/N		
10	Is there inclusive practice with regards to positive behaviour management, attendance and punctuality? Y/N - Pro-actively promote and support the regular attendance of pupils - Effective reward/incentive strategies to promote participation		
11	Is there regular assessment and review of pupil progress? Y/N		

	Provision agree to share weekly progress reports		
12	Are risk assessments completed for activities that pupils may undertake? Y/N (copy attached)		
13	Is there a full and clear pupil induction procedure regarding health and safety and fire evacuation? Y/N		
14	Are there robust procedures in place to safeguard children in line with KCSIE? Y/N Copy of providers Safeguarding/Child protection policy attached.		
15	Has evidence of staff receiving accredited child protection training been seen? Y/N Has evidence of DSL receiving training for their role been seen? Y/N Have contact details for DSL been provided? Y/N (attached).		
16	Copy of public liability insurance document attached.		
17	Is there a policy for when members of staff are working alone with pupils? Y/N (copy attached)		
18	Does the provider have an ICT policy that includes mobile phones? Y/N (copy attached)		
19	Copy of health and safety policy attached.		
20	Has written confirmation from the provider that staff vetting checks have been undertaken been received? Y/N Checks include; <ul style="list-style-type: none"> <li>• an identity check;</li> <li>• a barred list check;</li> <li>• an enhanced DBS check/certificate;</li> <li>• a prohibition from teaching check;</li> <li>• further checks on people who have lived or worked outside the UK</li> <li>• a check of professional qualifications, where required; and</li> <li>• a check to establish the person's right to work in the United Kingdom.</li> </ul> Has confirmation of these checks been added to the host school Single Central Record on the agency tab?		
21	Is there a Designated First Aid Officer and suitable equipment available? Y/N <ul style="list-style-type: none"> <li>- Qualified First Aiders identified</li> <li>- Recording system for accidents including informing host school and home</li> <li>- Historical or current RIDDOR investigations</li> <li>- Evidence of full first aid kit</li> </ul>		
22	Has confirmation been received from the provider that a representative will attend or contribute to multi-agency meetings (e.g. Child protection conferences and core group) when necessary? Y/N		

### Action Plan

If 'no' is answered to any of the questions in Part 2 an action plan must be formulated to obtain information

Action reference number.	Area for improvement	Intended action




**Appendix H**

## Shropshire Hate Crime / Incident Reporting Form

Not all hate incidents are classified as criminal offences, but if the incident does qualify, it will be considered as a hate crime. Hate crime, and incidents, are motivated by hate of a personal characteristic or perception. Hate incidents are recorded based on five personal characteristics that are:

- Disability – this also includes people with physical impairments, learning disabilities and/or mental and emotional distress
- Gender identity
- Race/ethnicity
- Religion or belief - this also includes places of worship
- Sexual orientation

Hate crime and incidents can take many forms including:

- Physical attacks – such as a physical assault, on the victim or his/her family or carer, damage to property or pets, offensive graffiti and arson
- Threat or attack – including offensive letters, abusive or obscene telephone calls, groups hanging around to intimidate and unfounded malicious complaints
- Verbal abuse or insults – offensive leaflets and posters, abusive gestures, dumping of rubbish outside of homes or through letterboxes and bullying at school or the workplace.

All hate incidents should be reported. If a person has been the victim of, or witnessed a hate incident, they should report it as a hate incident. When hate incidents become criminal offences, they are known as hate crimes. A criminal offence is something that breaks the law of the land. Examples of hate crimes are:

- assaults
- criminal damage
- harassment
- murder
- sexual assault
- theft
- fraud
- burglary
- hate mail (Malicious Communications Act 1988)
- causing harassment, alarm or distress (Public Order Act 1986).

In Shropshire, agencies and organisations tackle Hate Crime and Hate Incidents through partnership working. People can report hate incidents either by directly contacting the police or by completing the Shropshire Hate Crime / Incident Reporting Form. This is part of a countywide approach that supports third party reporting. This is when a victim of a Hate Crime or Hate Incident or a witness prefers not to report it directly to the police, but still wants action to be taken and reports it to

a non-police organisation. Any information gathered from these reports helps agencies and organisations establish whether there are spikes in hate incidents and crimes or whether specific groups or areas are suffering from more incidents than others. Even if there is no requirement for the incident to be investigated it allows agencies and organisations to assess the number of incidents that are occurring and where.



# Shropshire Hate Crime / Incident Reporting Form

## Section A: About the Incident

Are you a victim / witness or third party?

Victim

Witness

Third Party

**Section B: Tell us about the incident; giving us as much detail as possible (please use a separate sheet if necessary):**

**What do you think motivated this incident?** (Please tick the appropriate box(es))

Age

Alternative Lifestyle

Alternative Culture

Disability

Domestic abuse

Sex

Homophobia (sexual orientation)

Racism

Transphobia (gender)

Other (Please describe below)

**When did the incident take place?**

Time

Day

Date

**Where did it happen?**

- Street name

- Area, village or town

- Postcode (N/K if not known)

**Were there any injuries?**

Yes (If 'yes' please give details)

No

**Was any property lost or damaged?**

- Yes (If 'yes' please give details)  No

**IF YOU ARE THE VICTIM OF A HATE CRIME / INCIDENT PLEASE COMPLETE SECTION C AND SECTION D. IF YOU ARE A WITNESS OR REPORTING ON BEHALF OF SOMEONE PLEASE COMPLETE SECTION C; SECTION D AND SECTION E.**

**Section C: The Victim**

Name  Gender  Age

Address

Post Code  Telephone

**To help us to deal with Hate Incidents correctly, please tick one of the following:**

**Religion/belief**

- Buddhist  Rastafarian  Don't know  
 Christian  Sikh  
 Hindu  Other  
 Jewish  No religion  
 Muslim  Prefer not to say

**Sexual orientation**

- Bisexual  
 Gay / Lesbian  
 Heterosexual  
 Prefer not to say  
 Don't know

**Ethnicity**

- White British  White & Black Caribbean  White & Black African  
 White Irish  Pakistani  White & Asian  
 Bangladeshi  Chinese  Black Caribbean  
 Indian  Black African

Any Other White Background (Please state) -----

Any other black background (Please state) -----

Any other mixed background (Please state) -----

Prefer not to say

Don't know

**Are you from a Gypsy or Traveller community?**

- Yes  No  Prefer not to say  Don't know

**Disability – please describe**

Don't know

**Section D: About the offender(s)**

Name (If known)

Address (If known)

Gender:

Male     Female

Age (if known):

**Can you give a description?** (Consider height, ethnicity, build and clothing).

**Section E: Personal details of person reporting (witness or third party)**

Name

Telephone

Address

Post Code

E-mail

How would you prefer to be contacted?

### Section F: What Next?

Do you or the person reporting the incident / crime want the Police to investigate?

Yes

No

If the Police are notified of this incident / crime, do you consent to the sharing of Personal Information?

Yes

No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately by dialling 101**. Visual Evidence for Victims is also available through Victim Support if required.

Agencies can share depersonalised information without your consent in order to assess the levels of Hate Crime in Shropshire.

### Authorisation

Signature

Date

Completed forms should be sent to:

**Safer Communities  
Community Safety and Health Protection  
Room 4S 120, 4th Floor, Public Health, Shropshire Council,  
Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND**

Alternatively, email: [CommunitySafety@shropshire.gov.uk](mailto:CommunitySafety@shropshire.gov.uk)

Safer Shropshire  
together 

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