Child Protection Policy and Procedures

INTRODUCTION

This policy sets out how the Governing Body of Heart of England School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002 or Section 157 in relation to independent schools and academies.

This policy relates to Child Protection and sits within a suite of other safeguarding policies. The policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary staff and supply staff working in the school. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted which inspects schools' safeguarding arrangements.

AIMS

- To ensure that all necessary internal and inter-agency child protection procedures are in place as required
- To give guidance to staff on how to respond in the event of a concern about a child
- To demonstrate the links with other relevant policies to safeguard the general welfare of children
- To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific roles

PRINCIPLES

- This school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to our care by establishing a safe environment in which children can learn and develop. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of the school.
- This school recognises that the responsibilities outlined in the paragraph extend to include those pupils who remain on school roll but receive some education through alternative provisions.
- The staff and governors of the school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued. We listen to children and respond to their needs. We share information in line with the appropriate protocols to ensure that children are safeguarded.
- We recognise that staff in school are well placed to observe the signs of possible abuse because of the day to day contact with children, and need to be vigilant, always acting in the interests of the child, whilst maintaining an attitude of *it could happen here*.
- The school recognises its responsibility to discuss with the Multi-Agency Safeguarding Hub (MASH) any significant concerns about a child or young person which may indicate physical abuse, emotional abuse, sexual abuse or neglect, in accordance with the Solihull Safeguarding Children Board (Solihull LSCP) child protection procedures and to attend any child protection conferences, initial and review, core group meetings and child in need conferences that may be called. All staff receive appropriate training to ensure that these procedures are followed as required.

- The school recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse. Agencies such as Children's Social Work services, Police Public Protection Unit, Child and Adolescent Mental Health Services, Education Welfare Service, Educational Psychology Service and other agencies / services coming into school to support individual pupils / groups of pupils.
- The school endeavours to ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. This policy is made available to parents on request and published on the school website.
- The principles embedded in this policy link into a suite of other policies and guidance relating to: Health and Safety, Educational Visits, E-Safety, Relationships and Sex Education, Behaviour, Equality and Diversity Special Educational Needs, Confidentiality, Attendance, Substance Misuse (including Drugs and Alcohol), Racism, Managing Behaviour, Radicalisation, Managing Allegations, Violence and Aggression, Driving at Work, Staff Code of Conduct, Safer Recruitment and Whistleblowing.

THE GOVERNING BODY

The Governing Body recognises its accountability for ensuring that the school has effective safeguarding policies and procedures in place for staff and children. The Governing Body will:
- Ensure the school contributes to interagency working in line with Working Together to Safeguard Children (2015) through:
    - Providing a co-ordinated offer of early help
    - Contributing to interagency plans in order to provide additional support to children subject to child protection plans
    - Allowing access to children's social care around Section 17 or Section 47 responsibilities.
- Ensure that the school's safeguarding arrangements comply with procedures and practices of Solihull Local Authority as part of interagency safeguarding procedures set up by Solihull Local Safeguarding Children Board
- Ensure there is an effective Child Protection Policy in place together with a Staff Behaviour Policy (Code of Conduct). Ensure that it adopts and reviews the Child Protection Policy annually, that it is implemented and its use is monitored. The Child Protection Policy must be made available publicly.
- Ensure that the school operates safe recruitment procedures in line with national and local guidance and that it monitors the process.
- Ensure that the school has a managing of allegations against adults who work with children policy - and that it is implemented and monitored (including a nominated governor who will liaise with the Local Authority, on issues of child protection and in the event of allegations of abuse made against the Principal / or member of governing body of an independent school).
- Appoint a member of staff of the school leadership team to the role of Designated Member(s) of Staff (DSL) for child protection which is clearly referenced in the staff member's job description.
- Ensure the DSL for child protection undergoes updated child protection training every two years.
- Ensure the Principal and all staff members undergo whole school child protection training in line with Solihull LSCP requirements.
- Consider how children may be taught about safeguarding as part of a broad and balanced curriculum.
- Ensure that there is a dedicated teacher for Children Looked After who has been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked After Children and engaging with the DSL.
- Ensure the child's wishes and feelings are taken into account.
- Ensure appropriate safeguarding responses to children who go missing from educational settings, particularly on repeat occasions.

- Regularly review school premises to ensure that there is a safe environment and that where building work is taking place any additional risk assessments that are required are completed to take account of safeguarding arrangements.
- Ensure the agenda of Governing Body meetings reflect safeguarding issues as and when appropriate.

THE DESIGNATED SAFEGUARDING LEAD (DSL):

- **Mr Steve Hawkes** is the Designated Member of Staff (DSL) for Child Protection and is a member of the Senior Leadership Team
- The school has identified **Mr Gethyn Bennett** and **Mrs Grace Theay** as the Deputy Designated Safeguarding Leads for child Protection.
- In the absence of the DSL or the Deputy DSL the most senior member of staff in school will assume responsibility for any child protection matters that arise.
- The DSL will coordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the DSL is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss and concerns with the DSL. Also, that they are aware of what happens once a concern has been raised.
- Where appropriate the DSL will liaise with the DSL of the school(s) attended by the siblings of the child causing concern.
- The DSL will keep a written record of any actions taken as a result of concerns raised (see Appendix ii for actions by DSL)
- The DSL and Deputy DSL will meet on a regular basis to discuss any presenting concerns or issues
- Each DSL and the Principal will have unrestricted access to CURA. CURA is a secure online means of recording concerns and allows staff to see earlier notes, concerns and actions that may have been taken with regards to individual students.
- The DSL for Child Protection will ensure that the school's child protection policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal.
- The Governors will ensure a copy of the child protection policy is on the school website.
- The Governors support the DSL for Child Protection in carrying out his / her responsibilities as outlined in 'Keeping Children Safe in Education' (September 2019) and as part of their job description.

RESPONDING AND REFERRING

- The statutory referral process is outlined in 'Keeping Children Safe in Education' (2019)
- Any member of staff who has concerns about the safety or potential abuse (see Appendix ii) of a child must report their concerns to the DSL for child protection **without delay.** This includes allegations made against other children.
- Members of staff should make a written account of any concern they have regarding the welfare or well-being of a pupil using the school Pro Forma (referred to as the Taupe Form, Appendix i), including any notes of visible marks and injuries.
- The DSL will need to make a professional judgement about what action needs to be taken, in accordance with the Solihull LSCP safeguarding procedure.
- The DSL should feedback to the member of staff sharing the concerns any decisions that they make in relation to action to be taken. If the member of staff does not agree with the decision of the DSL and feel that a child is at risk of significant harm they have an individual responsibility to make a referral themselves.
- In accordance with the 'Local Safeguarding Children Board Procedures', the agreement of the family for a referral to Children's Services Duty Team should normally be sought where possible (Chapter 3.1.Section 13.1). **However**, if it is felt that seeking any school agreement would increase the level of significant risk to the child, the matter should be discussed with the Referral; and Advice team and their advice sought. This must not contribute to a delay in making a referral.
- Where a DSL makes a referral, they should include any information they have on the child's developmental needs and the capacity of the child's parent or carers to meet those needs.

- If the outcome is below the threshold for statutory assessment, the school will support an Early Help assessment in partnership with other agencies.

Contact details for a referral for children residing in Solihull: Children's Services Duty, Assessment and Referral Team:

> **0121 788 4333**
> **0121 605 6060 (Out of Hours)**

- All referrals need to be confirmed in writing as soon as possible using the 'Children and Families Inter Agency Referral' form online. Where the child does not reside in Solihull, the referrals must be made to the appropriate cross border Local Authorities and confirmed in writing.
    - https://extranet.solgrid.org.uk/schoolissues/safeguarding/SafeguardingDocuments/A%20guide%20around%20the%20safeguarding%20site.pdf
- If there is a professional disagreement regarding the outcome of a referral to MASH, the DSL should follow the LSCP Professional Disagreement protocol and escalate their concerns.
- The school will ensure that the relevant social worker is notified if there is an unexplained absence of a pupil who is currently subject of Section 47, a child protection plan or a child in need plan.
- When discussing concerns in respect of a child who is Looked After by the Local Authority in addition to consulting with / referring to referral and advice team the child's named social worker must be informed of the referral
- The DSL will complete any Multi Agency Chronology requests following a Section 47 investigation in line with the LSCP procedures. A copy of the completed Chronology will be kept of the child's child protection file.
- The school will ensure that an appropriate member(s) of staff will attend any child protection meetings called by the Child Protection and Review Unit in respect of a child attending the school.
- The school will ensure that a written report on the LSCP template is submitted to all initial and review Child Protection case conferences. This should be sent to the Child Protection Conference Chairperson 48 hours prior to conference at:

> Child Protection and Reviewing Unit,
> West Mall,
> Chelmsley Wood Town Centre,
> North Solihull,
> B37 5TN
> Secure email: cpru@solihull.gov.uk   Fax: 0121 788 4394

- The school will ensure appropriate members of staff contribute to and attend core group meetings where children in school are subject to a Child Protection Plan.

