SOLIHULL METROPOLITAN BOROUGH COUNCIL

Guidance for writing an Education and Skills Sector Child Protection Policy

September 2017 (updated)

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Insert Education Provider Name Governing Body / Trust Board / Management Board / Proprietor (delete as appropriate)

Child Protection Policy Statement

The governing body recognise their moral and statutory responsibility to safeguard and promote the welfare of all children. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this education provision. (For some special education provisions this age range goes beyond 18). All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that our school has adequate arrangements to identify, assess and support those children who have been harmed or are at significant risk of being harmed.

- This policy sets out how the governing body / trust board / management board / proprietor (delete as appropriate) of the INSERT EDUCATION PROVIDER NAME 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 education provisions, academies and post-16 providers.

- This policy relates to child protection and sits within a broader safeguarding policy. The policy applies to all staff (teaching and non-teaching), governors, volunteers, temporary and supply staff working in the education provision.

- This policy will be reviewed annually by the governing body / trust board / management board / proprietor (delete as appropriate) and is in line with the requirements of Working Together to Safeguard Children (DfE, March 2015), Keeping Children Safe In Education (DfE, September 2016), Inspecting safeguarding in early years, education and skills settings Ofsted document (August 2015).

- This policy is made available to parents on request and published on the education provider name website (insert link), so that parents have an understanding of the child protection responsibility placed on the school.

Child Protection Policy ratified by governing body / trust board / management board / proprietor (delete as appropriate) insert name of school on Date

Governors' Committee Responsible: e.g.: Safeguarding Committee

Governor Lead: e.g.: Safeguarding Governor and name

Nominated lead member of staff

Status and Review Cycle: Statutory Annual

Next review date:

Chair of Governors (name and signature):

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NAME OF EDUCATION PROVIDER CHILD PROTECTION POLICY AND PROCEDURES

Education providers may wish to insert their mission statement or vision and values in line with their procedures for other policies.

Policy Statement:

The welfare of our pupils is our paramount concern. Our school is a community and we all (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. This includes maintaining an attitude of "it could happen here" where child protection is concerned.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play in safeguarding children.

We make every effort to provide a safe and welcoming environment, underpinned by a culture of openness where both children and adults feel secure, able to talk and believe they are being listened to.

Aims:

To set clear expectations of how we expect all staff and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children and young people.

To identify key roles and responsibilities for all staff in relation to child protection, and emphasise the need for good levels of communication between all members of staff in school.

To recognise our responsibility to refer any significant concerns about a child or young person which may indicate physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) or neglect to Multi-agency Safeguarding Hub (MASH). The Solihull Multi-Agency Thresholds Criteria www.**solihull**lscb.co.uk/practitioner-volunteers/**threshold**-guidance-22.php should be used to support decision making in any referral.

To provide reports to and attend any statutory child protection conferences, initial and review, core group meetings and child in need conferences that may be called in line with Solihull Local Safeguarding Board (LSCB) child protection procedures.

To engage in child protection statutory assessment and interventions as required, recognising our duty to work with other agencies in protecting children from harm (e.g: Children's Social Work Services, Police Public Protection Unit, health professionals including mental health professionals).

To maintain clear management oversight of all child protection work; identifying, referring and supporting children known to be at risk of harm, ensuring pupils at risk of harm are safeguarded and receive timely support and intervention; including early help and prevention work.

Definitions

Safeguarding: protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adulthood (as defined in the Children Act 2004). This is applied to every child.

Child Protection: is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

Child: refers to all young people who have not yet reached their 18th birthday. The policy applies to all pupils of our school. It will extend to visiting children and students from other establishments.

Parent: refers to birth parents and other adults in a parenting role, for example adoptive parents, step parents and foster parents.

Abuse: a form of maltreatment of a child. This could mean neglect, physical, emotional or sexual abuse or any combination of these. 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. In the Children's Acts 1989 and 2004, **a child** is anyone who has not yet reached their eighteenth birthday.

Legal Framework

The Children's Acts 1989 and 2004 (as amended 2004 section 52) The Children Act 1989 introduced the concept of significant harm as the threshold which justifies compulsory intervention in family life in the best interests of children Under Section 17 (10) of the Children Act 1989, a child is in "need" if:

- He/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority;
- His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- He/she is disabled.

Education Act 2002 Section 175 (maintained schools) and Section 157 (independent schools, academies and post 16 provision)
The Sexual Offences Act 2003
The Counter-Terrorism and Security Act (2015), section 26 The Prevent Duty
Serious Crime Act (2015), Mandatory reporting duty for known cases of female genital mutilation.
Statutory Guidance: Keeping Children Safe In Education (September 2016)
Statutory Guidance: Working Together to Safeguard Children (March 2015)
Statutory Guidance: Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2015).
Inspecting safeguarding in early years, education and skills settings (August 2016)
What to do if you're worried a child is being abused (March 2015)

Leadership and Management of Child Protection

Governing Body

The governing body is responsible for:

- Ensuring there is a nominated safeguarding governor who ensures accountability for child protection and attends appropriate training in order to guide governors on their strategic responsibilities.
- Liaising with the Headteacher/designated staff over all matters regarding child protection issues. This is a strategic role rather than operational – governors will not be involved in concerns about individual pupils. The safeguarding governor should provide appropriate challenge and support for any action to progress areas of weakness or development in the education provision's child protection arrangements.
- Ensuring a member of the senior leadership team is appointed as the Designated Safeguarding Lead (DSL) who leads on and has clear oversight of all child protection work. The DSL must be appropriately trained to undertake this role. Governors must support the DSL in their role by ensuring the allocation of funding and resource is sufficient to meet the current child protection activity.
- Ensuring the DSL produces an annual report to the governing body of child protection activity. This should also reflect the child protection element of the local authority annual review of safeguarding. Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.
- Ensuring the education provision fully engages with the local authority in their annual review of safeguarding procedures, providing relevant information in a timely manner. The chair of governors should sign to confirm accuracy of the education provision's arrangements, and ensure any concerns are remedied without delay.
- Ensuring the governing body receives child protection awareness training, including the safeguarding governor.
- Ensuring the school has an effective child protection policy and a staff behaviour policy.
- Ensuring that all school staff and volunteers (including governors) receive child protection awareness training at the required frequency.
- Ensuring the school has a broad and balanced curriculum that teaches children about keeping safe.
- Ensuring national statutory guidance and legislation (specifically Keeping Children Safe in Education, DfE, September 2016 and Working Together to Safeguard Children, DfE, March 2015) and local requirements (specifically Solihull LSCB procedures and Solihull local authority policy, advice and guidance) are adhered to.

(A governing body checklist is provided in the Safeguarding Policy guidance).

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Child Protection Roles

The **Designated Safeguarding Lead (DSL) for Child Protection** is ……. and is a member of the Senior Leadership Team. His/her job description clearly reflects this role as outlined in **Appendix 1**. He/she has undertaken relevant training to the role and receives at least bi-annual updates.

The **Deputy Designated Safeguarding Lead (DSL)** for child protection is/are …….. His/her/their job description clearly reflects this role. He/she/they have undertaken relevant training to undertake the role and receive(s) at least bi-annual updates.

In the absence of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead the most senior member of staff in education provision will assume responsibility for any child protection matters that arise.

……. is the early years and childcare provision Designated Safeguarding Lead (DSL) (only required where there is provision registered separately by Ofsted, run by the education provision), due to the fact that this provision operates outside of standard education provision times and holidays.

The nominated safeguarding governor is: _____. He/she is responsible for child protection and champion good practice; to liaise with the headteacher and to provide support and challenge in the area of child protection.

The **Headteacher** will ensure that the child protection policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

The **governing body** is collectively responsible for ensuring that child protection arrangements are fully embedded within the school's ethos and adhered to in the school's day-to-day practice.

All staff members, governors, volunteers and external providers are expected to:

- Remember that the child's welfare and interests must be the paramount consideration at all times.
- Never promise to keep a secret or confidentiality, where a child discloses abuse.
- Know the definitions for abuse and the impact abuse can have on children and young people.
- Be alert to signs and recognise indicators of possible abuse.
- Listen to abuse concerns shared by a child (disclosure) and follow school child protection procedures, including notifying the DSL immediately.
- Undertake induction and training on child protection as required.
- Notify the DSL of any unexplained absence of a child on a Child Protection Plan or subject to a Child In Need Plan.
- Report to the DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.

Any member of staff who has concerns about the safety or potential abuse of a child must report their concerns to the Designated Safeguarding Lead for Child Protection **without delay**. This includes allegations made against other children.

Staff are not expected to take it upon themselves to investigate concerns or make judgements.

Definitions of Abuse: **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

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

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may 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, though it may occur alone.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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 is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health and development. Neglect may occur during pregnancy as a result of maternal substance misuse. 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-takers);
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Additional Vulnerabilities for Pupils with Special Educational Needs and Disabilities (SEND)

Additional barriers can exist when recognising abuse and neglect for children with special educational needs and disabilities, including:

- assumptions that indicators of possible abuse (eg: behaviour, mood, injury) relate to the child's disability without further exploration;
- children with SEND can be disproportionally impacted by things such as bullying – without outwardly presenting any signs;
- communication barriers and difficulties (eg: not hearing, not listening, not seeing) in overcoming these.

Staff Induction, Training and Development

All staff members should receive appropriate safeguarding and child protection training, including induction, which is regularly updated. This should include training on how to recognise signs of abuse **and** how to respond to any concerns. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Individuals **must**:

- read chapter one of Keeping Children Safe In Education (DfE September 2016) 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 staff behaviour policy (code of conduct) so that they are clear on what to do if there is a breach of the code of conduct (governor code of conduct for governors);
- understand the difference between having a concern about a child, and a child in immediate danger, being clear on the relevant actions to take;
- know the role of the designated safeguarding lead in school;
- understand that early help and support that can be provided by the school, and their role in early help.

The DSL provides at least an annual briefing to the school to provide staff with any updates on changes to child protection legislation, procedures and relevant learning from key serious case reviews.

This training and induction is proportionate to individuals' roles and responsibilities. https://extranet.solgrid.org.uk/management/staffing/smbcschoolshr/HRDocuments/

The school maintains accurate signed records of staff child protection induction, training and reading. (For guidance see example safeguarding training record in Safeguarding Policy guidance at www.solgrid.org.uk/safeguarding/).

The nominated safeguarding governor with responsibility for child protection undergoes child protection training prior to or as soon as appointment to the role and at regular intervals thereafter.

The Designated Safeguarding Lead for child protection attends the multi-agency safeguarding LSCB training within 12 weeks of taking up their responsibilities. The education provision will ensure that its Designated Safeguarding Lead attends the Designated Safeguarding Lead annual education conference to keep abreast of child protection learning and developments, and LSCB training at least biannually.

We ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contracted staff, such as catering staff, are aware of our child protection policy and procedure, and have received appropriate child protection training.

The Impact of Abuse and Neglect

The sustained abuse or neglect of children physically, emotionally, or sexually can have long-term effects on the child's health, development and well-being. It can impact significantly on a child's self-esteem, self-image and on their perception of self and of others. The effects can also extend into adult life and lead to difficulties in forming and sustaining positive and close relationships. In some situations it can affect parenting ability.

Recognising Signs of Child Abuse

The following signs may indicate something is wrong:

- significant change in behaviour
- extreme anger or sadness
- aggressive and attention seeking behaviour
- suspicious bruises with unsatisfactory explanations
- lack of self esteem
- self-injury or harm
- depression
- age inappropriate sexual behaviour

(For further guidance, "What to do if you are worried a child is being abused?" https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2).

If abuse is suspected, presence of signs of abuse is not proof that the abuse has occurred, but:

- must be regarded as indicators of the possibility of significant harm
- justify the need for careful assessment and discussion with the designated member of staff for child protection / decision making conversation which is logged
- may require consultation with and / or referral to Children's Social Work Service

The absence of such risk indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- appear frightened of the parents
- act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- persistently avoid child health promotion services and treatment of the child's episodes of illness
- have unrealistic expectations of the child
- frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- be absent or misusing substances
- persistently refuse to allow access to professionals on home visits
- be involved in domestic abuse

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

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Significant Harm

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.

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. (DfE, March 2015 p6)

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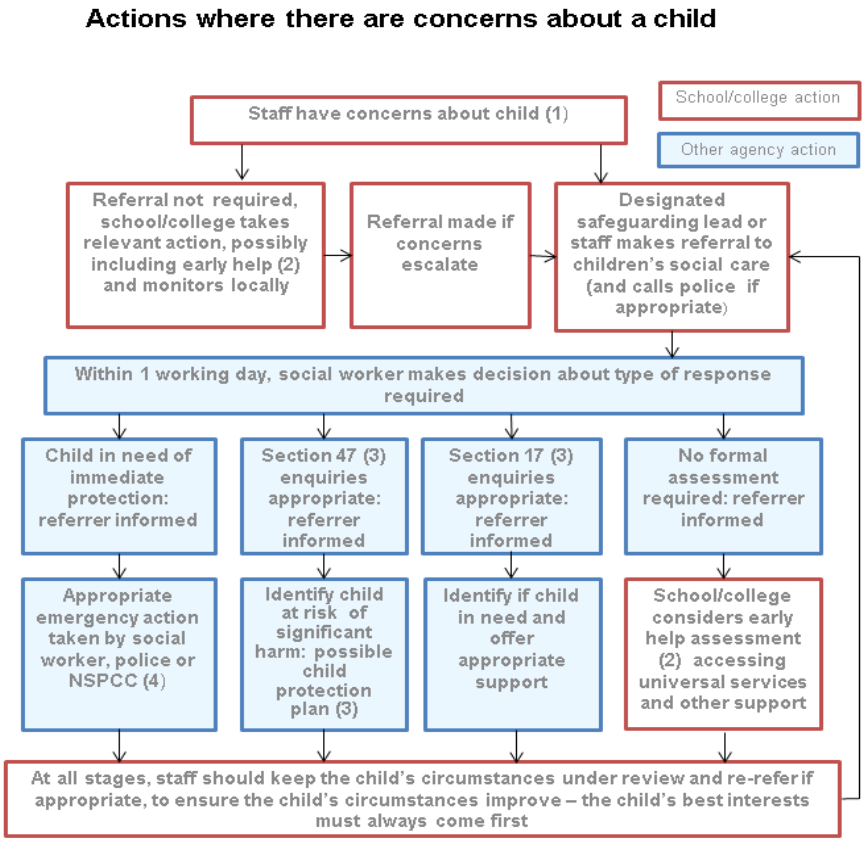
Action when a child has suffered or is likely to suffer harm

