

# Northern House School PRU

## Safeguarding Policy



Northern House School PRU  
City of  
Wolverhampton

**This document provides a framework on which to safeguard children.**

***Our policy has been composed in conjunction with the Wolverhampton's Safeguarding team:*** Phone 01902 555288 Fax 01902 555281

E mail [wscb@wolverhampton.gov.uk](mailto:wscb@wolverhampton.gov.uk)

***We have ensured it is:***

- ***personalised to meet the needs of our school***
- ***is reflective of the culture, ethos, resources and structures***
- ***a working document***
- ***owned by all members of our school community***
- ***fully implemented***
- ***'tested'***
- ***subject to annual review or when changes in policy or procedures occur, whichever is soonest***

[SCiESTeamEast@cheshireeast.gov.uk](mailto:SCiESTeamEast@cheshireeast.gov.uk)

# Schools Safeguarding Policy Framework for Children and Young People

<b>PERSON RESPONSIBLE FOR POLICY:</b>	<i>ADAM PRICE</i>
<b>APPROVED:</b>	<i>MANAGEMENT COMMITTEE</i>
<b>SIGNED:</b>	
<b>TO BE REVIEWED:</b>	<i>JULY 2017</i>

At the Northern House school PRU the named personnel with designated responsibility for safeguarding is/are:

<b>Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead</b>	<b>Safeguarding Governor</b>
<b>Adam Price</b>	<b>Wendy Welch</b>	<b>Paul Elliott</b>

The named personnel with Designated Responsibility regarding allegations against staff are:

<b>Designated Senior Manager (normally the Head teacher)</b>	<b>Deputy Designated Senior Manager</b>	<b>Chair of Governors (in the event of an allegation against the head teacher)</b>
<b>Adam Price</b>	<b>Wendy Welch</b>	<b>Emma Balchin</b>

## **SAFEGUARDING DEFINITION:**

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

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes  
(*"Working Together to Safeguarding Children" DfE 2016*)

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

## **RATIONALE:**

At the Northern House school Pupil Referral Unit, we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Management Board approve the S175/157 return to the LA on a yearly basis. This policy demonstrates the school's commitment and compliance with safeguarding legislation.

Through their day-to-day contact with pupils and direct work with families, staff at our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services (in Wolverhampton or neighbouring authority's dependent upon the child's area of residence). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

## **PURPOSE:**

The purpose of the policy is to ensure that:

- The welfare of the child is paramount.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in Safeguarding issues receive appropriate support.
- Staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Head teacher or the Management Board.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of the Northern House school Pupil Referral Unit.

They are consistent with Wolverhampton's Local Safeguarding Children's board (LSCB) child protection procedures.

## **TERMINOLOGY:**

**Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

**Child Protection** refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Staff** refers to all those working for or on behalf of the School in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role – step-parents, foster parents, carers and adoptive parents.

## **CONTENTS**

There are 4 main elements to the Policy:

- 1 Prevention – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos.
- 2 Procedures – for identifying and reporting cases, or suspected cases of abuse.
- 3 Support to children – who may have been abused.
- 4 Preventing unsuitable people working with children – by following the DfE guidance in 'Keeping Children Safe in Education' 2016 together with the school's individual procedures.

### **1 PREVENTION**

The school will establish an ethos where:

- 1.1 Children feel secure in a safe environment in which they can learn and develop
- 1.2 Children know that there are adults in the school whom they can approach if worried or in difficulty.
- 1.3 Adequate signposting to external sources of support and advice is in place for staff, parents and pupils.