CONCERNS RELATING TO A MEMBER OF SCHOOL STAFF OR OTHER PERSON IN A POSITION OF TRUST

- If the suspicions in any way involve a member of staff, the matter should be brought to the attention of the Principal immediately who will act in accordance with procedures issued to all schools in July 2012 – i.e. by discussing the allegation with the Local Authority Designated Officer (LADO) as soon as possible. Simon Stubbs is the LADO for Solihull and can be contacted on 0121 788 4310.
- If the suspicion involves the Principal, advice needs to be sought from the LADO. The Chair of the Governing Body is to be informed immediately.
- The Principal or designated Vice Principal will attend any Position of Trust meetings relating to allegations against staff.

STAFF INDUCTION, TRAINING AND DEVELOPMENT

All staff will receive appropriate safeguarding and child protection training, including induction, which is regularly updated; there will also be regular updates as required (for example, via email and staff meetings etc.)

Members of staff should:
- Read chapter one of Keeping Children Safe in Education (DFE September 2019) entitled 'safeguarding Information for All Staff and understand its implications
- Read and understand the school's child protection policy and make sure they are clear on how to act in the event of a concern and maintaining confidentiality
- Read and understand the school's 'Code of Conduct' so that they are clear on what to do if there is a breach of conduct (Governor code of conduct for governors)
- Know the role of the designated safeguarding lead in school

USE OF PHYSICAL INTERVENTION

- It is important to allow children to do what they can for themselves, but depending upon age and circumstance (i.e. a child who is hurt, who needs instruction in the use of a particular instrument / piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place.
- Section 93 of the Education and Inspections Act 2006) enables school staff to use 'reasonable force' to prevent a pupil from:
    - committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
    - Causing personal injury to, or damage to the property of, any person (including that of the pupil); or
    - Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.
- The general guidance on 'The Use of Force to Control or Restrain Pupils' (2010) continues to be supplemented by two specialist guidance documents, namely:

    Guidance on the Use of Restrictive Physical Intervention for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and / or Autistic Spectrum Disorders (LEA/0242/2002); and

    Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (LEA/0264/2003)

- The circular entitled 'Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and / or Autism Spectrum Disorders applies to all special school settings
- Section 246 of the 'Apprenticeship, Skills, Children and Learning Act' (2009) requires the Governing Body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupils as soon practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the Local Authority where the pupil normally lives.
- There is separate guidance on the use of force by staff in 'Further Education Colleges': www.aoc.co.uk and applies to all pupils who receive some of their education in an FE college.

ABUSE OF TRUST

- The Sexual Offences (Amendment) Act 2000 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.
- The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.
- The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously in accordance with Solihull's procedures for those working with children.
- 'Grooming' a child or person under 18 with a view to a future sexual relationship is an offence.

E-SAFETY

- Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet or other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.
- The school has a responsibility to educate pupils and teach them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. Parents will be included as much as possible in this process so that they can ensure that any access the pupils have to computers and the internet at home is safe.
- Appropriate photographs are taken of children to capture a curriculum activity or a celebration of school life using school equipment but permission will be sought from parents beforehand. Staff will not use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of pupils from this school. An exception to this practice will be that named staff may be authorised by the Principal to bring their own camera into school without a memory card, any images taken for school business will be recorded onto a school memory card. All images will only be stored, edited or archived onto school equipment.
- Staff will not communicate with pupils through private email accounts, social networking sites, on educational matters, but will use official email and networking sites sanctioned by the school. Staff will be circumspect in the use of social networking sites and will not discuss school business or school issues on their personal social networking site. The school believes it is far safer for staff not to accept either school children or ex-pupils as 'friends'. Great care should be taken if staff make an exception to this guidance and will account to the Principal for their decision e.g. a young person is a family member.
- For further policy issues in relation to E-Safety refer to the school's E-Safety policy.

Domestic Abuse

The school recognise domestic abuse as 'any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who or have been intimate partners or family members regardless of gender or sexuality. This can include but is not limited to the following times of abuse: psychological, physical, sexual, financial and emotional. For the purposes of this policy domestic abuse can include abuse inflicted on, witnessed by or threatened against, children. The school is committed to actively support safety of victims who are or have experienced domestic abuse. Solihull local safeguarding board's domestic violence and abuse procedures are followed

Our child protection procedures are the immediate route for raising a concern. Further specialist pathways and assessments would be followed as highlighted by Solihull Children's Services and the LSCP procedures (for example a MARAC referral). The designated member of staff for child protection supports staff working

with domestic abuse. Any staff who themselves maybe experiencing domestic abuse are supported in line with
http://intranet/Coredocs/HumanResources/Employeemanagerinformation/Policiessupportingdocuments.aspx

The school engages with Solihull Early Help Multi-agency panel in order to triage domestic abuse concerns. Any follow up actions are addressed and relevant monitoring takes place.

PREVENT

THE SCHOOL RECOGNISES THAT THE JULY 2015 UPDATE TO 'KEEPING CHILDREN SAFE IN EDUCATION' REQUIRES THE SCHOOL TO ASSESS THE RISK OF CHILDREN BEING DRAWN INTO TERRORISM, INCLUDING SUPPORT FOR EXTREMIST IDEAS THAT ARE PART OF TERRORIST IDEOLOGY. IN LIGHT OF THIS AN APPROPRIATE MEMBER OF STAFF WILL UNDERTAKE THE WRAP 3 TRAINING AND THE SCHOOL WILL ENSURE THAT THE SCHOOL'S STAFF, GOVERNORS AND OTHER VOLUNTEERS RECEIVE THE NECESSARY TRAINING.

RECORD KEEPING

General Principles

The importance of good, clear child welfare and child protection record keeping has been highlighted in the learning from serious case reviews. Good up to date record keeping of concerns and action taken is essential for two main reasons:

- It helps school identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating safeguarding or child protection concern.
- It helps schools monitor and manage their safeguarding practices and provides evidence of robust and effective safeguarding policy and practice.

A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Any member of staff receiving disclosures of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made (See Appendix i).

- A record should be made of any visible marks or injuries to a child that give cause for concern. The child should not be examined intimately or pictures taken of any injuries / marks.
- All records must be signed and dated clearly with the name of the signatory clearly printed.
- **Children must not be asked to make a written statement themselves or sign any records**.
- All records of a child protection issue (handwritten or typed) are given to the DSL. These should be filed in individual pupils files in chronological order and a chronology of significant events should be maintained at the front of the file.
- Access to any records and details of a case will be on a 'need to know basis' decided on a case by case basis, to enable those people to take appropriate steps to safeguard the pupil or to carry out their own duties.
- Any contact with other agencies must be recorded as should the rational for sharing or not sharing information.
- Child Protection records must be securely held, separate from the main pupil file, and in a secure place.
- The DSL will need to know whether the child has any sibling(s) at other schools or early years settings and consider whether information is such that it should be shared with the other setting.

EVALUATING AND MONITORING PROCESS

- The DSL / SLT / Governors will undertake regular assurance checks on child protection cases, files and processes in school.

TRANSFER OF CHILD PROTECTION RECORDS

- When a child who has a child protection plan leaves the school and / or transfers to another school, the DSL will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the school may hold.
- When a child who has a child protection file in school leaves a school and transfers to a new school (mid year transfer / Secondary to Year 12) the DSL of the current school should review the child protection file and should pass the following to the DSL of the new school:
  - Any current concerns that are being monitored
  - Any Child Protection referral or records of advice sought from Referral and Advice Team (current and historical)
  - Any Child Protection Conference minutes (current and historical)
  - Any information relating to the time the child was subject to a child protection plan (current or historical)
- The following information should be dealt with in line with the school's file retention policy.
  - Any historical information such as monitoring notes that is older than the current academic year and did not result in either a discussion with Referral and Advice for advice or a child protection referral
- When a pupil is educated off site by an alternative provider or is Dual Registered, the DSL for the home school should assess what information the DSL for the provision where the child attends requires, based on the amount of time the child spends at the other provision and the nature of the provision. Where appropriate, the DSL at the alternative provision will receive a copy of the Pupil's child protection file as detailed above.
- When a child ceases to be of statutory school age or leaves college, their records should be retained until the child's 25th birthday.