This diagram, taken from Keeping Children Safe in Education (September 2016), illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

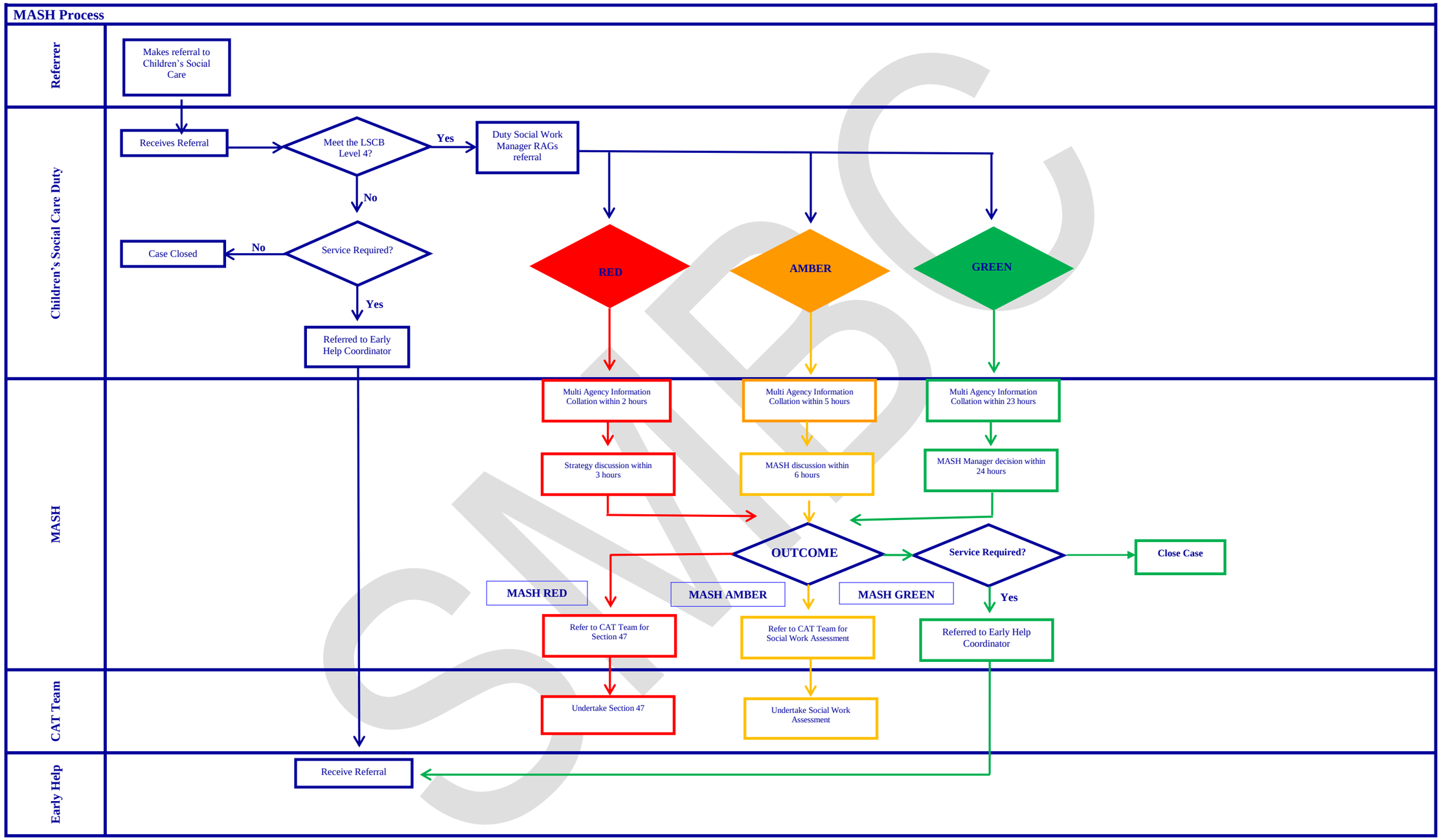


Anybody can make a referral

1. In cases which also involve an allegation of abuse against the staff member, the school's managing allegations procedures should be followed in line with the organisation's safeguarding policy, which explains action the school or college should take in respect of the staff member.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children. This could include applying for an Emergency Protection Order (EPO).

Members of staff should make a written account of any concern they have regarding the welfare or well-being of a pupil using the education provision pro forma including making a note of any visible marks and injuries. (See **Appendix 2** Model Child Welfare Concern and child protection concern/disclosure form example pro forma and **Appendix 3** body map)

Solihull Multi-Agency Safeguarding Hub (MASH) Referral Process



Dealing with Disclosures or Concerns:

If a child makes an allegation or discloses information which raises concern about actual or potential Significant Harm, the initial response should be limited to listening carefully to what the child says so as to:

- clarify the concerns;
- confirm who the child has already told, if anyone;
- make a full written record of what is being said by the child in their words.

If a child is freely recalling events, the response should be to listen, rather than stop the child; questioning of the information being given must be limited to confirming factual accuracy required to provide a quality referral, e.g. who are the people involved, what has actually happened and when and where did any incident occur.

If the child has an injury but no explanation is volunteered, it is acceptable to enquire how the injury was sustained.

However, the child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice Police investigations.

It is important that the child should not be asked to repeat the information to a colleague or write the information down. Making an accurate and verbatim record of what the child has said (disclosure), (or evidence that has led to the concerns) recording the child's own words, is the responsibility of the person to whom the child has disclosed. This is recorded on the concerns form in **Appendix 2**. These forms should be freely made available to all staff in the school.

The DSL should be informed of the concerns immediately and given the completed concerns form as soon as possible afterward.

A record of all conversations (including the timings, the setting, those present, as well as what was said by all parties) and actions must be kept. These should be recorded on the concerns form.

Any member of staff who has concerns about the welfare of a child must share this information with the DSL.

- The report is given to the DSL immediately who will analyse risk and refer onwards as necessary and appropriate.
- Referrals where urgent action is required should never be delayed in order for a full record to be written.

No enquiries or investigations may be initiated without the authority of Children's Social Work Services or the Police.

Note: Early Years registered providers (including school run early years providers) must notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider who, without reasonable excuse, fails to comply with this requirement commits an offence. (EYFS 2014, p 26 paragraph 3.51) The Solihull multi-agency safeguarding hub (MASH) must also be notified.

Guiding Principles for all staff and volunteers for Dealing with Disclosures: The Seven R's

The Seven R's provides staff with clear guidance on how to act in the event of a concern or disclosure: Receive, Reassure, Respond, Report, Record, Remember, Review.

Receive

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said and take it seriously.
- Make a note of what has been said as soon as practicable.

Reassure

- Reassure the pupil, but only as far as is honest and reliable.
- Do not make promises you may not be able to keep, e.g.: "I'll stay with you", or "everything will be alright now" or "I'll keep this confidential".
- Do reassure, e.g.: you could say "I believe you", "I am glad you came to me", "I am sorry this has happened", "We are going to do something together to get help".

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions, i.e.: "did he touch your private parts?" or "did she hurt you?". Such questions may invalidate your evidence (and the child's) in any later court proceedings.
- Instead, make use of open ended questions which offers the child the opportunity to provide more information about an event in a way that is not leading, suggestive or putting them under pressure. Open questions may use how? When? Who? Where?
  Questions beginning with the phrases "tell me", "describe" or "explain" are useful:
  - Tell me what happened, tell me who was there.
  - Explain what you mean when you say.
  - Describe the place to me.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff.

Report

- Share concerns with the designated safeguarding lead (DSL) as soon as possible**.** If you are unable to contact your designated safeguarding lead, deputy designated safeguarding lead, or most senior member of staff, and the child is at risk of immediate harm, contact MASH on **0121 788 4333**
- If you are dissatisfied with the response from the DSL or children's social work, you should ask for the decision to be reconsidered, giving your reasons for this
- A formal referral or any urgent medical treatment **must not** be delayed by the unavailability of designated staff

Record

- If possible make some very brief notes at the time and write them up as soon as possible. Keep your original notes on file.
- Any member of staff receiving a disclosure 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.
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into proper words.
- A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. (**See Appendix 2 - model pro forma**.)
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.
- A record should be made of any visible marks, bruising or injuries to a child that give cause for concern. This may be completed on a body map. (See **Appendix 3**). 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 to sign any records.
- All records of a child protection nature (handwritten or typed) are passed to the DSL.

Remember

- Support the child: listen, reassure, and be available.
- Complete confidentiality is essential**.** Share your knowledge only with appropriate professional colleagues.
- Try to get some support for yourself if you need it.

Review

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

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Specific Safeguarding Issues

In addition to the four categories of abuse, Keeping Children Safe in Education (2016) identifies the following safeguarding issues:

- breast ironing
- bullying including cyber-bullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- 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)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting trafficking

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/safeguarding).** National guidance is provided in Keeping Children safe in Education (DfE 2016), pages 12-13, which provide links to the TES, MindEd and NSPCC websites which provide information for education providers. LSCB guidance and procedures are contained in the Solihull Local Safeguarding Board Procedures through the link **Solihull LSCB procedures**.

In addition, locally, we have developed a Child Abduction Pathway, and a co-ordinated police response Operation Recognise, to provide further safeguards. This is provided in the Designated Safeguarding Leads Handbook (**www.solgrid.org.uk/safeguarding).**

All staff should have an awareness of specific safeguarding issues. Staff should be aware that behaviours linked to the likes of sexting, online behaviour drug taking, alcohol abuse and truanting (children missing from education) put children in danger.

SMBC

Online Safety

An effective whole provision approach to on line safety empowers our provision to protect and educate the whole provision in their use of technology and establish mechanisms to identify, intervene in and escalate any incident where appropriate. Annex C in KCSIE 2016 is dedicated to online safety, and should be shared with all staff. Clear policy guidance on the use of mobile technology is provided in Solihull MBC Online safety Policy Guidance (resources available at http://www.solgrid.org.uk/wellbeing/online-safety/managing-online-safety/)

- Developing an online safety policy - guidance and templates
- Acceptable use policy for younger pupils
- Acceptable use policy for older students
- Information about acceptable use policies for parents and carers
- Acceptable use policy for school staff and volunteers
- Acceptable use policy for community use

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and 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; staff need to be suitably trained to do this (eg: online course for staff:https://www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/)
We work with Parents/carers to raise awareness of on-line safety, including them 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.
(eg: http://www.solgrid.org.uk/wellbeing/e-safety-2/)

For further support on the electronic sharing/creation of sexual imagery please see the Health and wellbeing website: http://www.solgrid.org.uk/wellbeing/safeguarding-through-the-curriculum/pornography-and-the-sharing-of-sexual-imagery/

Sexting
The NSPCC defines ‘sexting’ as the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. **Appendix 15** provides further local advice and guidance on sexting.

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. It is essential that schools encourage high rates of attendance and review all attendance records regularly. An attendance policy should be in place and all staff should follow it. **Appendix 14** provides further local advice and guidance on CMfE.

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. **Appendix 9a** provides further local advice and guidance for preventing radicalisation. The Solihull Prevent Referral procedures are in **Appendix 9b** and a risk assessment is in **Appendix 10**.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. **Appendix 11** provides further local advice and guidance on dealing with concerns around pupils who are or could be at risk of child sexual exploitation. The CSE screening tool should be used to support any assessment of risk and to support a referral, a copy should be forwarded to Children's Social Work with the referral. The primary Petch CSE Screening Tool (**Click Here for Petch CSE Screening Tool)** and secondary CSE Screening Tool (**Click here for Secondary CSE Screening Tool)** should be attached to any referral.

Female genital mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. **Appendix 8** provides further local advice and guidance on female genital mutilation, including the new duty to report.

Children who abuse other children: Child on child abuse/peer on peer abuse
Children and young people who abuse others, including those who sexually abuse/offend, are often likely to have considerable needs themselves. They may pose a significant risk of harm to other children. They may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development, and may have committed other offences. Such children and young people are likely to be children in need, and some will in addition be suffering or at risk of significant harm, and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others. In such cases, the needs of such children should be considered separately to the needs of their victims.

Consideration needs to be given to the fact that these children may have considerable unmet developmental needs as well as specific needs arising from their behaviour.

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), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Appendix 13 provides further local advice and guidance on child on child abuse.

Private fostering. Children under 16, who are cared for full-time under a private arrangement between parent and carer on a basis by people who are not their parents or a close relative, are deemed in law to be privately fostered. To safeguard children in such arrangements local authorities have a duty to identify, assess, monitor and where necessary support all private fostering. Many private fostering arrangements are hidden and not brought to the attention of local authorities, even though it is an offence not to inform them. Most private fostering placements are safe, but clearly there are risks and nationally there have been some high profile tragedies involving children who were privately fostered. A child may be living with a friend's family, perhaps following a row with parents. Equally, a child may have joined the school having recently arrived in the UK with someone who does not appear to be a parent. The MASH must be notified as soon as you become aware of a current or intended private fostering arrangement, and a referral made. If you are not sure whether something constitutes private fostering, please do not hesitate to seek urgent advice from the MASH.

Solihull LSCB Priorities
Locally, Solihull LSCB has identified the '**toxic trio'** (domestic abuse, substance misuse - particularly parental substance misuse, mental health - particularly parental mental health and **neglect** as priority areas.

Substance Misuse: Drug and Alcohol Misuse
Solihull Local Safeguarding Board use the following definition of substance misuse in their Joint Services protocol re. Families and Children Affected by Substance Misuse:
"*Substance misuse is the use of or dependence on a substance leading to social, psychological, physical or legal effects that are detrimental to the individual or others. Substance use includes prescribed and non-prescribed, legal and illegal substances including alcohol."*
http://solihulllscb.proceduresonline.com/chapters/pr_drugs_alcohol.html

Appendix 16 provides further local advice and guidance on substance misuse.

Domestic Abuse

The cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- *psychological*
- *physical*
- *sexual*
- *financial*
- *emotional*

https://www.gov.uk/guidance/domestic-violence-and-abuse
Appendix 17 provides further local advice and guidance on domestic abuse. The DVRIM tool (for children) and the DVDASH (for adults) tool to assess risk are provided **in Appendix 17a** and **Appendix 17b**, these should be attached to any referral.

(*Domestic Abuse 'Honour' based violence (HBV) is a form of domestic abuse which is perpetrated in the name of so called '**honour**'. The **honour** code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family.)

Further information on neglect can be found in the DSL Handbook (www.solgrid.org.uk/safeguarding).

Safeguarding in the School Curriculum

As a school we will educate and encourage pupils to keep safe through the provision of a **broad and balanced curriculum which includes a safeguarding curriculum.** The curriculum (for example history, English, drama, and art) and in particular the personal, social and health education development strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in pupils, developing preventative strategies to ensure their own protection and that of others and promoting fundamental British values. Opportunities are provided for pupils to develop the skills and knowledge they need to stay safe from abuse, for example: the promotion of positive self-esteem, emotional literacy and assertiveness; online safety; preventing radicalisation; body confidence including naming private body parts; female genital mutilation; features of safe and healthy relationships; child sexual exploitation; and anti-bullying work. 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. A detailed statement on this can be found in the Designated Safeguarding Lead's Handbook with guidance for schools for each safeguarding issue, particularly curriculum guidance and guidance for parents.

Supporting Children

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

We support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Ensuring repeated hate incidents, e.g. racist, homophobic or gender or disability based bullying, are considered under child protection procedures.
- Promoting a caring, safe and positive environment within the school, with access to appropriate adults to approach if they are in difficulties.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children, including notifying social care as soon as there is a significant concern.
- Notify the allocated social worker of any new concerns about a child who is subject to a child protection plan or a child in need plan (Section 2.7 of Chapter 3.1. of the LSCB Procedures).
- Monitoring children who have been identified as having welfare of protection concerns and providing appropriate support. An individual support plan is devised, implemented and reviewed regularly for pupils requiring early help of safeguarding. This is kept with the child protection record.
- Where children and young people have exhibited sexually inappropriate/ harmful behaviour and/or exhibited sexually inappropriate/harmful behaviour towards others. Guidance is provided in **Appendix 13**. Where necessary a co-ordinated multi-agency response is undertaken to ensure the appropriate safeguards and support are in place. We ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

SAMPLE

The Designated Safeguarding Lead Toolkit:

- School safeguarding policy (www.solgrid.org.uk/safeguarding) (This includes managing allegations, safer recruitment and whistleblowing procedures)
- School child protection policy (www.solgrid.org.uk/safeguarding)
- Staff supervision policy (child protection) (www.solgrid.org.uk/safeguarding)
- Staff behaviour policy
- Solihull MBC multi agency thresholds (www.**solihull**lscb.co.uk/practitioner-volunteers/**threshold**-guidance-22.php)
- Solihull MBC designated safeguarding lead handbook (www.solgrid.org.uk/safeguarding)
- Keeping Children Safe in Education (September 2016) particularly chapter 1 and chapter 2 (www.solgrid.org.uk/safeguarding)
- Working Together to Safeguard Children (2015) (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)
- What to do if you're worried a child is being abused (2015) (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
- Solihull LSCB Procedures (http://www.solihulllscb.co.uk/publications)
- Inspecting safeguarding in early years, education and skills settings (August 2016) (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/547327/Inspecting_safeguarding_in_early_years_education_and_skills_settings.pdf)
- School inspection handbook (August 2016 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/553942/School_inspection_handbook-section_5.pdf)

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The role of the DSL following a report of concerns from a member of staff – what the DSL must do in considering next steps including making a referral and record keeping:

a) Referring

The DSL will assess the information provided on the concern form, using the Solihull multi-agency thresholds criteria and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact children's social care.

The DSL will:

- make a professional judgement about what action needs to be taken, using the Solihull Multi-agency Guidance Threshold Criteria to help support Children, Young People and their Families in Solihull, What to do if you're worried that a child is being abused, the school child protection procedure and the Solihull LSCB procedures (http://solihulllscb.proceduresonline.com/index.htm). The DSL will consider the following:
  - the nature of the concern;
  - how and why it has arisen;
  - what the presenting child's and family's needs appear to be;
  - what relevant information is held by the school, (consider any previous referrals, closed case to children's social work, any other school concerns; early help work, developmental needs of the child, parenting capacity, family structure)
  - whether the concern indicates a likelihood of **Significant Harm** and if so;
  - whether there is any need for any urgent action to protect the child, any other child in the same household or any child in contact with an alleged perpetrator;
  - whether there are any other children, either in the household or in contact with any alleged perpetrator of abuse, identified as in need or at risk of harm;
  - whether the child has any sibling(s) at other education provisions or early years settings and consider whether information is such that it should be shared with that other setting;
  - whether there are any concerns regarding an abuse of a position of trust;
  - where targeted support services have been offered but there is refusal or reluctance by the parent/carer to engage or engage consistently with the support being offered and therefore the identified cause of concern/need is not being addressed, i.e. no improved outcome for the child;
  - where targeted support services have been in place but the parent or carer appear unable to make the required changes in order to improve outcomes for the child.

- Where a DSL makes a referral, they should include:
  - the known facts;
  - any suspicions or allegations;
  - whether or not there has been any contact with the child's family;
  - 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 DSL feels unsure about whether a referral is necessary, a telephone call to MASH can be made for advice.

- If the child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify Children's Social Care of the occurrence and what action has been taken. This should be formally recorded by the school.

- Where the pupil is suffering from a serious injury, medical attention must be sought immediately by calling an ambulance or taking the child to the Accident and Emergency Department of the local hospital (Headteacher or DSL). The DSL should notify Children's Social Care. On arrival at the hospital, the duty consultant paediatrician must be informed of the nature of the concerns. The DSL should make a referral and ensure that all events, advice, notifications and actions are recorded, including any decision making. The DSL should seek advice from Children's Social Care about informing parents, remembering that parents should normally be informed that a child requires urgent medical attention.

- In accordance with the Local Safeguarding Children's Board Procedures, the agreement of the parents for a referral to MASH should normally be sought where possible, (Chapter 3.1.Section 13.1). However, if it is felt that seeking any such agreement would increase the level of significant risk to the child, the matter should be discussed with MASH and their advice sought. This must not contribute to a delay in making a referral.

- If the child is known to have an allocated social worker, referrals should be made directly to the allocated worker or, in her/his absence, the manager or a duty officer in the team. Sharing of this information and response should be recorded on the pupil file. If you are not aware of the name or contact number for the allocated social worker you should contact the Children's Assessment Team and they will assist in confirming this detail.

  Contact details for a referral for children residing in Solihull:
  Solihull Multi-Agency Safeguarding Hub (MASH):
  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. These must also be confirmed in writing.

- The DSL should receive a response to the referral within one working day. If a response is not received, the DSL should contact MASH to obtain information about the status of the referral. **Decisions must be recorded in writing on the child's file or record.**

- Where a referrer is unclear or in disagreement with the decision made, they should ask to speak to the responsible qualified social worker or the duty Assistant Team Manager in the first instance to try and reach an agreed understanding regarding the decision.

- The DSL should follow any action requested from Children's Social Services including allowing visits to the school by social workers and/or the police in relation to the referral and requests for any further information, report or attendance at meetings.

b) Confidentiality and Information Sharing

Pupils should have a range of trusted adults to talk to in school and they should also have a clear understanding of confidentiality boundaries with a range of adults. Laying these foundations at a young age will support pupils in accessing help, guidance and support whenever they need it as they navigate life. This is important because we know that concerns about confidentiality, and subsequent lack of trust, are the main barriers that stop young people from accessing advice and support when they need it.

Confidentiality policy framework
http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2014/09/ConfidentialityPolicyFrameworkSolihull201409.pdf

http://www.solgrid.org.uk/wellbeing/emotional-wellbeing-and-mental-health/confidentiality-in-schools/

We recognise that all matters relating to child protection are confidential. We maintain that all matters relating to child protection are to be treated as confidential and only shared in line with Working Together to Safeguard Children guidance. The Headteacher or Designated Safeguarding Lead will disclose any information about a child to other members of staff on a need to know basis only. Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult Children's Social Work for advice.

When there is a concern that a child is at risk of significant harm, all information held by the education provision must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. In the event of any doubt, the DSL should liaise with MASH.

Disciplinary action will be considered for any breach of confidentiality.

Further Guidance on information sharing can be found in Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2015).

Parental Consent to the Referral

The referrer should seek, in general, to discuss concerns with the family and, where possible seek the family's agreement to making a referral unless this may place the child at increased likelihood of suffering **Significant Harm** by:

- Delay in referral;
- The response it prompts from the parents;
- Alerting the alleged perpetrator.

A decision by any professional not to seek parental permission before making a referral to Children's Social Work Services must be recorded and the reasons given.

Where a parent has agreed to a referral, this must be recorded and confirmed on the Children and Families Inter-Agency Referral Form. Where the parent is consulted and refuses to give permission for the referral, further advice should be sought from MASH, unless to do so would cause undue delay. Any further advice and decision making should be fully recorded.

If, having taken full account of the parent's wishes, it is still considered that there is a need for a referral:

- The reason for proceeding without parental agreement must be recorded;
- Children's Social Work Services should be told that the parent has withheld her/his permission;
- The parent should be contacted by the referring professional to inform her/him that after considering their wishes, a referral has been made. The timing of this contact should be agreed with Children's Social Work Services;
- Any decision not to advise a parents about a referral or contact with a Young Person must be recorded in detail in order to provide a record of defensible decision making.

Pupil Consent to the referral

The Solihull LSCB child protection procedures state that:

"If the child can understand the significance and consequences of making a referral, his or her views regarding a referral to Children Social Work Services should be obtained and taken into consideration by the referring professional.

Whilst the child's views should be sought, it remains the responsibility of the professional to take whatever action is required to ensure the safety of that child and any other children.

It is important to explain to the child in an age appropriate way how the information will be passed to Children's Social Work Services and/or the Police as the agencies with lead responsibility for the welfare and protection of children.

Where the child does not wish his or her parent to know that they or someone else has made a referral about them, those receiving the referral must consider the wishes and best interests of the child. If the child can be considered as "Fraser Competent", then direct work can be undertaken with the child without parental knowledge or consent; however it is always important to encourage a child to be open and to engage parents unless to do so would increase a risk of harm to the child or young person.

c) Record Keeping

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 education provisions 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 education provisions monitor and manage their safeguarding practices and provides evidence of robust and effective child protection policy and practice.

Keeping a good quality record about work with a child who you have child protection concerns and his or her family is an important part of the professional accountability of the school. It helps to focus work, and it is essential to working effectively across agency and professional boundaries. Clear and accurate records for each child ensure that there is a documented account of an agency's or professionals' involvement with a child and/or family or care giver. They help with continuity when individual workers are unavailable or change, and they provide an essential tool for managers to monitor work or for peer review.

- Child protection records must be securely held, separate from the main pupil file, and in a secure place.
- 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 rationale for sharing or not sharing information.

Management Oversight of Child Protection Work

We ensure clear management oversight of work by the Designated Safeguarding Lead and senior leaders including governors. Oversight of numbers of pupils at risk due to child protection concerns are monitored through the threshold data sheet (Appendix 12). Regular reports to governors around child protection (anonymised) ensure effective support and challenge in this area of work. Our annual safeguarding audit work is shared with the local authority to ensure 157/175 compliance. Strengths in child protection work and any areas for development are identified and immediately remedied.

Supervision of Child Protection Work

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk, (Inspecting safeguarding in early years education and skills settings, August 2016, Ofsted), in line with our supervision policy.

We further support staff as necessary, by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and their line manager, and to seek further support as appropriate. This could include:

- Stress Risk Assessment undertaken by the line manager
- Access to the Employee Assistance Programme - CIC 0800 085 1376, assist@cic-eap.co.uk, well-online.co.uk - username: sbclogin Password: wellbeing
- Referral to Occupational Health for one-to-one counselling

In the event of a violent incident the violence and aggression at work policy and risk assessment should be followed.
http://intranet/Coredocs/Healthandsafety/PoliciesGuidance.aspx

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Professional Disagreement Procedures (Dispute Resolution)

At no time must professional dissent detract from ensuring that the child is safeguarded. The child's welfare and safety must remain paramount throughout.

In the event that a referring professional does not agree with the proposed response to the referral, the referrer should discuss their concerns directly with the duty Assistant Team Manager or Team Manager in the first instance to seek resolution. Professional disagreements should be dealt with in line with LSCB procedures **http://solihulllscb.proceduresonline.com/chapters/p_resolve_diff.htm**

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Transfer of Child Protection records (pupils leaving and pupils arriving at school)

When a child who has a child protection plan leaves the education provision at the end of statutory schooling or transfers to another education provision, the Designated Safeguarding Lead must:

- Inform the child's social worker immediately so that school records and contact details can be updated on the children's social work data base and the social worker can be advised that you will be liaising with the receiving school to share relevant information.
- Liaise with the child's new education provision immediately and arrange the transfer of child protection records to the new school.

When a child who has a child protection file in education provision leaves an education provision and transfers to a new education provision (eg: infant to junior / primary to secondary / secondary to sixth form or college), the Designated Safeguarding Lead of the current education provision should review the child protection file and should pass the following to the Designated Safeguarding Lead of the new education provision:

- Any current concerns that are being monitored
- Any child protection referrals or records of advice sought from MASH (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, child in need plan or looked after plan (current or historical)
- Any early help provided, and engagement of Engage Service

A child protection file transfer record can be found in **Appendix 6**.

The following information should be dealt with in line with the education provision'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 MASH for advice or a child protection referral.

When a pupil is educated off site by another education provider or is dual registered (for example on a managed move, attending a pupil referral unit or an alternative provision); the Designated Safeguarding Lead should assess what information needs to be shared the Designated safeguarding lead at the other education provision. This decision should be based on the amount of time the child spends at the other provision and the nature of the provision. This should include a discussion with the child's social worker. Where appropriate the Designated Safeguarding Lead 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 education provision age or leaves college their records should be retained by the said establishment until the child's 25th birthday.