SUPPORTING THE PUPIL

- The school will support pupils in accordance with his / her agreed child protection plan
- The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in his / her absence the manager or a duty social officer in the team (Section 2.7 of Chapter 3.1 of the LSCP Procedures).
- We recognise that children who are abused or who witness violence may experience difficulties which impact upon their sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element of their lives. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

THE CURRICULUM

The curriculum and in particular the personal, social and health education development strand of the curriculum, includes an emphasis upon relationships (relationships and sex education) building confidence and resilience in pupils and in developing preventative strategies to ensure their own protection and that of others. Opportunities are provided for pupils to develop the skills and strategies they need to stay safe from abuse. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

TRAINING

- The school is committed to supporting and training all staff in matters of child protection.
- All staff will be issued with a copy of Part 1 of 'Keeping Children Safe in Education' (September 2019) entitled 'Safeguarding Information for All Staff'.
- The Governors will ensure that all staff receive appropriate induction and training to equip them to carry out their responsibilities for child protection effectively as prescribed in Government Guidance (Section 175 of Education Act 2002) and in accordance with the standards set by the LSCP competency framework. This will mean the school setting aside a half day training session at least every 3 years for whole school Child Protection training. Those staff who join the school in the intervening years will be made aware of the basics of child protection awareness and procedures as part of their induction. The induction briefing will be carried out by the DSL.
- The Governing Body will ensure that the DSL for Child Protection attends the multi agency safeguarding Level Two training organised through the LSCP within 12 weeks of taking up their responsibilities and that the DSL subsequently attends appropriate training on a 2 yearly basis in accordance with Government Guidance. The school will ensure that the DSL attends the DSL Annual Training Conference at least once every other year.
- The school will ensure that all interview panels have at least one panel member trained in safer recruitment practices.
- A written Code of Conduct, shared with all staff and forms part of the induction of new staff.

SAFER RECRUITMENT OF STAFF AND VOLUNTEERS AND MAINTAINING APPROPRIATE 'THE DISCLOSURE AND BARRING SCHEME'

- Good practice guidance as outlined in 'Keeping Children Safe in Education' (September 2019) and by Solihull's Human Resources Section should always be followed in respect of creating a safe working environment in school.
- The school will ensure that safer recruitment practices are in place and followed in checking the suitability of all staff and volunteers to work with children, including relevant members of the Governing Body. Evidence of these checks (the Single Central Record) will be maintained as required by the current guidance.
- Where issues of concern arise regarding any person working with children, these need to be discussed with the Local Authority Designated Officer (LADO) in accordance with LSCP procedures.

EQUAL OPPORTUNITIES, MONITORING AND REVIEW OF OUR CHILD PROTECTION POLICY AND PROCEDURES

- We constantly review this policy.
- We collect, study and use qualitative and quantitative data relating to the implementation of this policy, and make adjustments as necessary.
- With reference to the Equality Act 2010, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.
- There is no perceived increased risk to discrimination that may result from the implementation of this policy.

USEFUL CONTACTS

Children's Services Duty, Assessment and Referral Team (DART):
0121 788 4333   0121 605 6060 (Out of Hours)
Child Protection and Review Unit:
0121 788 4310
Educational Welfare Service:
0121 779 1737

SUPPORTING DOCUMENTS

Local Safeguarding Children Board Procedures   www.solihull.gov.uk/staysafe
Keeping Children Safe in Education (2019)
Working Together to Safeguard Children (2015)
What to Do if You Are Worried A Child Is Being Abused (2015)
Heart of England School's E-Safety Policy The Use of Force to Control or Restrain Pupils (2010)
Guidance on Developing Personal Care in Schools (SMBC, April 2008)
Heart of England School's Managing Allegations Against Employees Policy
Handling Cases of Forced Marriage (June 2009)
Ofsted – 'Safeguarding In Schools: Best Practice'
Ofsted – 'Briefing on Section 5 Inspections – Safeguarding Children
Supervision and Safeguarding Support in Education – Heart of England School

OUR SUCCESS CRITERIA

- **Staff say that they feel confident that they know what to do, or who to contact, when they have concerns about children or their families.**

- **Information on the School's Taupe forms shows that they are being completed appropriately and that incidents are being appropriately followed up. This included audits of case work (individual case files and school monitoring records)**

- **Staff say that they believe that safeguarding procedures set out in the policy are being consistently followed throughout the school.**

- **Content of the policy remains up to date with reference to Solihull Local Safeguarding Board's procedures and all other legislation.**

SCHOOL: HEART OF ENGLAND

Chair of Governors: Mrs Anne Lycett

Date Policy Ratified by Governing Body: 17th December 2019

Date to be Reviewed: December 2020

This document should be placed on the School's website? Yes

Appendix I – Copy of Concern Form

Appendix ii – Heart of England 'Actions when Concerned About A Child's Safety or Suspicion of Abuse'

Appendix iii – Heart of England Guidance: Recognising Abuse

**Appendix iv - Guidance for preventing radicalisation**

Appendix v - Prevent referral chart

Appendix vi - Local advice and guidance on dealing with concerns around pupils who are or could be at risk of child sexual exploitation

Appendix vii - Local advice and guidance on female genital mutilation (FGM), including the new duty to refer

Appendix viii - Child on Child Abuse

Appendix ix - Local advice and guidance on Child Missing from Education (CMfE)

APPENDIX 1 – Copy of Concern Form

HEART OF ENGLAND
Creating Futures
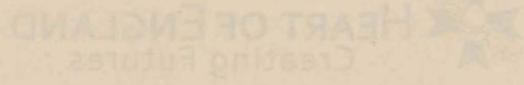
SPECIAL REPORT (TAUPE) FORM

PLEASE ACTION, TICK AND PASS DIRECTLY TO ONE OF THE DSL BELOW <u>WITHOUT</u> DELAY:

☐ Gethyn Bennett   ☐ Steve Hawkes   ☐ Grace Theay

Student's Name:		Year	Reg	House
Report by:			Staff Code:	
Date:			Time:	

Details of concern (Include any relevant background. Please use a body map to note any cuts/bruises or marks of concern)

What the Child said in their own words

Observations made / Professional Opinions (Please distinguish between fact and opinion)

Action(s) taken by person making this record

Signed:………………………………………………………..   Date:………………………

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APPENDIX 2 - Guidance when making a record of a child protection incident or concern

You won't know when making child protection note, who will eventually have access to it, or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and your school may need to read your record at some stage in the future.

Ideally, logs of incidents should be typed. Hand written notes should be clearly legible and written in ink. All notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made (remember to include the year)
- Name and date of birth of the child(ren) concerned
- A factual account of what happened, and the location where the incident took place (include the actual words spoken by the child where possible)
- A note of any other people involved e.g. as witnesses
- Action taken, and any future plans e.g. monitor and review
- Any other agencies informed?
- Printed name of the person making the record
- Job title of the person making the record
- Signature (print name alongside)

You should identify the source of your information e.g. 'Ms Terry, a teaching assistant, told me that….' Or 'I saw Rowan in the playground at break time…'

Information should be factual or based on fact. Record what you saw, heard etc. and try not to be vague or woolly (e.g. 'Jenny was crying and rocking' rather than 'Jenny was upset').

Distinguish clearly between fact and your professional opinion. When recording your professional opinion, make it clear what your opinion is based on (e.g. 'Harry ran and hid under the table when his mother arrived to take him home, and clung to me when I tried to get him out. He appeared to be frightened.')

Make a note of what you have done with the information (e.g. 'I consulted the Principal, Mr Wilson, and he said he would…')

Try to avoid specialist jargon (e.g. 'he is on a PSP) which someone from another agency would not necessarily understand.

APPENDIX 3 - Recognising Abuse

In the Children's Acts 1989 and 2004, **a child** is anyone who has not yet reached their 18th birthday, or 19th birthday for SEN.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2015) as:

- protecting children from maltreatment;

- preventing impairment of a child's health or development;

- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and

- taking action to enable all children to have the best outcomes.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, or in an institutional or community setting by those known to them or, more rarely, by a stranger, eg, via the internet. They may be abused by an adult or adults, or another child or children.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of a child, and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Types of abuse and neglect (Keeping Children Safe in Education 2019)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

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

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

Specific safeguarding issues

'Keeping Children Safe in Education' 2019 identifies specific safeguarding issues.

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

Guidance and procedures are contained in the Solihull Local Safeguarding Board Procedures through the link Solihull LSCB procedures (http://solihulllscb.proceduresonline.com). The NSPCC offers information for schools (www.nspcc.org.uk). Broad Government guidance is provided on the GOV.UK website.

Appendix 4: Guidance for preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology**.** It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calls for the death of members of the British armed forces, whether in this country or overseas.

The Prevent Duty and Schools.
From 1 July 2015, all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism".