The reverse process should be in place when receiving a child, ensuring the school or college is in receipt of all required information. A guidance sheet to support conversations is available in **Appendix 7.**

Solihull MBC Contacts

- MASH: 0121 788 4333
- Out of hours: 0121 605 6060
- Children's Social Work Child Protection and Review Unit: 0121 788 4310
- Local Authority Duty Officer (LADO) – 0121 788 4310
- SMBC Adult Social Work one stop referral – 0121 704 8007
- Early Help team – 0121 709 7000

Birmingham Contacts

- Birmingham Multi-Agency Safeguarding Hub (MASH) - 0121 303 1888
  http://www.lscbbirmingham.org.uk/index.php/about-us-list/167-mash-hubs
  http://www.lscbbirmingham.org.uk/images/RSRT_practitioners_booklet.pdf

Coventry Contacts

- Coventry Multi-Agency Safeguarding Hub (MASH) - 024 7678 8555
  http://www.coventry.gov.uk/info/31/children_and_families/2186/coventrys_multi_agency_safeguarding_hub_mash
  http://www.coventry.gov.uk/downloads/file/20363/the_levels_of_help_for_children

Warwickshire Contacts

- Children's Social Care during office hours: 01926 410410
- Emergency Duty Service 01926 886922 outside office hours only
  https://www.warwickshire.gov.uk/wscb

Worcestershire Contacts

- Access Centre 01905 822666 from Monday to Thursday 8.30am to 5.00pm (until 4:30 pm on Friday)
- Emergency Duty Team (EDT) on 01905 768020 outside office hours
  http://www.worcestershire.gov.uk/info/20054/safeguarding_children/364/if_you_are_worried_about_a_child

SMBC

Evaluating and Monitoring Process

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

- Governing body visits to the school
- Senior Leadership Team 'drop ins' and discussions with children and staff
- Line management and task management of staff
- Audits of case files and record keeping (see **Appendix 8** for audit record sheet)
- Discussions with staff involved in child protection work
- Pupil surveys, questionnaires and evidence of the pupil voice in child protection work
- Scrutiny of the Solihull Multi-Agency Thresholds criteria and any data-sets
- Scrutiny of range of risk assessments and information (including child protection files, early help records, pupil concern logs, attendance, bullying logs, behaviour records, to ensure a co-ordinated approach)
- Scrutiny of governing body minutes
- Review of parental concerns and parent questionnaires
- Review of the use of any early help facility in school to support pupils, for example nurture room or other intervention.

Success Criteria:

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

2. Scrutiny of child protection records confirms that safeguarding procedures set out in this policy are being consistently followed. This includes completion of appropriate records with clear evidence of actions being followed through in a timely and effective manner in order to safeguard pupils and provide support where necessary; and that school attendance at any multi-agency meeting is attended, report provided where necessary and any actions for the school are followed up.

3. Staff, when questioned, believe that safeguarding procedures set out in the policy are being consistently followed throughout the education provision.

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

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Appendix 1: Role of the Designated Safeguarding Lead (DSL)

KCSIE (September 2016) Annex B: Role of the designated safeguarding lead

- Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead.
- The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post.
- They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

- It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.
- Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer radicalisation concerns to MASH (if threshold level met) of to the police prevent team in line with the pathway in **Appendix 9b**;
- support staff who raise radicalisation concerns;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Training

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

- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
  - understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
  - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
  - ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
  - are alert to the specific needs of children in need, those with special educational needs and young carers;
  - are able to keep detailed, accurate, secure written records of concerns and referrals;
  - understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
  - obtain access to resources and attend any relevant or refresher training courses; and
  - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

The designated safeguarding lead should:

- Ensure the school or college's policies are known and used appropriately:
- Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

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Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

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Appendix 2: Model Child Welfare Concern and child protection concern/disclosure form

To be completed by education provision staff or volunteers when they become aware of any child welfare or child protection concern. The completed form should be handed to the DMS without delay.

Name of Child:	**DOB of child:**
Year Group:	**Class/tutor group:**
Name and role of person making this record:	
Date:	**Time:**
Nature of incident/concerns/disclosure: (Include any relevant background and any injuries/marks. These should also be recorded on the body map overleaf).	
What the child said in their own words:	
Observations made / Professional opinions: Please make distinction between fact and opinion	
Action taken by person making this record **Signature:**	**Date:**

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Information Reviewed by DMS and actions taken:
(including rationale for decisions made):

Action taken	By whom	Outcome
Discuss with child Ensure the child's wishes and feelings are ascertained where appropriate		
Check behaviour / SEN / attendance (leads) for any relevant information		
Contact parents Please tick Telephone call _____ Meeting _____		
Refer to Multi-Agency Safeguarding Hub (MASH) Children's Social Care.		
Other (please specify)		

Signature **Date**

Final Outcome:

Signature **Date**

Summary of any feedback given to member of staff raising original concern (including rational for information sharing)

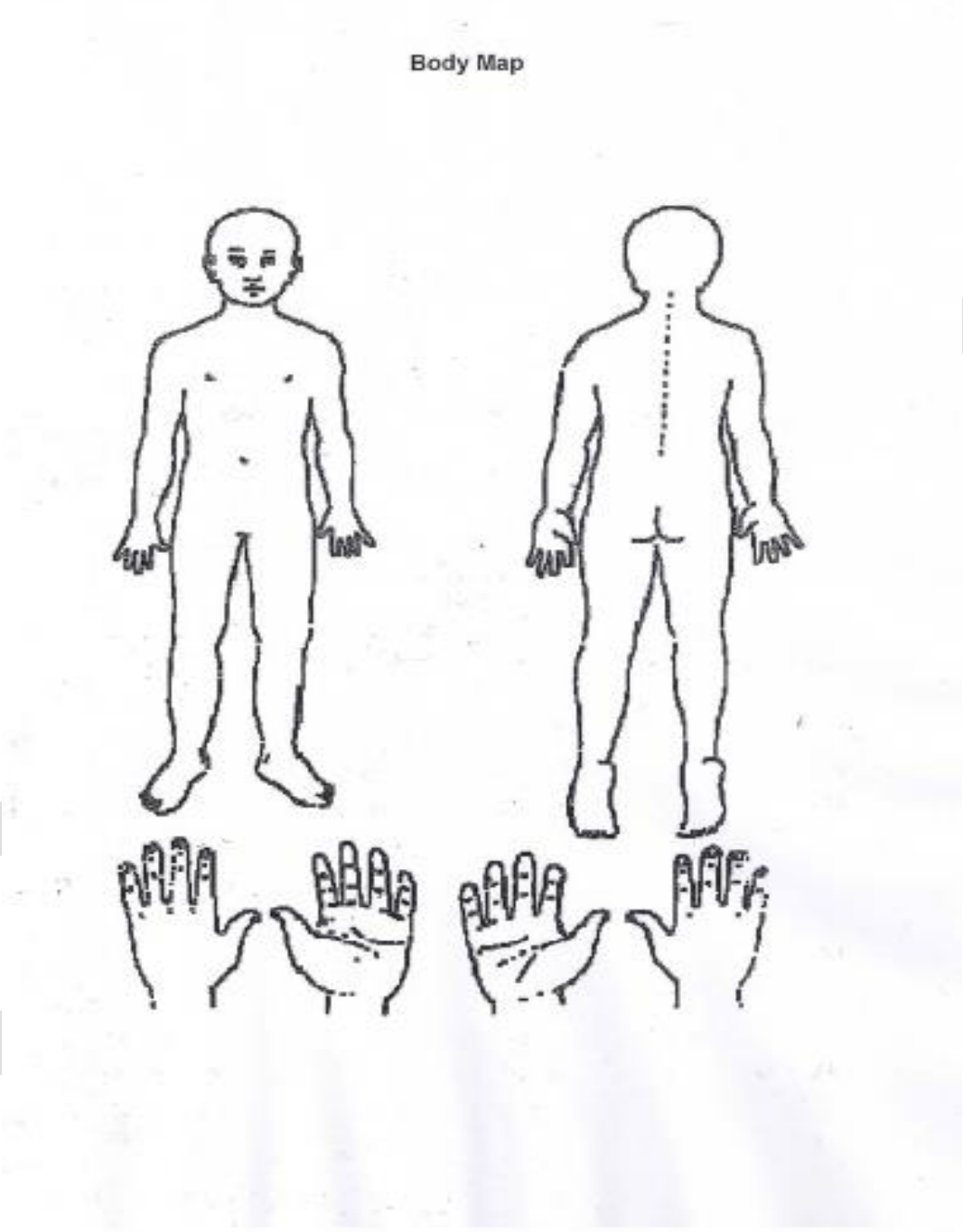
Signature **Date**

Appendix 3: Body Map

Name of child:.....

Date of use of body map:.....

Name of staff member:.....



Appendix 4: Chronology Template

CHRONOLOGY TEMPLATE

Name of education provision	
Child's Name	
Date of Birth	
LAC ☐	
Child Protection Plan	☐

Siblings		
Name	**Date of Birth**	**School**

Other agency contacts

Name	**Agency**	**Contact details**

Date (dd/mm/yy)	Age of Child at event date	Significant event/information/incident/details of concern	Source /Evidence	Actions taken	Outcomes of actions taken	Further actions required by whom and when	Child's wishes and feelings	Recorded by (Name & Agency)	Restricted information i.e. sensitive, personal data

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Appendix 5: Thresholds data sheet

Name of Education Provision: _____

Numbers of pupils vulnerable due to child protection concerns (including attendance) mapped against Solihull multi-agency thresholds criteria.

	SOLIHULL THRESHOLD LEVEL					
LOCAL AUTHORITY WITH RESPONSIBILITY	**Level 1 Threshold Universal Needs**	**Level 2 Threshold Additional Needs**	**Level 3 Threshold Complex Needs**	**Level 4 Threshold Acute Specialist Needs (Child Protection)**		
				CIN	**CP**	**LAC**
Solihull						
Birmingham						
Coventry						
Warwickshire						
Other Local Authorities (please state)						
Total						

Early Help How many pupils are currently receiving additional wrap around support from the Early Help Engage service?	**Level 2**	**Level 3**	**What has been the impact of this work?**

	Female Genital Mutilation	**Child Sexual Exploitation**	**Neglect**	**Domestic Abuse, substance misuse and mental health (Toxic Trio)**
From the above data sets, please identify numbers of pupils at risk of or experiencing				

	How many have special educational needs?	**How many have a disability?**	**How many live in homes where a family member/member of the household has a disability?**
From the above data sets, please identify numbers of pupils			

When completed, please return this form to seis@solihull.gov.uk

Appendix 6: Child protection file transfer record – Output (pupil leaving the school)

FILE TRANSFER RECORD AND RECEIPT

PART 1: To be completed by sending/transferring education provider

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

PART 2: To be completed by receiving education provision

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

Transferring Education Provision: Please ensure that the child protection file is passed to the Designated Safeguarding Lead at the receiving education provision using a secure method of delivery with Part 1 of this form completed.

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Appendix 7: Child Protection & Safeguarding Information Transfer – INPUT (Child being admitted to the school)

The following information has been requested so that on transition, we can continue to safeguard students, and ensure we have timely information.

Student's Name	
Student's d.o.b.	
Current School	
Designated Senior Lead	
Dates student attended school	
Have there been any child protection or welfare concerns around the student?	
Have there been any referrals to MASH? Please give details and dates	
Is the student or has the student been subject to a child protection plan, child in need plan or looked after plan? Please give details and dates	
Has the child/family received any Early Help? Have the Engage service been involved? What is the current threshold of need? What works/should we continue? Please give details and dates	
Is there anything else which we should consider? (eg: Police involvement, CAFCAS involvement, SEND etc.)	

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Appendix 8: An audit tool for Designated Safeguarding Leads for child protection / SLT / Governors for auditing in education provision recording

Date of Audit:

Completed by:

Section 1: Are case records up to date

From a sample of ……. (insert number) of child protection files

Child ID (eg child 1, or child A)	**Date of last of recording**	**Comments**

Section 2: Is the child's voice /experience included in the record

Area	**Comments**
The impact on the child is clearly recorded?	
The child's views are clearly recorded in their own word s?	

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Section 3: Facts and professional judgements are distinguished in the record

Area	Comments
Does the author differentiate clearly between facts and professional judgements?	
Would someone else reading the file understand the reasons/evidence underpinning professional judgements	
Is it clear what/who the sources of information are?	

Section 4: File Structure

Area	Comment
Are all entries dated and signed?	
Does the file contain a chronology of events?	
Is information repeated in more than one place in the file?	
Where information is repeated is there a clear reason for this?	
Are entries/previous files cross referenced	

Actions / Follow up/Action Plan

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Appendix 9a: 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".

School Assessment of Risk and Referral Procedures

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.

- If the concern meets threshold 4 of the Solihull multi-agency thresholds, a referral to MASH must be made in line with the school child protection policy. An e-mail referral must also be sent to the PREVENT Inbox: CTU_GATEWAY@west-midlands.pnn.police.uk

- If the child is at risk of significant harm, this includes travel to Syria, then a referral to Solihull MASH must be made in line with the school child protection policy. An email referral must also be sent to the PREVENT Inbox: CTU_GATEWAY@west-midlands.pnn.police.uk

- If the concern is below threshold 4 of the Solihull multi-agency thresholds, an e-mail referral must be sent to the PREVENT Inbox: CTU_GATEWAY@west-midlands.pnn.police.uk The school must act on the PREVENT Counter Terrorism Unit (CTU) advice, the CTU may take the case forward as a referral, alternatively they may advise the school to make a MASH referral or instigate early help.

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.

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Appendix 9b: 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

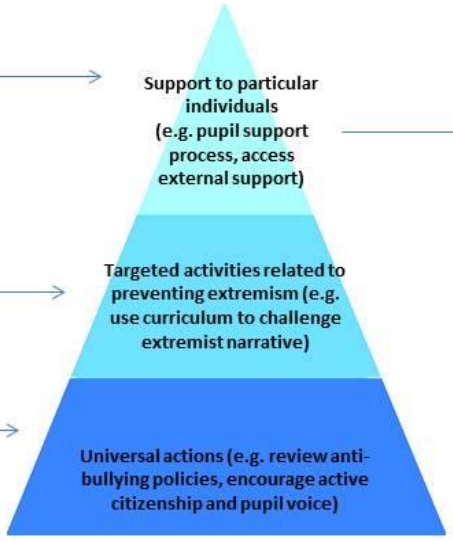
First Question: Is it an emergency? – PRIORITY ACTION REQUIRED – DIAL 999 in the first instance
If not follow referral process below

Inform Prevent Lead (headteacher or member of senior team who manages this area). The Prevent Lead undertakes a risk assessment of all circumstances, consults appropriately prior to action and considers whether additional support is required.

Situation to be recorded carefully at every stage in Child Protection policy/Safeguarding policy.

- If child is at risk of significant harm, a referral to MASH must be undertaken in line with the school child protection policy procedures (this includes imminent travel), and a referral also needs to be made to the Prevent Inbox.
- If below Threshold 4, a referral to the Prevent Inbox needs to be made.
- Consider how to best meet the needs of pupil(s), parent/carer and the school.
- Make a careful assessment of all the circumstances.

WMCTU Prevent Hub:
PREVENT REFERRAL
ctu_gateway@west-midlands.pnn.police.uk
Contacts for Support:
Tel: 0121 251 0241
(Monday – Friday – 8am - 6pm)
Solihull Council:
Phil Leivers, Assistant Director, Learning Skills & Progression
0121 704 8282
Schools:
Lorraine Lord: Senior Adviser: Safeguarding and Vulnerable Children
0121 704 6620



Supportive interaction as appropriate

Solihull Metropolitan Borough Council

Channel Project

The Police are the only agency who can make a referral in to Channel. Channel is the process by which structured interventions are implemented for vulnerable individuals identified as needing support. This is delivered through a multi-agency approach.

Channel Referral Pathway

If you have concerns about a child or young person and feel a multi-agency response is required, a referral must be made through the MASH process if the child is at risk of significant harm, and through the Prevent Inbox. If the concern is below Threshold 4, then a referral to the Prevent Inbox must be made.

Channel can support children and young people before they reach crisis point. It is a way of giving support early to prevent problems later on. Channel brings the different agencies who are involved with a child together so they can share information.

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. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. We recognise that it can be more difficult for many childcare providers, such as child-minders, to attend training and we are considering other ways in which they can increase their awareness and be able to demonstrate that. This advice is one way of raising childcare providers' awareness.

- 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.

Curriculum Resources for Schools:
www.preventforschools.org
http://www.lgfl.net/esafety/Pages/counter-extremism.aspx
https://www.victvs.co.uk/resources/

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

Trust Me: The London Grid for Learning and ChildNet International have developed resources for primary and secondary schools addressing the development of critical thinking when looking at online materials. The lessons could be used within PSHE/Citizenship and support schools in teaching the skills necessary to recognise online extremism and propaganda.

Addressing extremism and radicalisation lesson plans : A series of four lesson plans for key stage 4 with a specific focus on addressing extremism and radicalisation of all kinds, from the PSHE Association, commissioned by Medway Public Health Directorate

Triple V (Values Versus Violence) is Dot Com Children's Foundation's resource for secondary schools. The VVV resources aim to empower young people by helping them to develop positive behaviours and learn how to keep themselves and their friends safe. They provide opportunities to discuss criminal behaviour and victimisation in a safe environment and, as a result, they lead to changes in behaviour. The Watch Over Me series is a broadcast-quality "soap opera" which engages young people and helps them create their own strategies for dealing with risk. It is a classroom tool which stimulates discussion and helps pupils feel safe enough to talk about the most challenging issues which affect personal safety. http://vvvuk.com/watch-over-me/

Visiting Speakers or Events

It is a requirement under the Prevent Duty to have robust safeguarding policies in place – including clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised in line with school vetting procedures.

Ensure visiting speakers are suitable and appropriately supervised:
- Agree purpose for inviting a visiting speaker and guidelines on content
- Where possible submit details of talk in advance
- Speaker should be treated like any other visitor and appropriately supervised at all times

A risk assessment is provided on the next page and visiting speaker protocol.

Visiting Speaker/Event Agreement At (insert name) Education Provision

We understand the importance of visitors and external agencies to enrich the experiences of our pupils.

In order to safeguard our children we expect all visiting speakers to read and adhere to the statements below.

- Any messages communicated to pupils support fundamental British Values and our school values.
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils.
- Visitors will also be accompanied by a member of staff at all times.

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

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Education Provison
Risk Assessment for Visiting Speaker/Event

Name of the Event: …… Speaker: ……..	Date of risk assessment: …….. Planned date Speaker/ Event ……..
Nature of Event (eg: assembly, talk, interactive learning etc)	
Outline of the Content of the Event	
Member of staff organising the event who is the point of contact for the speaker.	
Confirm that research (eg:internet search) has been carried out on the speaker/event, and the organisation they are affiliated to – record detail	
The Speaker has signed the Visiting Speakers Agreement	YES NO
The school office staff have been informed of the speaker in order that the speaker's name can be added to the School diary, and any relevant vetting procedures can be undertaken overseen by the headteacher.	YES NO
Confirm that you agree to ensure that the Speaker is accompanied at all times, whilst on the premises	YES NO
Requested by	…….. (member of staff) (sign and date)
Authorisation By Headteacher Having completed the level of risk I am satisfied that this speaker/visit is suitable and that the planned event can go ahead. Having completed this risk assessment is the level of risk. I have reflected on the evidence, and made the decision that this visit MUST NOT go ahead. (Headteacher to take appropriate action)	Agreed by the Headteacher …….. (sign and date) Event MUST NOT go ahead and has been cancelled by the Headteacher …… (sign and date)
Post Event Evaluation	

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 which can be shared on school websites and within the school community.

- 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/

<u>School Community Information</u>, websites, leaflets and posters (general public information for the wider school community, eg: parents/carers, all staff, and other stakeholders. Consider placing this information on the school website)

If you suspect it, report it - call the Anti-Terrorist Hotline - 0800 789 321
Use the Anti-Terrorist Hotline to report something suspicious or out-of-place, or if you're unsure about someone's behaviour or activities – your call could be vital to us, however unsure you may be. Trust your instincts.

A Textphone facility for people who are deaf or who have hearing difficulties is available on 0800 0324 539. Remember to always dial 999 in an emergency.
The Anti-Terrorist Hotline is open 24 hours a day, 365 days a year. All calls and information are treated in the strictest of confidence. All information received by the hotline is thoroughly investigated by specialist officers before any police action is considered.

Everyone has a role to play in fighting terrorism and the public are being encouraged to contact the confidential Anti-Terrorist Hotline on 0800 789 321 if they see any activity or behaviour they think is suspicious.

The threat to the UK from terrorism remains real and serious, and public vigilance and awareness is crucial in helping to create a hostile environment for terrorists. Just one piece of information could be vital in helping disrupt terrorist planning and, in turn, save lives.

Police want people to look out for the unusual - some activity or behaviour which strikes them as not quite right and out of place in their normal day-to-day lives, for example:

- Terrorists need storage - Lock-ups, garages and sheds can all be used by terrorists to store equipment. Are you suspicious of anyone renting commercial property?
- Terrorists use chemicals - Do you know someone buying large or unusual quantities of chemicals for no obvious reason?
- Terrorists need funding - Cheque and credit card fraud are ways of generating cash. Have you seen any suspicious transactions?
- Terrorists use multiple identities - Do you know someone with documents in different names for no obvious reason?
- Terrorists need information - Do you know someone taking an interest in security, like CCTV cameras for no obvious reason?
- Terrorists need transport - If you work in commercial vehicle hire or sales, has a sale or rental made you suspicious?
- If you notice suspicious bags, behaviour or vehicles which pose an imminent threat, call 999 immediately.

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 (2015, pages 12, 15, 16, 17)
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

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

The Home Office have published a catalogue of resources for the use of partners.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/503973/Prevent_Training_catalogue_-_March_2016.pdf
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/

Report regarding the impact of the Prevent Duty Nationally

July 2017 Report on the impact of Prevent

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Appendix 10: Radicalisation and Extremism Risk Assessment

Radicalisation and Extremism Risk Assessment

Education Provider ……..…

	Yes/No	Evidence
Does the education provider's child protection policy include preventing radicalisation in line with the Prevent Duty?		
Does the education provider work with outside agencies on radicalisation and extremism e.g. Channel?		
Have staff received appropriate training?		
Does the education provision have a trained Prevent lead?		
Do staff know who to discuss concerns with? (Single point of contact - SPOC)		
Is suitable filtering of the internet in place?		
Do children know who to talk to about their concerns?		
Are there opportunities for pupils to learn about radicalisation and extremism?		
Have any cases been reported? If so, how many and what has been the outcome/learning/action?		
Are individual pupils risk assessed?		
What factors make the education provision community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		
Comment on the education provision's community, locality and relevant history		

Risk evaluation	**Low** **Medium** **High**	Way Forward

Date completed……Signed …….

Appendix 11: Local advice and guidance on dealing with concerns around pupils who are or could be at risk of 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.

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LSCB procedures for CSE

Child sexual exploitation is abuse and Solihull's safeguarding procedures should be followed:
http://solihulllscb.proceduresonline.com/chapters/p_safeg_sex_exploit.html
http://solihulllscb.proceduresonline.com/pdfs/cse_protocol.pdf

Information about CSE is available at: http://www.solihulllscb.co.uk/practitioner-volunteers/child-sexual-exploitation-23.php

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 appropriate CSE Screening Tool (details below) and make a professional judgement as to the child/young person's level of risk.

CSE Screening Tools

Concerns about immediate risk of harm for a child should be referred urgently to the Multi-Agency Safeguarding Hub (MASH) and/or to the police. Completing a screening tool at this stage could cause inappropriate delay.

We know that any child can be a victim of CSE. We also know that children can be targeted and abused at a young age, before adolescence.

1. Where there are concerns about a particular child under the age of 12 that may relate to CSE, **Solihull's Petch Screening Tool** should be completed. The screening tool identifies children early, **under the age of 12**, who may be at risk from CSE. It provides a framework for making a sound professional judgement about the level of vulnerability of the child to CSE, supporting early help and intervention.

   The Petch Screening Tool, for use in cases where the child is **under the age of 12**, can be found in the Practitioners' Tool Box on the LSCB website: **Click here for Petch CSE Screening Tool**

   Important: actions following completion of the Petch Screening Tool for a child under the age of 12

   The response will be determined by the clear pathway set out within the screening tool guidance.

   Vulnerability to CSE that is beyond universal is always a concern for a child under-12 by virtue of their age.

The CSE indicators in the screening tool are designated either amber or red, with red indicators presenting higher risk.

- A completed screening tool with evidence against a significant number of solely amber indicators would be likely to lead to a professional judgement of the child being ***potentially vulnerable*** to CSE.
- A completed screening tool with evidence against a combination of several red and amber indicators could lead to a professional judgement of either ***potentially vulnerable*** to CSE or ***vulnerable*** to CSE.
- Where the completed screening tool provides clear evidence against one or more of the red 'alert indicators' that present a stronger indication of CSE risk (displayed as **!**), the child would always be deemed to be ***vulnerable*** to CSE.

A Multi-Agency Safeguarding Hub (MASH) referral should always be made for a child under the age of 12 who is deemed to be *potentially vulnerable* or *vulnerable* to CSE.

The MASH referral process will swiftly determine the next steps for professionals in safeguarding the child.
Solihull Multi-Agency Safeguarding Hub (MASH): **0121 788 4333**
mash@solihull.gcsx.gov.uk

2. Where the child is **12 or over**, the existing screening tool (for 12-17 year olds) should be completed.

   This 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 **aged 12 and over, but 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 LSCB website: **Click here for Secondary CSE Screening Tool**

   This can also be accessed via the Practitioner's Tool Box; please click on children 12 and over in the CSE section.

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Important: actions following completion of the screening tool for 12-17 year olds

- Screening tool Level 2 or 3 outcome: Follow procedures to refer swiftly to MASH, including the completed screening tool with the MASH referral.
- 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 the 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 required in relation to CSE, but any other concerns raised will need to be followed up swiftly in order to safeguard the child/young person.

Support in completing either screening tool can be accessed from Solihull's dedicated CSE team within Engage (Early Help): 0121 709 7000. Following completion, all screening tools should be submitted to the CSE Officer, cse@solihull.gcsx.gov.uk.

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, both offline and online.
- 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.

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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 a planned PSHE programme of 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

- **Alright Charlie** is a resource designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way. It has been developed by the BLAST Project.

Involving other agencies and signposting

Reporting a concern in Solihull:
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/**

A report, 'Unprotected, overprotected' http://www.bild.org.uk/information/unprotected-overprotected/, published in September 2015,highlights that children with learning disabilities are more vulnerable to Child Sexual Exploitation (CSE) than other children, facing additional barriers to their protection and to receiving support. A series of leaflets have been produced, available on the above website link that identifies the signs of sexual exploitation for children with learning disabilities.

'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

A leaflet for young people with learning disabilities is available from http://www.bild.org.uk/information/unprotected-overprotected/

'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

'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.
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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.

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Appendix 12: Local advice and guidance on female genital mutilation, 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.

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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 LSCB webpages provide comprehensive guidance and advice for frontline professionals and their managers, individuals 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.
  http://solihulllscb.proceduresonline.com/chapters/p_fem_gen.html#intro

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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/

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Appendix 13: 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.

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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 designated member of staff 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 should include:

- 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

LSCB 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 LSCB, 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

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Appendix 14: 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, November 2016 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/564599/school_attendance.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:

Nationally, 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 (KCSIE 2016 Appendix A).

Locally:

- In the first instance, any non-school attendance where there is a safeguarding concern should be referred to the MASH (0121 788 4333), at the earliest convenience, and re-referred /escalated if necessary.
- If the concern is that the child is safe, but now missing education a referral to the CME team should be made (0121 704 6145).
- If the concern is that the child is safe, but continues to be absent, the enforcement team can issue a warning letter after 10 missed sessions and a penalty notice after a further five missed sessions (ie: before 10 days continuous absence), and can be contacted by 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 LSCB 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

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If the school do not know where the child (and family) are, and have made reasonable enquiries and appropriate referrals (including liaising with the police and Social Services), they should escalate this further with the police and social services, and also refer to the Child Missing Education team.

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.

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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 (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 Warning letter** 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

[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

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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, November 2016)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/564599/school_attendance.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

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 (2016)
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Children missing education: Statutory guidance for local authorities (DfE September 2016)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.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

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Appendix 15: Sexting pathway

Useful advice on all aspects of this issue can be found in the updated:
Sexting in schools and colleges: responding to incidents and safeguarding young people, UK Centre for Child Internet Safety, Aug 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS__4_.pdf

The above advice covers:

- Responding to disclosures
- Handling devices and imagery
- Risk assessing situations
- Involving other agencies, including escalation to the police and children's social care
- Recording incidents
- Involving parents
- Preventative education

The advice refers throughout to 'Youth produced sexual imagery'. The rationale for this as the most accurate description of the practice is because:

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgment of whether something is 'decent' is both a value judgment and dependent on context.
- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

The importance of a measured and proportionate approach to incidents of 'sexting' is emphasised in the advice;

Whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people's natural curiosity about sex and their exploration of relationships. Often, young people need education, support or safeguarding, not criminalisation.