Risk Assessment
Schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time, schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour that could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement identifying children who might be at risk of radicalisation and act proportionately.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil may be experiencing family tensions; chaotic family background; a sense of isolation; and low self-esteem; bereavement; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; demonstrating controlling behaviour; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Expressing hatred to others or a group;
- Lack of trust in authorities;
- Inappropriate on line behaviour (inappropriate internet contact and content);
- Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others;
- Not in education, employment or training, unemployed,

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

More counter-terrorism critical risk factors could include:

- Family/associates linked to extremism;
- Attend vulnerable locations permissive to extremist ideology;
- Express support for extremist ideology of extremist groups;
- Being in contact with extremist recruiters;
- Attended extremist protests or gatherings;
- Has expressed support for ISIS/IS
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour;
- Expressing desire to travel to theatres of war/conflict zones:
  - Syria
  - Yemen
  - Parts of Iraq, Afghanistan and Pakistan
  - Potentially Somalia/Libya
- Associate to travellers to war/conflict zones, via school/friend/family networks
- Contact with others in vulnerable countries
  (See FCO travel advice website for up to date guidance www.gov.uk/foreign-travel-advice)

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or child care providers to carry out unnecessary intrusion into family life but they must take action when they observe behaviour of concern.

Schools and childcare providers should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and childcare settings to have distinct policies on implementing the Prevent duty. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in "Working Together to Safeguard Children" and "Keeping Children Safe in Education".

Potential School Support
Following confirmation or disclosure of potential radicalisation or violent extremism by a child/young person/family member, community member to an adult in school, schools are expected to assess the risk of

children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

- Act on the PREVENT Counter Terrorism Unit (CTU) advice, they make take the case forward as a referral, alternatively they may advise the school to make a MASH referral or instigate early help.

This includes:

- Make a PREVENT referral using the guidance in Appendix 5 of this document. Act on advice given by the counter-terrorism unit,
- Act on the PREVENT Counter Terrorism Unit (CTU) advice, they make take the case forward as a referral, alternatively they may advise the school to make a MASH referral or instigate early help. You will then be required to:

    - **Follow child protection policy**
    - engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanism.

Training for school staff
The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremism ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are a number of professionals – particularly in safeguarding roles – working within Local Authorities, Police, Health and Higher and Further Education who are accredited WRAP trained facilitators. Individual schools and childcare providers are best placed to assess their training needs in the light of their assessment of the risk. The Deputy Designated Safeguarding Lead at Heart of England School has undergone the WRAP training and will train school staff, following the principles that:

- Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. They should refer as outlined above.
- In order for schools to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation.
- School staff should be trained in Working to Raise Awareness of Prevent (WRAP 3), a Home Office workshop.
- School Prevent Lead should understand when it is appropriate to make a referral to the CTU.
- Channel is a programme which focusses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. The Channel online training can be accessed at http://course.ncalt.com/Channel_General_Awareness
- Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (eg: drugs, gangs, neglect), whether these come from within their family or are the product of outside influences.
- Schools need to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. Children should also be taught to stay safe on line, both in school and outside. (See e-safety section of this document). General advice and resources for schools on internet safety are available on the UK Safer Internet Centre website. Every teacher and other school staff need to be aware of the risks

posed by online activity of extremist and terrorist groups.
www.preventforfeandtraining.org.uk/p-pastoral-and-tutorial-notes

Curriculum
The school PSHE programme (particularly for secondary school pupils and pupils in year 6 at primary school) should build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It should not stop pupils debating controversial issues. Schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. Pupils need to be taught to manage risk, make safer choices, and recognise when pressure from other threatens their personal safety and wellbeing.

Relevant Contacts and Further Information:

Involving other agencies and signposting: Please follow the specific referral route provided on the A3 Prevent Referral Grid.

Counter-terrorism Unit (CTU):
West Midlands Police Counter Terrorism Unit website:
https://www.west-midlands.police.uk/keeping-you-safe/behind-the-badge/tackling-terrorism/
West Midlands Police Facebook page: https://www.facebook.com/westmidlandspolice

Department for Education (DfE)
The DfE have dedicated contact details to raise concerns relating to extremism directly
DfE dedicated telephone number: 020 7340 7264
DfE dedicated email address: counter.extremism@education.gsi.gov.uk
The **Security Service (MI5)** is responsible for protecting the United Kingdom against threats to national security. This website provides information about the Security Service, the threats it counters, links to sources of security advice and details of careers with the Service. https://www.mi5.gov.uk/

Information for Parents and the wider school community

The following web-links may also be helpful to raise awareness, provide information and support for parents or carers as well as staff:

- This website gives parents, teachers and school leaders practical advice on protecting children from extremism and radicalisation.
  http://www.educateagainsthate.com/
- Prevent tragedies was created because of the increasing concern about the worrying numbers of young people who are putting themselves at risk by travelling to Syria and other conflict zones and to help the numbers of families that have been torn apart by fear when their loved ones travel. The website has contributions from women from communities, charities, public sector organisations and Government departments. We aim to work together to help keep our loved ones safe, to try and address the numerous issues and sign up to the resolution to Prevent Tragedies.
  http://www.preventtragedies.co.uk
- Let's Talk About It is an initiative designed to provide practical help and guidance to the public in order to stop people becoming terrorists or supporting terrorism.
  www.ltai.info/
- Open Your Eyes - This website aims to expose the truth about ISIS. The website provides visitors with the opportunity to listen to people telling their personal stories of how ISIS has affected their lives. The organisation is working with young people, activists, bloggers and filmmakers to raise their voices

against ISIS.
www.openyoureyes.net/

- Concerned about someone travelling to or from Syria, or another conflict zone? - Leaflet created by ACPO for those concerned about individuals travelling to conflict zones.
  https://www.cambs.police.uk/help/terrorism/docs/Generic%20ATH%20and%20101%20leaflet_%20ACPO%20Branding%20only%20version_FINAL_22.10.14.pdf
- Support Syria safely – leaflet and poster outlining how people can provide appropriate humanitarian support.
  https://www.cambs.police.uk/help/terrorism/docs/English%20leaflet%20-%20Support%20Syria%20Safely.pdf
  https://www.cambs.police.uk/help/terrorism/docs/bm006-poster-tuesday-2.pdf
- Information leaflet about the risks associated with travelling to Syria
  http://www.derbyshire.police.uk/Documents/Safety-Advice/Terrorism/Travel-Warning-Booklet.pdf
- Working with mothers to prevent tragedies – leaflet providing information about the role mothers can play in preventing girls and young women travelling to Syria.
  https://www.cambs.police.uk/help/terrorism/docs/English%20leaflet%20-%20Support%20Syria%20Safely.pdf
- Families Against Stress and Trauma – information about the conflict in Syria and risks to UK children and young people.
  http://www.familiesmatter.org.uk/

Specific Safeguarding Issues

All staff should have an awareness of specific safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be 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)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery) and
- initiation/hazing type violence and rituals

Contextual Safeguarding: Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, especially the designated safeguarding lead should be considering the contest within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. See
http://www.solgrid.org.uk/education/safeguarding/child-protection/issues/contextual-safeguarding/.

In addition to the four categories of abuse, Keeping Children Safe in Education (2019) identifies the following safeguarding issues:

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child Exploitation
  - Child sexual exploitation (CSE)
  - County Lines Child (and vulnerable adult) criminal exploitation
  - Trafficking and modern slavery
- Domestic abuse
- Homelessness
- So-called 'honour-based' violence
- Female Genital Mutilation
- Forced marriage
- Preventing radicalisation
- Peer on peer abuse
- violence
  - gender-based violence/violence against women and girls (VAWG)
  - gangs and youth violence
  - Sexual violence and sexual harassment between children in schools and colleges
- bullying including cyber-bullying
- child missing from education, home or care
- drugs
- health and well-being
  - fabricated or induced illness
  - mental health and behaviour
  - medical conditions
- Online safety and sexting
- Private fostering
- child abduction

Definitions of these specific safeguarding issues and local pathways to support are provided in the Solihull Designated Safeguarding Lead's Handbook **(www.solgrid.org.uk > education > safeguarding)**. National guidance is provided in Keeping Children safe in Education (DfE 2019), Appendix A. LSCP guidance and procedures are contained in the Solihull Local Safeguarding Board Procedures through the link **Solihull LSCP procedures**.

Useful Resources

Guidance:

The Prevent Duty: Departmental advice for schools and childcare providers, DfE (2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Keeping Children Safe In Education, DfE (2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

http://www.solgrid.org.uk/wellbeing/safeguarding-through-the-curriculum/radicalisation-and-extremism/
Understanding the Far Right and the Extreme Right: Supporting practitioners who work with young people in Solihull – Social Solihull PSHE

Prevent Duty Guidance for England and Wales, HM Government 2015
https://www.gov.uk/government/publications/**prevent-duty**-guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism: Statutory guidance for Channel panel members and partners for local panels.