Key issues:

- Sexting is not harmless: http://www.thinkuknow.co.uk/14_plus/Need-advice/Selfies-and-sexting/
- It is illegal: http://www.thinkuknow.co.uk/14_plus/Need-advice/Sex-and-the-law/
- The loss of control over the images and how they are shared can cause emotional distress
- Sexting can leave children and young people vulnerable to bullying, harmful contact and to blackmail: http://www.thinkuknow.co.uk/14_plus/Need-advice/Webcam-sex/

Potential School Action

- All staff should be aware of the school's on-safety policy and understand the risks associated with sharing images online. Responses should be in accordance with the school's policy and the statutory safeguarding duties of school staff as directed in keeping Children Safe in Education, DfE Sept 2016. Concerns should be discussed with the school's designated safeguarding lead (DSL).

- Childnet has advice on handling disclosures and reporting incidents: http://www.childnet.com/resources/picture-this

Schools may wish to provide parents/carers with information about online safety including understanding the law in relation to sharing images, how to talk to their children about keeping safe online, how to set up parental controls and where to access support. Workshops aimed at parents addressing how to keep their children safe may be helpful. Many schools share this information effectively on their school websites.

Curriculum (Universal provision through planned PSHE and Computing)

The PSHE Association's 'Frequently asked questions on pornography and sharing of sexual images in PSHE education' states that:

'Pupils should learn that it is both a gross violation and a very serious offence to take or share sexual images of another person without their consent. Depending on the circumstances, sharing such images can be an offence under various different pieces of legislation, including the Sexual Offences Act (2003), Malicious Communications Act (1988), Obscene Publications Act (1959) and Protection of Children Act (1978). Sharing sexual images without consent is a form of sexual assault – and if the victim is under 18 it could also be classed as sharing images of child sexual abuse, which could lead to the perpetrator being subject to the notification requirements under Part 2 of the Sexual Offences Act 2003 (commonly referred to as the Sex Offender Register).

Pupils should also learn that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it is a picture of themselves. These laws have been created to protect children and young people. It is therefore unlikely that the police would prosecute a young person for taking or sharing pictures of themselves, unless they were concerned that the images were being used to harass or coerce, or shared with intent to harm.' (PSHE Association)

The full paper can be downloaded at:
https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=491

Guidance on teaching about consent in PSHE PSHE Association
General advice for schools on teaching about consent accompanied by eight lesson plans. Key stages 3 and 4
https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-

Childnet resources include 'Picture This' – a drama based activity for young people about sexting, with accompanying script and lesson plans.
http://www.childnet.com/resources/picture-this

‘Crossing the Line’ - Childnet International
A practical PSHE Toolkit for educators containing films, lesson plans and activities. The film about sexting and peer pressure, ‘Just send it’, is rated 12 by the BBFC. 11-14*
*Some activities for KS2
www.childnet.com/pshetoolkit

‘So you got naked online’ is a resource provided by South West Grid for Learning: http://swgfl.org.uk/products-services/esafety/resources/So-You-Got-Naked-Online/Content/Sexting-Toolkit (main booklet) and http://swgfl.org.uk/products-services/esafety/resources/So-You-Got-Naked-Online/Content/Sexting-Sml-Flyer-booklet.aspx (flyer).
This is a resource for children, young people and parents that offers advice and explores strategies to support the issues resulting from sexting incidents.

‘Consequences’ is a film from CEOP aimed at 11-16 year olds. It focuses on the consequences of not keeping social networking profiles private. It addresses social media use, blackmail and the law. The film, lesson plans and a presentation are available upon registering at: https://www.thinkuknow.co.uk/Teachers/Registration-Policy/.
The film is also available at https://www.youtube.com/watch?v=hK5OeGeudBM

‘Exposed’ is a ten minute drama that has been designed for 14 to 18 year olds. 'Exposed' deals with the subjects of sexting and cyberbullying, issues that teenagers commonly face. The film can be accessed by registering on the thinkuknow site, as detailed above, or at: https://www.youtube.com/watch?v=4ovR3FF_6us

‘First to a million’ is another CEOP resource aimed at young people aged 14 plus. “Ever posted something you regret? Find out how to get help when things go too far. You choose what happens in this interactive film!” The film can be accessed on the thinkuknow site or at: http://www.thinkuknow.co.uk/14_plus/Films/FTAM/

Disrespect NoBody Discussion guide Home Office – PSHE Association
A teaching resource which supports the Government’s Disrespect NoBody campaign aimed at preventing abuse in teenage relationships. 13+
https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-discussion-guide

Tagged Office of the Children’s eSafety Commissioner (Australia)
Australian film resource with lesson plans and video interviews with key characters. 14+
http://www.cybersmart.gov.au/tagged

Lockers Webwise – the Irish Safer Internet Centre
An animation and six lesson plans including lessons on peer pressure, victim blaming and the influence of the media. 13+
http://www.webwise.ie/lockers

Digital Awareness UK and the Girl's Day School Trust have developed resources to help teachers develop their pupils' understanding of online safety – both physical safety and emotional wellbeing. Live My Digital is a series of 6 films for parents and 6 films for students on the following topics: Cyberbullying; The digital footprint; Identity and self-esteem; Relationships and grooming; Security and privacy; and Sexting. http://www.gdst.net/parents/live-my-digital

Infant and primary schools:
Effective relationships and sex 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 relationships and sex education and PSHE.

The Digiduck collection has been created to help parents and teachers educate children aged 3 - 7 about how to be a good friend online. 'Digiduck's Big Decision' addresses decisions about sharing unkind photos. The story book is available to read online at http://www.kidsmart.org.uk/teachers/ks1/sourcesDuck2/index.htm

'I saw Alex's Willy' NSPCC
Film and lesson plans aimed at younger children, key stages 1-2, which cover the importance of not sharing naked images. 5-11
https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources

Involving other agencies and signposting

Childnet International
Resources, links and support to ensure children and young people use the internet safely. http://www.childnet.com/

Thinkuknow
A website dedicated to preventing child exploitation online from the Child Exploitation and Online Protection (CEOP) centre. The site provides advice for different audiences with sections for children & young people; parents/carers and teachers/trainers. Registration provides access to a range of resources for 4 – 18 year olds.
http://thinkyouknow.co.uk/

ChildLine
http://www.childline.org.uk/Explore/OnlineSafety/Pages/Sexting.aspx
Children and young people can access ChildLine confidentially in a range of ways including by calling 0800 1111.
http://www.childline.org.uk/Talk/Pages/ContactingChildLine.aspx

Advice and support for Parents:

The NSPCC clip, 'I saw your willy' is aimed at parents, helping them to keep their children safe online.https://www.youtube.com/watch?v=sch_WMjd6go

The NSPCC PANTS campaign has been designed to help parents to talk simply with their children to protect them from sexual abuse. A key message in the 'Underwear Rule' is that body parts covered by underwear are private.
http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/

A series of four short films about nude 'selfies' have been produced by Thinkuknow
https://www.thinkuknow.co.uk/parents/Nude-Selfies-What-parents-and-carers-need-to-know/

Internet safety leaflets for foster carers and adoptive parents are available from Childnet: http://www.childnet.com/resources/foster-carers-and-adoptive-parents

Lucy Faithfull/Parent's Protect leaflets for parents:
www.parentsprotect.co.uk/files/traffic_light_helping_you_understand_the_sexual_development_of_children_under_5.pdf
www.parentsprotect.co.uk/files/traffic_light_helping_you_understand_the_sexual_development_of_children_5-11.pdf

If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre

ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. Young person can get their photo removed by talking to a ChildLine counsellor. More information is available at http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx

If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk , or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

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Resources parents could highlight to their children

ChildLine have created Zip-It, an app that provides witty comebacks in order to help young person say no to requests for naked images- https://www.childline.org.uk/Play/GetInvolved/Pages/sexting-zipit-app.aspx

There is information on the ChildLine website for young people about sexting: https://childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/

The Safer Internet Centre has produced resources called 'So You Got Naked Online' which help young people to handle incidents of sexting- http://childnetsic.s3.amazonaws.com/ufiles/Files%202015/SYGNO%20Booklet%20-%20version%202%20May%202015.pdf

Digital Awareness UK and the Girl's Day School Trust have developed resources to help teachers develop their pupils' understanding of online safety – both physical safety and emotional wellbeing . Live My Digital is a series of 6 films for parents and 6 films for students on the following topics: Cyberbullying; The digital footprint; Identity and self-esteem; Relationships and grooming; Security and privacy; and Sexting. http://www.gdst.net/parents/live-my-digital

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Appendix 16: Substance misuse pathway
What is drug/alcohol misuse?

Solihull Local Safeguarding Board use the following definition of substance misuse in their Joint Services protocol re. Families and Children Affected by Substance Misuse:

Substance misuse is the use of or dependence on a substance leading to social, psychological, physical or legal effects that are detrimental to the individual or others. Substance use includes prescribed and non-prescribed, legal and illegal substances including alcohol.
http://solihulllscb.proceduresonline.com/chapters/pr_drugs_alcohol.html

Clearly both drug and alcohol this may have implications with regard to parenting capacity in adults and a range of concerning issues for children and young people.

The latest advice from Government is the 2012 Department for Education and ACPO Drug Advice for Schools. Schools are advised that as a minimum, there should be:

- early access to support for pupils with drug or alcohol issues (or affected by family use);
- a written drugs policy available to all staff; and
- a senior member of staff with responsibility for policy and liaising with the local police and support services.

It is also made clear that a school's response to drugs and alcohol is most effective when:

- it is supported by the whole school community;
- drug education is part of a well-planned programme of PSHE education delivered in a supportive environment, where pupils are aware of the school rules, feel able to engage in open discussion and feel confident about asking for help if necessary; and
- staff have access to high quality training and support.

https://www.gov.uk/government/publications/drugs-advice-for-schools

For further support with reviewing policy and developing effective practice please see Solihull's Health and Wellbeing website: http://www.solgrid.org.uk/wellbeing/pshe/drug-and-alcohol-education/

Potential school support

Following the notification or disclosure of actual or suspected drug/alcohol misuse (own or that of parent/carer/friend) by a young person to an adult in school, the following actions should be considered:

- School follows its Managing Substance Related Incidents policy once drug/alcohol misuse is disclosed or discovered. School Behaviour (when considering sanctions) and Safeguarding (a MASH referral may be appropriate) policies may also be of relevance.
- Establish and implement a Pupil Support Plan if appropriate.
- School may identify children and young people who are potentially vulnerable to drug/alcohol misuse and plan targeted interventions addressing risk management skills and approaches.

- An Early Help Assessment may be appropriate for some children and young people in order to meet need
- Create a support plan with the parent/carer for action to be taken if that parent/carer arrives at school under the influence of drugs/alcohol.
- Staff awareness raising about the impact/signs/ways of supporting children & young people experiencing problematic drug/alcohol misuse.
- Training is offered to Solihull schools and information/links are published on the Health and Wellbeing in Solihull Schools website http://www.solgrid.org.uk/wellbeing/

Curriculum (Universal provision through planned PSHE and Science)

- High quality PSHE which includes appropriate learning around drugs and alcohol. (See Mentor-Adepis for further support).
- Statutory elements of the Science Curriculum in maintained schools covering how the impact of drugs and lifestyle on how the body functions.
- Opportunities within a range of curriculum areas to explore risk, risky behaviour and why such behaviour might occur e.g. literacy texts.
- Opportunities to learn about and develop 'protective behaviours' i.e. listening to what your body is telling you when something feels wrong, no problem is too big, small or awful to be shared with a trusted adult.

Involving other agencies and signposting

SIAS
SIAS (Solihull Integrated Addiction Services) is a partnership of organisations - Welcome, The Bridge, Str8 Up, the Drug Intervention Programme (DIP) and Aquarius - which work closely together to offer easy access to support and treatment for anyone whose drug or alcohol use has become problematic.
http://www.freedomfromdrugs.org.uk/

Support for Parents/Carers

Welcome
Welcome is a registered charity and the access point for drug and alcohol treatment and support services in Solihull. They are a member of SIAS and work with families and carers as well as users of drugs and/or alcohol to help them take control of their lives.
15 Larch Croft, Chelmsley Wood, Solihull B37 7UR
Tel: 0121 678 4730
Web: www.welcome-solihull.co.uk

Smoking Cessation
For support and advice on stopping smoking, contact Solihull's smoking cessation service.
Tel: 0121 704 6000
Email bhs-tr.solihullstopsmoking@nhs.net
Web: http://solihull.mylifeportal.co.uk/stopsmoking/

Talking to Kids about Alcohol: An informative, guide from the Alcohol Education Trust with tips and guidance on how to approach the issue of drinking with children and

teenagers. http://www.alcoholeducationtrust.org/wp-content/uploads/2014/10/parent-guide.pdf

Talk to Frank
National drugs awareness site for young people and parents/carers
http://www.talktofrank.com/

Drinkline
Drinkline runs a free, confidential helpline for people who are concerned about their drinking, or someone else's.
Tel: 0800 917 8282

Addaction
A UK wide treatment agency, helping individuals, families and communities to manage the effects of drug and alcohol misuse
Web: www.addaction.org.uk

Al-Anon
Al-Anon is worldwide and offers support and understanding to the families and friends of problem drinkers.
Confidential Helpline 0207 40 30 888 open 10 am - 10pm or visit www.al-anonuk.org.uk

ADFAM
Adfam provide information and advice for families of alcohol and drug users. The website has a list of local family support services.
T: 020 7553 7640
Web: www.adfam.org.uk

Alcohol Concern
The national agency on alcohol misuse for England and Wales provides general information about alcohol, and can help put you in touch with your nearest alcohol advice centre.
Tel: 020 7928 7377
Web: www.alcoholconcern.org.uk

NHS Choices
This site provides advice and information on alcohol and offers a database of support and treatment services
http://www.nhs.uk/livewell/alcohol/Pages/Alcoholhome.aspx

Support for Children and Young People

Childline
Support and advice for children and young people regarding their own drug/alcohol use and that of parents/carers.
http://www.childline.org.uk/Explore/DamagingYourself/Pages/DamagingYourself.aspx
http://www.childline.org.uk/Explore/HomeFamilies/Pages/Parentsandalcohol.aspx

Talk to Frank
National drugs awareness site for young people and parents/carers.
http://www.talktofrank.com/

Drinkline
Drinkline runs a free, confidential helpline for people who are concerned about their drinking, or someone else's.
Tel: 0800 917 8282

National Association for Children of Alcoholics (NACOA)
Information, advice and support to children of alcohol-dependent parents and people concerned with their welfare through a free and confidential telephone and email helpline.
Tel: 0800 358 3456
Email: helpline@nacoa.org.uk
Web: www.nacoa.org.uk

Drugscope has a specific website for 11-14 year olds, which features fact files, games and videos. Dworld also has a section for parent and teachers.