Briefing note for schools on how social media is used to encourage travel to Syria and Iraq.
https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Preventing Online radicalisation – National Counter Terrorism Office resources
https://www.gov.uk/government/publications/online-radicalisation/online-radicalisation

Government guidance on promoting British values in schools.
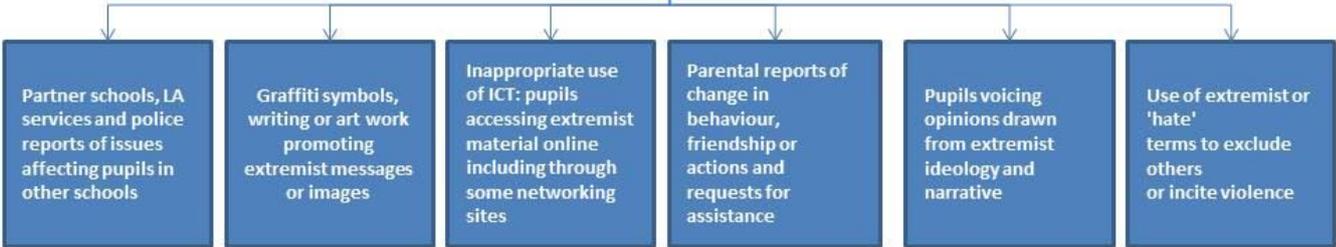https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published

This website gives parents, teachers and school leaders practical advice on protecting children from extremism and radicalisation.
http://www.educateagainsthate.com/

Appendix 5: Prevent referral chart

Preventing children and young people being drawn into extremism: how to address concerns around the welfare of an individual or groups of children and young people

Individual support – signs or behaviour that may cause concern and require a response

Partner schools, LA services and police reports of issues affecting pupils in other schools	Graffiti symbols, writing or art work promoting extremist messages or images	Inappropriate use of ICT: pupils accessing extremist material online including through some networking sites	Parental reports of change in behaviour, friendship or actions and requests for assistance	Pupils voicing opinions drawn from extremist ideology and narrative	Use of extremist or 'hate' terms to exclude others or incite violence

First Question: Is it an emergency? – PRIORITY ACTION REQUIRED – DIAL 999 in the first instance If not follow referral process below

Inform headteacher/member of senior team who manages this area.
The Manager makes an assessment of all circumstances, consults appropriately prior to action and considers whether additional support is required.

Channel Project

Structured interventions are implemented for vulnerable individuals identified as needing support. This is delivered through a multi-agency approach.

Situation to be recorded carefully at every stage in line with Ofsted requirements

Support to particular individuals
(e.g. pupil support process, access external support)

Situation Assessment
• Contact Security and Partnership officer
• Consider how to best meet the needs of pupil(s), parent/carer and the school
• Make a careful assessment of all the circumstances
• Decide upon appropriate response. eg. curriculum, pastoral, disciplinary or referral to other services

Targeted activities related to preventing extremism (e.g. use curriculum to challenge extremist narrative)

Universal actions (e.g. review anti-bullying policies, encourage active citizenship and pupil voice)

Supportive interaction as appropriate

Contacts for Support:
Children's Services overall:
Heather Loveridge
0121 704 8282
Schools:
Jas Baghria
Security and Partnership Officer
West Midlands Counter Terrorism Unit
07825 112414
Lorraine Lord: Senior Adviser:
Safeguarding and Vulnerable Children
0121 704 6620

Solihull
METROPOLITAN
BOROUGH COUNCIL
URBS-IN-RURE

Appendix 6: Local advice and guidance on dealing with concerns around pupils who are or could be at risk of child sexual exploitation

What is CSE?

Child Sexual Exploitation (CSE)

What is CSE?
The West Midlands Metropolitan Area has adopted the following definition of child sexual exploitation, taken from statutory guidance:

*Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. **In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.** Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.*

Indicators of risk
Staff in schools should be vigilant to the signs that a child or young person may be at risk of child sexual exploitation (CSE). Young people with the following characteristics are likely to be at higher risk of sexual exploitation:

• Going missing for periods of time or regularly returning home late
• Regularly missing school or not taking part in education
• Appearing with unexplained gifts or new possessions
• Associating with other young people involved in exploitation
• Having older boyfriends or girlfriends
• Suffering from sexually transmitted infections
• Uncharacteristic and significant mood swings or changes in emotional wellbeing
• Drug and alcohol misuse
• Displaying inappropriate sexualised behaviour
• Use of mobile phone and internet that causes concern
• Involved with or linked to gang activity.

Taken from Solihull Local Safeguarding Children Board Induction Pack: CSE, Human Trafficking and Runaways

LSCP procedures for CSE

Child sexual exploitation is abuse and Solihull's safeguarding procedures should be followed:
https://solihulllscb.proceduresonline.com/pdfs/west_mid_cse_toolkit.pdf?zoom_highlight=cse#search=%22cse%22

Identifying children / young people at risk and what to do if you are concerned:

• If there are serious concerns that a child or young person is at immediate risk, the police should be called and a referral to children's social work services (Solihull's multi-agency safeguarding hub, or MASH) should be made **without delay**.
• If there are concerns that a child or young person is at risk of significant harm, follow procedures to refer to MASH.

- Otherwise, complete the CSE Screening Tool and make a professional judgement as to the child/young person's level of risk.

Screening tool

A regional screening tool has been developed to enable the identification of children and young people at risk of sexual exploitation. Where the school or education provider has identified that there are or may be potential concerns about a child or young person under the age of 18, the screening tool should be completed to determine any level of risk. The screening tool and guidance on how to complete it, using professional judgement, is available on the LSCP website:
http://www.solihull.gov.uk/Portals/0/SocialServicesAndHealth/CSEScreeningtoolkit.pdf

Support in completing the screening tool can be accessed from Solihull's dedicated CSE team within Early Help: 0121 709 7000. Following completion, the screening tool should be submitted to the CSE Officer, cse@solihull.gcsx.gov.uk.
It should then determine the response.

Important: actions following completion of the screening tool

- Screening tool Level 2 or 3 outcome: Follow procedures to refer to MASH
- Screening tool Level 1 outcome: Advise CSE Team so the child/young person's details can be logged and risk level tracked. Address risks at an Early Help level:
    - Devise intervention to address specific risks highlighted in the screening tool
    - Carry out the planned work advising colleagues and CSE team if any changes are needed to the original plan
    - Regularly re-screen the child/young person's risks, escalating to MASH if the level of risk increases.
- Screening outcome: no risks identified. No action needed

Children's Social Work Services:
MASH: 0121 788 4333 or mash@solihull.gcsx.gov.uk
Emergency Duty Team (EDT) (out of hours): 0121 605 6060

Police:
Central Referral Unit: 03451135000
Emergency: 999

What can the schools and education providers do to prevent grooming and CSE?

Curriculum (Universal provision through planned PSHE)

The school's PSHE curriculum should:
- Have a strong focus on healthy and safe relationships, in the offline world and in the online world
- Include a well-planned, age-appropriate programme of relationships and sex education learning that empowers pupils to recognise and manage risk and to keep themselves safe
- Have a clear focus on bullying being unacceptable. Bullying, like CSE, is underpinned by power, control, manipulation and coercion
- Enable all pupils to learn about keeping safe wherever and whenever they go online
- Include a focus on getting help, including talking to a range of trusted adults.

The Say Something campaign has been developed with young people and aims to safeguard vulnerable children and young people by empowering them to identify early indicators of child sexual exploitation

(CSE). Say Something will also offer a free, 24-hour, anonymous phone and SMS helpline, 116 000, to disclose information and seek support. All Say Something briefings and poster available to download at http://www.nwgnetwork.org/resources/resourcespublic?cat=115
Solihull's health and wellbeing in schools website has a dedicated CSE page:
http://www.solgrid.org.uk/wellbeing/safeguarding-through-the-curriculum/child-sexual-exploitation/

From this page, schools can access **Solihull's 'Healthy and Safe Relationships' preventative resource**. This unit of learning is aimed at secondary schools, pupil referral units and colleges and is designed to be embedded within planned PSHE learning for all pupils.

Other curriculum resources and support:

- Barnardo's Real Love Rocks website http://www.barnardosrealloverocks.org.uk/ is online space all about raising awareness around child sexual exploitation and what a healthy and safe relationship is. Young people, parents and professionals can access information about CSE. Professionals can sign up free to an additional hub area that is available for members.

- http://www.barnardosrealloverocks.org.uk/what-is-cse-young-person/ is a useful clip, made by Barnardo's with young people, that appropriately explains what CSE is.

- The Child Exploitation and Online Protection Centre's (CEOP) film 'Exploited' and the accompanying resource aims to help young people, aged 12 and over, to stay safe from sexual exploitation by recognising the signs. It contrasts an exploitative relationship with the development of a healthy relationship giving educators scenarios to explore in discussions with young people. The resource provides clear information about how to report abuse and access support. Register for free access to 'Exploited' and other educational resources, from CEOP's Thinkuknow programme: https://www.thinkuknow.co.uk/teachers/?dm_i=HSS,1YWHE,3W0CHX,72UM5,1

  CEOP's educational materials can help to empower and protect young people from the harm of sexual abuse and exploitation, both online and off.

- NSPCC film 'Losing control: Jay' http://www.youtube.com/watch?v=XasNkfQ5AVM

- NSPCC film 'When someone cares' http://www.youtube.com/watch?feature=player_embedded&v=zuzi2fqcfc4

Involving other agencies and signposting
Reporting a concern in Solihull: http://socialsolihull.org.uk/lscb/reportingaconcern/
Available help, advice and support is summarised on the regional 'See me, Hear me' website:
http://www.seeme-hearme.org.uk/

Further information
Child Exploitation and Online Protection (CEOP) www.thinkuknow.co.uk

National Working Group: The NWG is a charitable organisation formed as a UK network of over 2500 practitioners who disseminate information down through their services to professionals working on the issue of child sexual exploitation (CSE) and trafficking within the UK http://www.nwgnetwork.org/
'Spot the signs' leaflets for professionals, services, parents and children and young people can be downloaded from Barnardo's: http://www.barnardos.org.uk/get_involved/campaign/cse/spotthesigns.htm
Barnardo's information, including the 'Cut them free' campaign:
https://www.barnardos.org.uk/cutthemfreeappeal.htm

Support for parents/carers
PACE – Parents Against Child Sexual Exploitation. www.paceuk.info

PACE has an interactive learning tool for parents and for professionals: http://www.paceuk.info/the-problem/keep-them-safe/
'Spot the signs' leaflets for parents can be downloaded from Barnardo's: http://www.barnardos.org.uk/get_involved/campaign/cse/spotthesigns.htm

'Sexual Exploitation - Sex, Secrets & Lies.' This Barnardo's guide examines the risks young people face and explores ways of keeping safe. The colourful, easy to read booklet is illustrated and has been designed to be used by young people as well as family members and carers who are concerned about the safety of young people. http://www.barnardos.org.uk/cc126b-barnados-lft-englishversion-_web__final_version.pdf

Barnardo's Real Love Rocks website http://www.barnardosrealloverocks.org.uk/ is online space all about raising awareness around child sexual exploitation and what a healthy and safe relationship is. Young people, parents and professionals can access information about CSE.

Support for children and young people
'Spot the signs' leaflets for children and young people can be downloaded from Barnardo's: http://www.barnardos.org.uk/get_involved/campaign/cse/spotthesigns.htm

'Wud U' is a free app developed by Barnardo's and Microsoft aimed at teaching young people about the dangers of child exploitation. http://www.barnardos.org.uk/barnardos/news/media_centre/Barnardos-and-Microsoft-release-new-app-to-help-protect-children-from-being-sexually-exploited/press_releases.htm?ref=96793

Appendix 7: Local advice and guidance on female genital mutilation (FGM), including the new duty to refer

FGM is illegal in the UK. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris. The World Health Organisation (WHO) defines Female Genital Mutilation (FGM) as: "all procedures which involve partial or total removal of the external female genitalia or injury to female genital organs whether for cultural or other non-therapeutic reasons" (WHO, 1996).

FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It is estimated that approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.

FGM constitutes a form of child abuse and violence against women and girls, and has severe short term and long-term physical and psychological consequences.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

Taken from Multi-Agency Practice Guidelines: Female Genital Mutilation (Home Office/Department for Education, 2014)
https://www.gov.uk/government/publications/female-genital-mutilation-guidelines

Potential School Action

All staff should be aware of risk factors, warning signs and indicators of FGM as part of their duties around safeguarding. As of the 31st October, 2015, a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police comes into force. Schools should also be aware of what to say (and what not to say) if a girl/young woman discloses that they are at risk of or have suffered FGM. Teachers, along with health and social care professionals, are required under a new mandatory duty in the Serious Crime Act (2015), to report any cases of known Female Genital Mutilation disclosed by anyone under the age of 18yrs to the police.
https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Where Female Genital Mutilation is **known** either through **disclosure** or the **observation** of physical signs (through normal day to day practice e.g. nappy changing, personal care etc., school staff should:

- follow their school's child protection policy and report any case of known Female Genital Mutilation to the Designated Safeguarding Lead immediately, ensuring a written record of the concern or disclosure

- the teacher should immediately make a report to the police (orally or in writing – recommended route: call 101) providing the following information:

1. explain that you are making a report under the FGM mandatory reporting duty

2. **your details:**
   name
   contact details (work telephone number and e-mail address) and times when you will be available to be called back

role
place of work

3. **details of your organisation's designated safeguarding lead:**
name
contact details (work telephone number and e-mail address)
place of work

4. **the girl's details:**
name
age/date of birth
address

- the report should be logged by the Designated Safeguarding Lead on the school child protection file or record, ensuring police notification is logged including the case reference number.

Where FGM is **suspected** or recognised as a **risk**, school staff should:

- follow their school's child protection policy and report any case of known Female Genital Mutilation to the Designated Safeguarding Lead immediately, ensuring a written record of the concern or disclosure

- refer the case to the Solihull Multi-Agency Safeguarding Hub (MASH). The referral should be of good quality clearly stating all known facts. All Female Genital Mutilation cases entering MASH go straight to a strategy discussion, police are informed as part of the multi-agency discussion who update their information and investigate as appropriate.

The Solihull LSCP webpages provide comprehensive guidance and advice for frontline professionals and their managers, individual's in Solihull's local communities and community groups such as faith and leisure groups on:
- Identifying when a child may be at risk of being subjected to FGM and responding appropriately to protect the child;
- Identifying when a child has been subjected to FGM and responding appropriately to support the child; and
- Measures which can be implemented to prevent and ultimately eliminate the practice of FGM.
    https://solihulllscb.proceduresonline.com/chapters/p_fem_gen.html?zoom_highlight=FGM

Additional sources of information and advice (awareness raising with staff)

- The Home Office, in conjunction with the Virtual College have produced a training module that is helpful in raising awareness with staff around the issues of FGM and their responsibilities with regard to safeguarding. http://www.safeguardingchildrenea.co.uk/resources/female-genital-mutilation-recognising-preventing-fgm-free-online-training/

- The statement available from the weblink below opposing female genital mutilation (FGM) can be taken abroad to explain the criminal status of FGM in the UK. It outlines what FGM is, the legislation and penalties involved and the help and support available. https://www.gov.uk/government/publications/statement-opposing-female-genital-mutilation

- The NHS Choices website gives detailed information about FGM including awareness raising leaflets in a range of languages. http://www.nhs.uk/Conditions/female-genital-mutilation/Pages/Introduction.aspx

- The West Midlands Police website contains help and advice on FGM including links to Home Office factsheets on the issue. http://www.west-midlands.police.uk/advice-centre/help-and-advice/honour-abuse/female-genital-mutilation/

- The NSPCC have an FGM helpline and a range of resources including what to look out for and advice on how to keep children safe. http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/

- The PSHE Association have produced a FGM PowerPoint presentation which aims to raise awareness amongst school staff to help identify girls at greatest risk of FGM. https://www.pshe-association.org.uk/content.aspx?CategoryID=1193

- Schools may wish to provide parents/carers with information about FGM including its prevalence, legal status and where to access support. Workshops addressing how to keep their children safe aimed at parents may also be helpful.

Curriculum (universal provision through planned PSHE and Science)
It is up to schools, colleges and universities to decide exactly how they address FGM, taking account of the numbers of pupils from relevant communities. They can, however, create an 'open' and supportive environment by raising awareness through learning in sex and relationship education within PSHE. Listed below are some helpful resources and information about FGM for teachers.