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Appendix 17: Domestic Abuse Pathway

The NSPCC identify the behaviours that may constitute domestic abuse:

- sexual abuse and rape;
- punching, kicking, cutting, hitting with an object;
- withholding money or preventing someone from earning money;
- taking control over aspects of someone's everyday life, which can include where they go and what they wear;
- not letting someone leave the house;
- reading emails, text messages or letters;
- threatening to kill or harm them, a partner, another family member or pet.

They also highlight the fact that witnessing domestic abuse is child abuse and that children whose lives are touched it are likely to be experiencing other types of abuse too.
https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/

Training for school staff

Birmingham and Solihull Womens Aid (BSWAID) delivered a one day bespoke training session for identified leads in school to roll out to all staff. In addition, the Solihull e-training package tool. This is also a useful resource for new staff to complete as part of their induction and to refresh all staff's awareness of domestic abuse. Below are details of how to access the e-learning training:

Go to www.kwango.com
User Name: SolihullSchools
Password: solihull55

Potential School Support

In order for schools and settings to ensure they are responding effectively to Domestic abuse a health check of standards can be found on the LSCB website.

Domestic violence and abuse procedures, within appendix 10:
http://solihulllscb.proceduresonline.com/chapters/p_dom_abu.html

The Barnardo's Domestic Violence Risk Identification Matrix (DVRIM) has been adopted by Solihull Local Authority as a screening tool to identify risk of domestic abuse in relation to children and young people. Education providers should use this tool in their work to identify and assess pupils at risk due to domestic abuse. (Appendix 1) For further guidance on the use of this tool please refer to the Solihull LSCB domestic abuse procedures:

Domestic violence and abuse procedures, within appendix 10:
http://solihulllscb.proceduresonline.com/chapters/p_dom_abu.html

The Domestic Abuse, Stalking and Harassment and Honour Based Violence (DASH, 2009) Risk Identification and Assessment and Management Model is a screening tool to be used to assess levels of risk with adults experiencing domestic abuse. (Appendix 2) Education providers should use this document where they are working with an adult or young person experiencing domestic abuse. For further guidance on the use of this tool please refer to the Solihull LSCB domestic abuse procedures:

Domestic violence and abuse procedures, within appendix 10:
http://solihulllscb.proceduresonline.com/chapters/p_dom_abu.html

Following the notification or disclosure of domestic abuse by a child/young person/parent to an adult in school, the following actions should be considered:

- A MASH referral may be necessary in order to safeguard the child/young person http://solihulllscb.co.uk/report-abuse.php
- An Early Help assessment may be appropriate for some C/YP in order to meet need.
- Where the abuse is happening within a teenage relationship, use the resources published by the ATL and NSPCC https://www.atl.org.uk/Images/professionals-guidance-nov-13.pdf for guiding professionals and working with the young person to safety plan
- Contact Birmingham and Solihull Women's Aid http://bswaid.org/ for support and advice
- School staff may find it helpful to read the SMBC leaflet 'Challenging the myths about domestic abuse' http://www.solihull.gov.uk/Portals/0/CrimeAndEmergencies/go_for_help.pdf

Curriculum (Universal provision through planned PSHE and Science)

- High quality PSHE which includes appropriate learning around safe and healthy relationships and sources of help/support
- This is Abuse Campaign materials can be used with secondary aged pupils to raise awareness of abuse within teenage relationships: http://thisisabuse.direct.gov.uk/
- Opportunities within a range of curriculum areas to explore positive relationships e.g. literacy texts
- Opportunities to learn about and develop 'protective behaviours' i.e. listening to what your body is telling you when something feels wrong, no problem is too big, small or awful to be shared with a trusted adult

Involving other agencies and signposting

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

Solihull Metropolitan Borough Council
The webpage below contains information for professionals about training opportunities, multi-agency procedures and referral forms for MARAC and MASH. It also has a number of guides to supporting friends and family who are experiencing unsafe relationships.
Web: www.solihull.gov.uk/domesticabuse

Barnardos
Barnardos aims to alleviate the long-term effects of domestic violence on children through counselling and family support services.
Tel: 0121 550 5271 / 6
Web: www.barnardos.org.uk

Support for Parents

Birmingham and Solihull Women's Aid (BSWAid)
Birmingham and Solihull Women's Aid has been supporting women and children affected by domestic violence, rape and sexual assault. They provide:

- A helpline
- Community-based and central drop-in services
- Safe, emergency accommodation through four refuges
- Outreach support in the community
- Help with criminal and civil legal proceedings
- Counselling
- Family support
- Training for professionals including the Police, Heath, Social Care and Education
- Awareness raising work with children and young people

Helpline on 0808 800 0028
Ryland House, 44-48 - Bristol Street, Birmingham - B5 7AA
Tel: 0121 685 8687
Web: www.bswaid.org

Victim Support
Victim Support helps anyone affected by crime; victims and witnesses, friends, family and any other people involved. They are an independent charity; people can talk to them whether or not they have reported the crime to the police. If desired, they can provide support without the involvement of the criminal justice system, they won't contact them about those seeking help unless they feel someone is at risk.
Helpline: 0845 30 30 900
Web: www.victimsupport.org.uk

The Key Project
The Key Project provides support to Black Asian Minority Ethnic and Refugee women children and men who are living in the community and experiencing domestic violence and abuse. The project is run by Panahghar who recognise that victims and survivors from Black, Asian and minority communities face additional obstacles, barriers and pressures which can make the effects of domestic violence and abuse more difficult to cope with.
Tel: 0800 055 6519 24 hours a day
Web: www.safehouse.org.uk

Support for Children and Young People

Childline
Childline provides support and advice for children and young people living with domestic abuse.
Helpline: 0800 1111
Web: www.childline.org.uk/explore/homefamilies/pages/domesticviolence.aspx

This is Abuse Campaign materials can be used with secondary aged pupils to raise awareness of abuse within teenage relationships: http://thisisabuse.direct.gov.uk/

Rise Above – new website from Public Health England for secondary aged young people where they can find inspiring and useful stories, videos, games and advice. It includes issues around drug and alcohol use, relationships and sex education, body image, emotional health and wellbeing.

How are you feeling today baby bear? – Jane Evans - this is the story of Baby Bear who lives in a home where the Big Bears have fights and arguments at night. A gentle therapeutic story to help children aged 2 to 6 years who have experienced violence at the home to express and explore difficult feelings.

Alex and the Scary Things – Melissa Moses - this is the story of Alex who has experienced 'scary things', and the different things he does to cope with all the ways these scary things make him feel. This gentle storybook will help children who have experienced trauma deal with their emotions and learn coping strategies.

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Appendix 17a: DVA tool (for children)

DVRIM: Level of risk Moderate Scale 1. CAF: Level 2 Threshold of need child with additional needs.

Child/ren & families with additional needs.
CAF completed -Single Practitioner targeted support – Child/ren under 7yrs/ or with special needs increases risks. The younger the child/ren the higher the risk to their safety. Consider protective factors.

Evidence of Domestic Violence	Y	S
1 - 3 minor incidents of physical violence which were short in duration.	✓	
Victim did not seek medical treatment.		
Intense verbal abuse.		

Risk factors/ Potential vulnerabilities	Y	S
Child/ren were not drawn into incidents.		
Control by abuser is not intense.		

Protective factors	Y	S
Child/mother relationship is nurturing, protective and stable.		
Significant other in child's life - positive and nurturing relationship.		
Presence of child/ren was a restraint for the abuser.		
Abuser accepts responsibility for abuse and violence.		
Abuser indicates genuine remorse and is willing to seek support for abusive behaviour.		
Victim has positive support from family/ friends & community.		
Victim appears emotionally strong (not worn-down by the abuse).		
Victim sought appropriate support and/or is willing to accept help from other agencies.		

BME (Black, Minority, Ethnic) Issues: Across all scales

Ask yourself the following questions:
If this parent…
1 Cannot speak, read or write English
2 Fears that the 'State' is authoritarian
3 Lacks strong social networks
4 Lives in temporary housing
5 Is living below the poverty line
6 Has a child who is of a different appearance and culture to them
7 Is living in a close-knit community in London
8 Has a perspective on parenting practices underpinned by culture or faith which are not in line with UK law & cultural norms
9 Recognises his/her faith or community leader as all powerful
10 Puts a very high value on preserving family honour
and, if this young person…
11 Is compromised in relation to his/her community
12 Has strong allegiance to a group or gang

[redacted]

Believe in children
Barnardo's

www.barnardos.org.uk

DVRIM: Level of risk Moderate to Serious Scale 2. CAF: Level 2 Threshold of need child with additional needs.

Child/ren & families with additional needs. CAF completed -Lead professional-integrated support Child/ren under 7yrs/or with special needs - at higher risk of emotional/ physical harm – limited self-protection strategies -can raise threshold to Scale 3. Consider protective factors.

Evidence of Domestic Violence	Y	S
History of minor/moderate incidents of physical violence-short duration.		
Victim received minor injuries - medical attention not sought.		
Evidence of intimidation/bullying behaviour - pushing/ finger poking/ shoving/to victim but not towards child/ren - Destruction of property.		✓
Intense verbal abuse-consistent use of derogatory language.		
Risk of isolation - Abuser attempts to control victims' activities, movements & contact with others.		

Risk factors/Potential vulnerabilities	Y	S
Child/ren were present in the home during an incident but did not directly witness.		
Potential likelihood of emotional abuse of children.		
BME (Black, Minority, Ethnic) Issues: See Blue Box.		
Disability issues within family - positive support networks.		
Mental health issues - not prolonged or serious. Abuser or victim seeking appropriate help.		
Age of abuser and/or Victim - both have supportive resources and are not isolated.		

Protective factors	Y	S
Child/mother relationship is nurturing, protective & stable.		
In spite of abuse, victim was not prevented from seeing to the needs of her child/ren.		
Significant other in child's life - positive and nurturing relationship.		
Older child/ren use coping/ protective strategies.		
Victim attempted to use protective strategies with older child/ren.		
Victim is prepared to take advice on safety issues.		
Victim has insight into the risks to her child/ren posed by the abuse.		
Victim has positive support from family/friends and community.		
Abuser willing to engage in services to address his abusive behaviour.		

Barnardo's Domestic Violence Risk Identification Matrix

Assessing the risks to children from male to female domestic violence.

DVRIM: Level of risk Serious Scale 3. CAF: Level 3 Threshold of need child with complex needs.

Child/ren in Need - Children's Services may consider Section 17 but Safeguarding intervention may be necessary if threshold of significant harm is reached. Professional case planning Child/ren aged under 7yrs/ or child/ren with special needs can raise threshold to scale 4

Evidence of Domestic Violence	Y	S
Incident(s) of serious and/or persistent physical violence in family. Increasing in severity/frequency and/or duration - History of previous assaults.		
Victim and/or children indicate that they are frightened of abuser - put in fear by looks, actions, gestures and destruction of property (emotional & psychological abuse). Recent separation - repeated separation/reconciliation/ongoing couple conflict.		
Stalking/harassment of mother/children - Increased risk of isolation.		
Abuse through the use of texting/social networking sites.		
Abuser breaching bail conditions/civil protective orders / non-contact orders.		
Victim required medical treatment but not sought/or explanation for injuries implausible.		
Recurring or frequent requests for police intervention.		
Incident(s) of violence occur in presence of child/ren - consider duration of exposure.		
Threats of harm to mother/and or children.		
Excessive jealousy/possessiveness of abuser - domineering in relationship.	✓	
Financial control maintained by abuser.		
Abuser has history of domestic violence in previous relationships.		

Risk factors/Potential vulnerabilities	Y	S
Mental health issues - abuser and/or victim-raises concern.		
Substance abuse by abuser and/or victim-raises concern.		
Abuser's and/or victim's infidelity is a source of conflict/anger		
Strong likelihood of emotional abuse of child/ren - may display behavioural problems.		
Child/ren unable to activate safety strategies due to fear or intense control by abuser.		
Lack of safe significant other as a positive support to child.		
Child contact issues - domestic abuse occurring at contact.		
Older children /Adolescent - increased risk of intervening in abuse and emerging concerns re self harm.		
Abuser suspected of using physical abuse towards child/ren.		
Abuser shows lack of insight/empathy into how his behaviour effects children/victim.		
Abuser's minimisation of abuse-lack of remorse/guilt.		
Abuser is Boyfriend/Father figure. Family unit has step-siblings.		
Abuser's abuse of pets/animals/used to intimidate.		
Emerging concerns about emotional stability of abuser's relationship with child/ren/ limited parenting capacity & lack of protective abilities.		
Emerging concerns about emotional stability of child/mother relationship (parenting capacity and protective concerns).		
Emerging concerns of neglect of child/ren's emotional and physical needs-missed health appointments/poor living conditions.		
Abuser's use of avoidance/resistance to engage in services increases risk level to children.		
Victim fears statutory services - avoidance & resistance to engage increases risk to children.		
Family/Relatives/neighbours reports concerns re victim/children.		
Victim has experienced domestic violence in previous relationships.		
BME (Black, Minority, Ethnic) Issues: See Blue Box.		
Adult learning difficulties-abuser and/or victim-raises concern.		
Disability issues within family - isolation.		
Age disparities of Abuser/Victim - under 25 with limited support with personal vulnerabilities.		
History of childhood abuse/disruptive childhood experiences - abuser and/or victim.		
Collusion issues present in extended families/friends - not supportive for victim/children.		
Recent life crises/stress factors - i.e unemployment, financial problems, illness, death.		

Protective factors	Y	S
Older child/ren use protective strategies.		
Victim will seek positive support from significant other.		
Victim - attempts to use protective strategies but abuser's violence & control is intense.		
Victim will engage with supportive services and seek safety advice - be alert to control interfering with her level of commitment to engage.		
Limited protective factors are present - serious level of violence and psychological abuse of victim, emotional abuse of child/ren and Domestic Violence risk factors predict recidivism.		
Use of kinship placements as a protective factor - be alert to domestic violence having occurred or occurring in extended families.		

DVRIM: Level of risk Severe Scale 4. CAF: Level 4 Threshold of need child with acute needs - at risk of being a 'looked after' child.