- Female genital mutilation: resource pack, DfE, 2014 https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack
- Infant and primary schools: effective sex and relationship education within PSHE can help pupils keep themselves safe from harm through building their confidence to ask for help, learning that their body belongs to them and giving them the language to describe private parts of their body. The Sex Education Forum and PSHE Association have advice and guidance on effective teaching and learning in sex and relationship education and PSHE. https://www.pshe-association.org.uk/default.aspx
- Key Stage 3 (Y7) lesson plan produced by Islington Council to raise awareness of the practice of FGM and provide information on how and where young people can get help. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/276541/KS3_FGM_lesson_plan.pdf

- The FGM Fact File - Interactive Teaching Resource is a teaching resource by the Foundation for Women's Health Research and Development (FORWARD) - see 'Training' section below - for use in secondary schools (Y9-11) as part of personal, social and health education. It aims to raise young people's awareness of FGM, help them realise that it is a form of abuse, and make them aware of who and where they can go to for help. There is also a teachers pack to support the resource. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/276899/FGM_game_overview.pdf
- The film 'Best of British' by Values vs Violence looks at personal choices and values and community cohesion issues, and is aimed at sixth form and university students. http://vvvuk.com/watch-over-me/series-4/
- A DVD for secondary school staff on how to tackle FGM issues is available from Integrate Bristol, a charity that works towards equality and integration. http://integratebristol.org.uk/2015/03/23/watch-new-films-and-behind-the-scenes-footage-from-integrate-bristol/

Involving other agencies and signposting

- Birmingham & Solihull Women's Aid Helpline: 0808 800 0028 (free from most mobiles and landlines) Web: http://bswaid.org/
  FGM Project: 0121 685 8687 (ask for Khadija Jaamac)
- NSPCC FGM Helpline: 0800 028 3550 and emails sent to fgmhelp@nspcc.org.uk (a resource for both community and professionals.
- FORWARD (Foundation for Women's Health, Research and Development) 020 8960 4000 - www.forwarduk.org.uk
- Daughters of Eve 07983030488 - www.dofeve.org/stopping-fgm.html Daughters of Eve is a non-profit organisation that works to protect girls and young women who are at risk from female genital mutilation (FGM).
- African Well Woman's Service (Birmingham Heartlands Hospital) Alison Hughes 0781 7534274 Weekly clinic Friday mornings
- African Well Women's Service (Birmingham Women's hospital) Alison Hughes 07738 741614 Weekly clinic Thursday mornings.

Information for parents

- FGM Factsheet from the Home Office: http://www.west-midlands.police.uk/docs/advice-centre/help-and-advice/honour-abuse/FGM-Home-Office-leaflet.pdf
- Statement opposing FGM for parents to take abroad if travelling to high risk countries: http://www.west-midlands.police.uk/docs/advice-centre/help-and-advice/honour-abuse/A-Statement-Opposing-FGM.pdf
- NHS Patient Information leaflet on FGM (available in different languages): http://www.nhs.uk/NHSEngland/AboutNHSservices/sexual-health-services/Documents/2903740%20DH%20FGM%20Leaflet%20Acessible%20-%20English.pdf

Information for young people

- Information and advice from ChildLine for young people about FGM including what to do if it has happened to you. https://www.childline.org.uk/Explore/AbuseSafety/Pages/female-circumcision-fgm-and-cutting.aspx
- The Petals web app has been developed to provide young people with information about FGM. http://petals.coventry.ac.uk/

Appendix 8: Child on Child Abuse

Guidance where children and young people have exhibited sexually inappropriate/ harmful behaviour and/or exhibited sexually inappropriate/harmful behaviour towards others

Sexual exploration and play is a natural part of childhood sexual development, and helps children to develop physically and emotionally. Throughout their development, every child will express themselves sexually in different ways.

A child's behaviour will depend on their age and circumstances. The NSPCC website describes the behaviours typical of each developmental stage. It is normal to see a child exhibiting behaviour that is slightly more or less mature for their age. Taken from www.nhs.uk

Children and young people may show sexual behaviour that is inappropriate or unexpected for their chronological age. There could be a range of reasons for this including learning disability, mental health problem, trauma anxiety or even curiosity.

The NSPCC identify harmful sexual behaviour as including:

- using sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- full penetrative sex with other children or adults.

Children and young people who develop harmful sexual behaviour harm themselves and others.

Web: http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/

1 in 3 of all reported child sexual assaults are perpetrated by young people (Horne et al 1991)

50% of adult sex offenders report the onset of sexual offending during adolescence (Abel at al 1985)

It is essential that the school's approach to managing these behaviours is consistent amongst all staff and is based upon a shared understanding of the issue.

Potential school actions

Following the notification or disclosure of sexualised inappropriate behaviour, the following actions should be considered:

- Inappropriate sexual behaviour in children and young people should be dealt with guided by the same policy and guidelines as other inappropriate behaviour in school.

- School staff will also need to follow the procedures outlined in their Child Protection/Safeguarding/Behaviour/Anti-bullying Policies and discuss concerns with the DSL for child protection.

- If the school becomes aware that a child is displaying inappropriate sexualised behaviour, an assessment should be made as to whether or not the behaviour is abusive. This should involve information gathering from relevant adults in school in order to establish where the behaviour sits on a

continuum from that which could be expected of a child/young person at that age/stage to that which may indicate has been abused/is abusing others.

- If the behaviour is inappropriate but not thought to be abusive, the school may wish to speak to the parent or carer to devise a consistent strategy to manage the behaviours, eliminate any medical reasons underpinning the behaviours, and consider a possible referral to other agencies (e.g. CAHMS, Educational Psychologist, SEMH team).

- Where a pupil's behaviour results in a serious breach of the Behaviour policy, or the pupil is persistently breaching the policy by repeating this behaviour, the School may decide to exclude the pupil, either on a fixed term or permanent basis. A permanent exclusion should only take place where behaviour is sufficiently serious and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Curriculum (Universal provision through PSHE)

The school's PSHE curriculum includes:

- High quality Relationships and Sex Education for all pupils appropriate to their age, needs and maturity. The following topics will be of relevance when providing a curriculum that empowers pupils to recognise and manage risk and to keep themselves safe: Naming sexual body parts; public/private places; acts and body parts; personal space; consent; laws around sexual activity; how and when to access help and support; pornography and the sharing of sexual imagery; protective behaviours.

- Anti-bullying learning that, where appropriate, includes learning about sexual bullying.

Resources and additional support

LSCP procedures for children who abuse others may be of relevance in some circumstances:

http://solihulllscb.proceduresonline.com/chapters/p_child_who_abuse.html

A MASH referral may be necessary in order to safeguard the child/young person.
MASH: (0121) 788 4333
Out of Hours (EDT) (0121) 605 6060

Sexually Abusive or Healthy Behaviour? Guidance to distinguish between healthy and abusive sexual behaviours in children and young people, Solihull LSCP, 2006
http://www.solihull.gov.uk/Portals/0/SocialServicesAndHealth/Sexually_abusive_or_healthy_behaviour.pdf

The Brook Sexual Behaviours Traffic Light Tool supports professionals working with children and young people by helping them to identify and respond appropriately to sexual behaviours.
http://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool

Sexual Development in Primary Aged Children: Developing a Whole School Approach, Royal Devon and Exeter Foundation Trust and Devon County Council. The guidance in this booklet is designed to support schools in dealing with children's emotional and sexual development. Parts are also of relevance to secondary and special schools. http://www.devon.gov.uk/sexual_deg_for_websitebook.pdf

Child's play? Preventing abuse among children and young people. This booklet provides information to aid the recognition of the warning signs of harmful sexual behaviour in children and aims to build confidence to do something about it. It would be a useful resource for staff and parents.
http://www.stopitnow.org.uk/files/stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01_14.pdf

Managing Sexualised Behaviour Guidelines, Falkirk, Clackmannanshire and Stirling Councils, May '13 contains useful and practical strategies when working with pupils who are exhibiting inappropriate sexual behaviours, particularly those on the autistic spectrum.
http://www.autismtoolbox.co.uk/files/image/Wellbeing/Managing_Sexualised_Behaviour_Guidelines_final.pdf

Sexual bullying: a guide for school staff and other professionals that support children and young people with SEN and disabilities, Anti-bullying Alliance, 2014. The Anti-Bullying Alliance has developed this guide on prevention and response to sexual bullying to assist teachers and other professionals as they seek to educate and support children with special educational needs and disabilities. http://www.anti-bullyingalliance.org.uk/media/12258/Sexual-bullying-and-SEND-guidance-for-teachers-and-other-professionals-Sept14.pdf

Life Support Productions produce resources to support children with learning disabilities to access relationships and sex education. http://www.lifesupportproductions.co.uk/order.php

This information sheet gives some suggestions about understanding and responding to inappropriate sexual behaviour. It is specifically about the behaviour of men and boys with learning disabilities.
http://www.challengingbehaviour.org.uk/learning-disability-files/8---Difficult-Sexual-Behaviour-2013.pdf

Talking Together.. About Growing Up. A workbook for parents of children with learning disabilities, £12.99 and Talking together about sex and relationships: A practical resource for schools and parents working with young people with learning disabilities, £14.99 (p&p £4.99)

Further information on the books from fpa on 0845 1228 600 or online at Web: www.fpa.org.uk

Growing and Learning is a set of three books and picture cards written by Jane Keeling a nurse, mum of an autistic child, and an educator to support parents and carers. The three packs cover subjects from puberty to periods and wet dreams and are designed to be accessible to even youngsters with profound communication difficulties. www.growingandlearning.co.uk

Appendix 9: Local advice and guidance on Child Missing from Education (CMfE)

A child going missing from education is a potential indicator of abuse or neglect. Staff in education provision should follow the provision's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future.

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. Central to raising standards in education and ensuring all pupils can fulfil their potential, pupils need to attend regularly. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.

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 in their area.

All education providers should:

- Promote good attendance and reduce absence, including persistent absence

- Ensure every pupil has access to full-time education to which they are entitled

- Act early to address patterns of absence

- Ensure parents perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly

- Ensure all pupils are punctual to school and lessons

- Ensure they liaise with the named social worker where Children's Social Work are engaged with the child or family.

School Requirements

The **law** requires schools to have an admission register and an attendance register. All pupils must be placed on both registers. Schools should use the national absence and attendance codes to record and monitor attendance and absence in a consistent way which complies with the regulations. They are also used for collection statistics through the School Census System. The codes are detailed in School Attendance (DfE, October 2014 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/361008/Advice_on_school_attendance_sept_2014.pdf). Please note the requirements around the use of the L and U code (page 8), and requirements for recording attendance of Gypsy, Roma, Traveller pupils (page 11).

Schools should promote good school attendance and put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. The local authority model attendance policy and attendance toolkit are useful resources to support this work.
https://extranet.solgrid.org.uk/schoolissues/behaviourattendance/Behaviour%20and%20Attendance%20Toolkit/Forms/AllItems.aspx

It is essential that 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, FGM, CSE, forced marriage.

Involving other agencies and signposting:

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent, without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.
Email: educationwelfare@solihull.gov.uk or telephone 0121 779 1737.

Pupils at risk of harm/neglect - Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected schools should follow child protection procedures. If there is reason to suspect that a crime has been committed or the child's safety is at risk, the police should also be involved.

> **Solihull Children's Services:**
> MASH (0121) 788 4333
> Out of Hours (EDT) (0121) 605 6060

Solihull MBC LSCP procedures for Children who have Gone Missing from Home or Care
http://solihulllscb.proceduresonline.com/chapters/p_ch_missing.html

Solihull MBC LSCB procedures for Children Missing Education
http://solihulllscb.proceduresonline.com/chapters/p_safeguard_educ.html

If the school do not know where the child (and family) are and have made reasonable enquiries (including liaising with the police and Social Services), they can refer to the Child Missing Education team for further checks and advice.

> School Action: (1) Email address childrenmissingeducation@solihull.gov.uk
> Telephone: 0121 704 6145
> (2) Complete CME notification form
> https://extranet.solgrid.org.uk/management/cme/Forms%20%20Policies/Forms/AllItems.aspx

Families of members of the Armed Forces
Families of members of the Armed Forces are likely to move frequently – both in UK and overseas and often at short notice. Schools and local authorities should contact the MOD Children's Education Advisory Service (CEAS) on 01980 618244 for advice on making arrangements to ensure continuity of education for those children when the family moves.

Children of Gypsy, Roma and Traveller (GRT) Families
Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. Pupils are particularly vulnerable at transition from primary to secondary where a GRT pupil leaves school without identifying a new destination school. Schools should inform the CME team as soon as they become aware that a secondary school application will not be made for a GRT pupil. Although many are settled, some GRT families move regularly and their children can be at increased risk of missing education. Schools should work with families to minimise disruption to GRT pupils' education, for example if the family need to travel in order to work, they should be supported to dual register with other schools.

Persistent Absence
The definition of persistently absent (PA) pupil as set by the DFE for 2015 - 2016 is a pupil with 10% or more absence (90% or less attendance). The table below, derived from the census guidance, gives an indication of the minimum number of sessions a pupil would miss by each half term to be classed as PA. (Education providers should analyse this information further by pupil groups).

Half-term	10%
Half-term 1	7 or more sessions
Half-term 1-2 (autumn term)	14 or more sessions
Half-term 1-3	20 or more sessions
Half-term 1-4 (autumn term and spring term combined)	25 or more sessions
Half-term 1-5	31 or more sessions
Half-term 1-6 (full academic year)	38 or more sessions

A pupil profile template which will support schools to identify the issues impacting on PA pupils and detail actions to be taken is available on the Solihull MBC attendance toolkit
https://extranet.solgrid.org.uk/schoolissues/BehaviourAttendance/GPGATPS/Attendance%20Pupil%20Profile%20revised%20(2).doc

Solihull Local Authority Penalty Notice Code of Conduct

1.   Where a request for **leave of absence** has been made and the school have sent written notification to parents that the absence will be unauthorised **a penalty notice** will be issued where **the trigger of 10 sessions** of unauthorised absence is met.

2.   In all other cases of unauthorised absence accrued over time, a **Warning letter** will be issued by the SMBC Enforcement Team prior to a penalty notice. The trigger for a warning letter will be at **least 10 sessions** of unauthorised absence.

   A penalty notice may be issued, subsequent to a Warning letter, if there are a **further five sessions** or more unauthorised absences.

   Relevant paperwork can be found at
   https://extranet.solgrid.org.uk/schoolissues/BehaviourAttendance/GPGATPS

   Education Enforcement Team contact details:
   Email: educationwelfare@solihull.gov.uk
   Telephone: 0121 779 1737

Deletion of pupil from the admission register

Schools must notify the local authority when they remove a pupil from roll in line with the Removing Pupils from Roll: Guidance for Schools
https://extranet.solgrid.org.uk/management/cme/Forms%20%20Policies/Forms/AllItems.aspx

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system, e.g.: elective home education (EHE). Schools must not seek to persuade parents to educate their children at home as a way of avoiding excluding the pupil or because the pupil has a poor attendance record.

- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered.

- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend school after ceasing to be of compulsory school age.[1]

- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to school at the end of that period.

- have been permanently excluded.

Additional Guidance

Guidance including an additional letter for when parents do not request a leave of absence but school become aware they have taken a holiday in term time is available at
https://extranet.solgrid.org.uk/schoolissues/BehaviourAttendance/GPGATPS/Family%20Holiday%20Requests%20FPN%20Schools%20Sept%202015%20EEO%20version%20(2a).doc

Resources, Guidance and Legislation on CME

Removing Pupils from Roll: Guidance for Schools (SMBC, September 2011)
https://extranet.solgrid.org.uk/management/cme/Forms%20%20Policies/Forms/AllItems.aspx

School attendance: Departmental advice for maintained schools, academies, independent
Schools and local authorities (DfE, October 2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/361008/Advice_on_school_attendance_sept_2014.pdf

Ensuring a good education for children who cannot attend school because of health needs:
Statutory guidance for local authorities (DfE, January 2013)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269469/health_needs_guidance_-_revised_may_2013_final.pdf

[1] It should be noted that under raising the participation guidelines young people must remain in education, training or employment or elective home education until their 18th birthday.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349300/Participation_of_Young_People_Statutory_Guidance.pdf

Exclusion from maintained schools, academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion (DfE, 2012)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools__academies_and_pupil_referral_units.pdf

SMBC Exclusions Documents
https://extranet.solgrid.org.uk/management/exclusions/Shared%20Documents/Forms/AllItems.aspx

Solihull MBC model attendance policy
https://extranet.solgrid.org.uk/schoolissues/behaviourattendance/Behaviour%20and%20Attendance%20Toolkit/Forms/AllItems.aspx

Solihull MBC attendance toolkit
https://extranet.solgrid.org.uk/schoolissues/behaviourattendance/Behaviour%20and%20Attendance%20Toolkit/Forms/AllItems.aspx

Solihull MBC CME notification form
https://extranet.solgrid.org.uk/management/cme/Forms%20%20Policies/Forms/AllItems.aspx

Solihull MBC removing pupil from roll notification form
https://extranet.solgrid.org.uk/management/cme/Forms%20%20Policies/Forms/AllItems.aspx

Keeping Children Safe In Education (2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Children missing education: Statutory guidance for local authorities (DfE January 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

HMCI Advice Letter (July 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444746/Advice_letter_from_HMCI_on_the_latest_position_with_schools_in_Birmingham_and_Tower_Hamlets.pdf