Child in need of Protection – Children's Services consider if Section 47 enquiry and core assessment intervention are required. Child/ren may be at risk of being 'looked after'.

Evidence of Domestic Violence	Y	S
Repeated serious and/or severe physical violence - life threatening violence. Attention to the **frequency, duration** and **severity** of violent behaviour children exposed to.		
Use/assault with weapons.		
Abuser's violation of protective and/or child contact orders.		
Criminal history of abuser, gangland connections, generalised aggression, history of anti-social behaviour, aggression towards previous partners/family members, military service/ training.		
Intense stalking/harassment behaviour of abuser - Increased risk of isolation.		
Recurring or frequent requests for police intervention.		
Victim requires treatment for injuries sustained - Medical attention required but not sought or injuries explanation is implausible.		
Threats to kill or seriously injure victim and/or children.		
Victim is very frightened of abuser - believes intent of threats - Retaliatory violence a concern. Victim is intensively controlled/may present as submissive - worn down by abuse.		
Victim is pregnant/victim is abused in post natal period/recently separated with new baby raises risk level.		
Confirmed emotional/psychological/abuse of mother.		
Sexual assault/suspected sexual abuse of victim.		
Incidences of violence witnessed & occurred in presence of children - distressed/aftermath of incident. Child/ren have directly intervened in incidences.		
Child/ren summon help/discloses-immediate heightened risk to this child of being 'punished' / adverse reaction from abuser and /or mother-assess adult's reaction to child's disclosure. Child/ren may disclose another form of abuse to draw attention to the situation.		
Child/ren have been physically assaulted/abused.		
Confirmed emotional abuse of child/ren.		
Suspected/confirmed sexual abuse of child/ren.		
Abuser is a perpetrator of child abuse but may not have been prosecuted. Known to MAPPA.		
Victim has been identified by DASH-MARAC process as high risk.		

Risk factors/Potential vulnerabilities	Y	S
Mental health issues - abuser and/or victim - raises significant concern.		
Substance abuse by abuser and/or victim - raises significant concern.		
Abuser's and/or victim's infidelity is a source of conflict/anger -Victim's infidelity gives rise to risk of severe reactive violent response from abusive partner-extreme jealousy/ possessiveness.		
Concerns of neglect of child/ren's emotional and physical needs/poor living conditions.		
Substantial risk of repeated serious domestic violence.		
Threats or attempts to abduct children.		
Children exhibit sexualised behaviour and/or sexually harmful behaviour.		
Adolescent - increased risk of intervening in abuse and self harm-emerging concerns re mental health issues.		
Child/ren in family has previous care history.		
Physical abuse of child/ren by abuser and/or victim.		
Victim uses physical abuse on children as an alternative to harsher physical abuse by abuser.		
Recent suicidal or homicidal ideation/intent by abuser.		
Victim suicidal/attempted suicide/self harming - especially BME victims.		
Victim minimising risks to children/remains in abusive relationship, protection orders not sought, or activated.		
Victim/child has poor general health.		
Abuser shows lack of empathy/insight into how his abusive behaviour is affecting child/ victim.		
Abuser's minimisation of abuse-lack of remorse/guilt.		
BME (Black, Minority, Ethnic) Issues: See Blue Box		
Age disparities - Abuser and/or victim under 25 with limited support with personal vulnerabilities.		
Collusion issues present in extended families/friends - not supportive for victim and children.		
History of childhood abuse/disruptive childhood experiences abuser and/or victim.		
Abuser uses threatening aggressive behaviour towards professionals.		
Agencies unable to work constructively with family 'Assessment Paralysis'.		
Abuser/victim use of avoidance/resistance to engage - misuse of complaints procedures.		

Protective factors: See Scale 3.	Y	S

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Appendix 17b: DASH tool

Domestic Abuse, Stalking and Harassment and Honour Based Violence (DASH, 2009) Risk Identification and Assessment and Management Model

Risk identification and assessment is not a predictive process and there is no existing accurate procedure to calculate or foresee which cases will result in homicide or further assault and harm.

The DASH (2009) Risk Checklist was created by Laura Richards, BSc, MSc, FRSA on behalf of ACPO and in partnership with CAADA.

It has also been endorsed by:

PLEASE DO NOT CHANGE THIS RISK IDENTIFICATION AND ASSESSMENT MODEL

If you do have comments or suggestions please send
them to: Laura Richards, BSc, MSc, FRSA
Criminal Behavioural
Psychologist (E):
laura@laurarichards.co.uk
(W): www.laurarichards.co.uk
(W): www.dashriskchecklist.co.uk

Risk Identification for Trained Front Line Practitioners (Please refer to the DASH (2009) Practice Guidance on Risk Identification in full)

A number of high risk factors have been identified as being associated with serous violence and murder through researching many cases. Any professional using the DASH (2009) must be trained in its use. This is crucial to understanding what the high risk factors are and how they apply in each situation, and what needs to be done to keep the victim safe.

This form should be completed for ALL cases of domestic abuse by front line staff. Initial risk identification must be undertaken by asking ALL the questions on this checklist, as well as searching appropriate databases, such as the intelligence databases. First response staff and their supervisor should identify risk factors, who is at risk and decide what level of intervention is required.

Details of children resident at the address must be provided. Consider the nature of the information and what it means in terms of public protection - preservation of life, reduction and prevention of harm to victim and others.

Please ensure that when you ask these questions the victim is comfortable and understands why you are asking them – it is about their safety and protection. Particular sensitivity and attention is required when asking about whether the victim has been assaulted, physically and/or sexually by the perpetrator. The vulnerability of victims cannot be overstated. This could be further compounded by issues such as traditional gender roles, literacy, language and/or immigration or refugee status. Please take into consideration the victim's perception of risk.

Please ensure you ask the victim about the abuser's behaviour when stalking and honour based violence are present. Do not just tick the box 'yes'. You must identify what is happening. There are specific risk factors that relate to these areas as well. Assessment of risk is complex and NOT related to the number of risks appearing alone. Rather, the risk posed to the victim or others in a particular situation will be dependent upon what they are and how they apply in that context. Refer to the full DASH (2009) Practice Guidance on Risk Identification.

Record what steps you have taken to ensure the immediate safety of the victim(s) and any children. Ask yourself 'Am I satisfied that I have done all I can?' Everything you do must be recorded.

The risk identification process must remain dynamic. Events and circumstances may undergo rapid and frequent change. Where this is the case, the assessment must be kept under review. Risk identification is based on structured professional judgement. This model is most effective when undertaken by professionals who have been fully trained in its use. High risk cases may well require a multi-agency response and should be referred to the relevant risk management panel i.e. the Multi-Agency Risk Assessment Conference (MARAC) or Multi-Agency Public Protection Panel (MAPPP). MARACs are for the most serious and high risk cases.

CURRENT SITUATION THE CONTEXT AND DETAIL OF WHAT IS HAPPENING IS VERY IMPORTANT. THE QUESTIONS HIGHLIGHTED IN BOLD ARE HIGH RISK FACTORS. TICK THE RELEVANT BOX AND ADD COMMENT WHERE NECESSARY TO EXPAND.	Yes	No
1. Has the current incident resulted in injury? (please state what and whether this is the first injury)	☐	☐
2. Are you very frightened? Comment:	☐	☐
3. What are you afraid of? Is it further injury or violence? (Please give an indication of what you think (name of abuser(s)….. might do and to whom) Kill: Self ☐ Children ☐ Other (please specify) ☐ Further injury and violence: Self ☐ Children ☐ Other (please specify) ☐ Other (please clarify): Self ☐ Children ☐ Other (please specify) ☐	☐	☐
4. Do you feel isolated from family/ friends i.e. does (name of abuser(s)…..) try to stop you from seeing friends/family/Dr or others?	☐	☐
5. Are you feeling depressed or having suicidal thoughts?	☐	☐
6. Have you separated or tried to separate from (name of abuser(s)….) within the past year?	☐	☐
7. Is there conflict over child contact? (please state what)	☐	☐
8. Does (…..) constantly text, call, contact, follow, stalk or harass you? (Please expand to identify what and whether you believe that this is done deliberately to intimidate you? Consider the context and behaviour of what is being done. Ask 11 additional stalking questions*)	☐	☐
CHILDREN/DEPENDENTS (If no children/dependents, please go to the next section)	Yes	No
9. Are you currently pregnant or have you recently had a baby in the past 18 months?	☐	☐
10. Are there any children, step-children that aren't (…..) in the household? Or are there other dependents in the household (i.e. older relative)?	☐	☐
11. Has (…..) ever hurt the children/dependents?	☐	☐
12. Has (…..) ever threatened to hurt or kill the children/dependents?	☐	☐
DOMESTIC VIOLENCE HISTORY	Yes	Yes
13. Is the abuse happening more often?	☐	☐
14. Is the abuse getting worse?	☐	☐
15. Does (…….) try to control everything you do and/or are they excessively jealous? (In terms of relationships, who you see, being 'policed at home', telling you what to wear for example. Consider honour based violence and stalking and specify the behaviour)	☐	☐
16. Has (…..) ever used weapons or objects to hurt you?	☐	☐
17. Has (…..) ever threatened to kill you or someone else and you believed them?	☐	☐
18. Has (….) ever attempted to strangle/choke/suffocate/drown you?	☐	☐
19. Does (….) do or say things of a sexual nature that makes you feel bad or that physically hurt you or someone else? (Please specify who and what)	☐	☐

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20. Is there any other person that has threatened you or that you are afraid of? (If yes, consider extended family if honour based violence. Please specify who. Ask 10 additional HBV questions*)	☐	☐
21. Do you know if (…..) has hurt anyone else? (children/siblings/elderly relative/stranger, for example. Consider HBV. Please specify who and what) Children ☐ Another family member ☐ Someone from a previous relationship ☐ Other (please specify) ☐	☐	☐
22. Has (…..) ever mistreated an animal or the family pet?	☐	☐
ABUSER(S)	Yes	No
23. Are there any financial issues? For example, are you dependent on (…..) for money/have they recently lost their job/other financial issues?	☐	☐
24. Has (…..) had problems in the past year with drugs (prescription or other), alcohol or mental health leading to problems in leading a normal life? (Please specify what) Drugs ☐ Alcohol ☐ Mental Health ☐	☐	☐
25. Has (…..) ever threatened or attempted suicide?	☐	☐
26. Has (…..) ever breached bail/an injunction and/or any agreement for when they can see you and/or the children? (Please specify what) Bail conditions ☐ Non Molestation/Occupation Order ☐ Child Contact arrangements ☐ Forced Marriage Protection Order ☐ Other ☐	☐	☐
27. Do you know if (……..) has ever been in trouble with the police or has a criminal history? (If yes, please specify) DV ☐ Sexual violence ☐ Other violence ☐ Other ☐	☐	☐
Other relevant information (from victim or officer) which may alter risk levels. Describe: (consider for example victim's vulnerability - disability, mental health, alcohol/substance misuse and/or the abuser's occupation/interests-does this give unique access to weapons i.e. ex-military, police, pest control) or is there serial offending?	☐	☐
Is there anything else you would like to add to this?	☐	☐

In **all** cases an initial risk classification is required:

RISK TO VICTIM:		
STANDARD ☐	MEDIUM ☐	HIGH ☐

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DASH (2009) Additional HBV Risk Questions

Q20. Is there any other person who has threatened you or who you are afraid of?* (If yes, please specify who and why. Consider extended family if HBV)

Practice Point: If the victim is subject to HBV and answers 'yes' to this question, ask the following questions:

- ✓ Truanting – if under 18 years old is the victim truanting?

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.....

- ✓ Self-harm – is there evidence of self-harm?

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.....

- ✓ House arrest and being 'policed at home' – is the victim being kept at home or their behaviour activity being policed (describe the behaviours)?

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.....

- ✓ Fear of being forced into an engagement/marriage – is the victim worried that they will be forced to marry against their will?

.....

- ✓ Pressure to go abroad – is the victim fearful of being taken abroad?

.....
.....

- ✓ Isolation – is the victim very isolated?

.....
.....

- ✓ A pre-marital relationship or extra marital affairs – is the victim believed to be in a relationship that is not approved of?

.....
.....

- ✓ Attempts to separate or divorce (child contact issues) –is the victim attempting to leave the relationship?

.....
.....

- ✓ Threats that they will never see the children again – are there threats that the child(ren) will be taken away?

.....
.....

- ✓ Threats to hurt/kill – are there threats to hurt or kill the vitcim?

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MARAC REFERRAL

Do you believe that there are reasonable grounds for referring this case to MARAC? **Yes / No**

If yes, have you made a referral? **Yes/No**

CONSENT

If the case is high risk and you are referring it to the MARAC, please explain to the victim what the MARAC is and that it is there to help them, giving them options and choices to keep them and their children safe.

Has the victim given verbal consent to share information with partner agencies? Yes/No Officer's

signature..... **Date:.....**

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Risk Assessment Categorisation
This is *based* on the Offender Assessment System (OASys) developed by the Prison and Probation Services definitions of what constitutes standard, medium, high risk. Please use your professional judgement to categorise the risk level:

Standard	Current evidence does not indicate likelihood of causing serious harm.
Medium	There are identifiable indicators of risk of serious harm. The offender has the potential to cause serious harm but is unlikely to do so unless there is a change in circumstances, for example, failure to take medication, loss of accommodation, relationship breakdown, drug or alcohol misuse.
High	There are identifiable indicators of risk of serious harm. The potential event could happen at any time and the impact would be serious. Risk of serious harm (Home Office 2002 and OASys 2006): 'A risk which is life threatening and/or traumatic, and from which recovery, whether physical or psychological, can be expected to be difficult or impossible'.

Risk Management Framework
Use the **RARA** model when compiling safety plans for victims. What are you planning to do?

Remove the risk:	By arresting the suspect and obtaining a remand in custody.
Avoid the risk:	By re-housing victim/significant witnesses or placement in refuge/shelter in location unknown to suspect.
Reduce the risk:	By joint intervention/victim safety planning, target hardening, enforcing breaches of bail conditions, use of protective legislation and referring high risk cases to Multi-Agency Risk Assessment Conference (MARAC).
Accept the risk:	By continued reference to the Risk Assessment Model, continual multi-agency intervention planning, support and consent of the victim and offender targeting within Pro-active Assessment and Tasking Pro forma (PATP), or Risk Management Panel (such as Multi-Agency Risk Assessment Conference (MARAC) or Multi-agency

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