- 1.4 Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
- 1.5 Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available
- 1.6 Children are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure.
- 1.7 All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children ‘Think the unthinkable’ Keeping Children Safe, 2016.
- 1.8 Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed.
- 1.9 There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum.
- 1.10 Support and planning for young people in custody and their resettlement back into the school community is undertaken, where necessary, as part of an inclusive approach
- 1.11 It works in accordance with ‘Working Together to Safeguard Children’ 2016 and supports the Northern House school PRU **Local** Safeguarding Children Board (LSCB) Continuum of Need to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the ‘voice of the child’ and the child’s lived experience as evidenced by observations or information provided.
- 1.12 Our school’s arrangements for consulting with, listening and responding to pupils are a pastoral system that enables pupils to talk to staff members who have a good working relationship with them and if necessary the designated Lead for safeguarding
- 1.13 There is a commitment to the continuous development of staff with regard to safeguarding training.
  - All staff undertake LSCB ‘endorsed’ Basic Awareness in Safeguarding training within the first term of their employment/placement; refreshed every 3 years, to enable them to understand and fulfil their safeguarding responsibilities effectively.

- The Designated Lead attends the LSCB multi agency Safeguarding training on an annual basis.
- The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Lead Meetings held each term coordinated by the Wolverhampton Safeguarding Team, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes emerging with Cheshire East.

## 2 PROCEDURES AND RECORD-KEEPING

Northern House school Pupil Referral Unit will follow Wolverhampton's safeguarding procedures with reference to Wolverhampton LSCB "Recording and reporting Guidance." September 2016

The school will ensure that:

- 2.1 Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:
  - used fairly and lawfully
  - for limited, specifically stated purposes
  - used in a way that is adequate, relevant and not excessive
  - accurate
  - kept for no longer than necessary
  - handled according to people's data protection rights
  - kept safe and secure.
- 2.2 Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual, evidence-based account. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed. Support and advice will be sought from Children's Social Care or the Local Area Designated Officer, whenever necessary.
- 2.3 Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these electronic records will be controlled by the Head teacher and Designated Safeguarding Lead.
- 2.4 There is always a Designated Safeguarding Lead (DSL) on hand who has the necessary seniority and skills, undertakes appropriate Safeguarding training, and is given the time to carry out this important role.
- 2.5 The Policy is updated annually and that changes are made in line with any new DfE guidance.
- 2.6 In the case of child protection referral or serious injury the DSL will contact Wolverhampton Child Protection team, without delay.

- 2.7 Where an allegation of abuse is against the deputy or designated safeguarding person, the Head teacher will speak with the LADO to discuss the next steps. If the allegation is against the Head, the chair of Governors should be contacted immediately and advice from the LADO sought. If the allegation is against both Head and Chair the LADO will be contacted. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. In all allegations the LADO will advise on the action to take. The Emergency Duty Team should be contacted outside normal working hours on Tel: 01902 552999
- 2.8 In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion if in any doubt the Designated Safeguarding Lead should consult with a member of the Wolverhampton safeguarding team.
- 2.9 The DSL will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral in writing within 24 hours.
- 2.10 Conversations with a child who discloses abuse should follow the basic principles:
- listen rather than directly question, remain calm
  - never stop a child who is recalling significant events
  - make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
  - advise you will have to pass the information on
  - avoid coaching/prompting
  - never take photographs of any injury
  - allow time and provide a safe haven / quiet area for future support meetings
  - At no time promise confidentiality to a child or adult.

### **3 ROLES AND RESPONSIBILITIES**

The school will ensure that every member of staff and person working on behalf of the School:

- 3.1 Knows the name of the Designated Safeguarding Lead (DSL) and his/her role and responsibility.
- 3.2 Has an individual responsibility to refer Safeguarding (Child Protection) concerns.
- 3.3 Will receive training at the point of induction so that they know:
- their personal responsibility / code of conduct / teaching standards
  - LSCB child protection procedures and how to access them
  - the need to be vigilant in identifying cases of abuse at the earliest opportunity
  - how to support and respond to a child who discloses significant harm
- 3.4 Knows their duty concerning unsafe practices in regard to children by a colleague.
- 3.5 The Designated Safeguarding Lead (DSL) will disclose any information about a pupil to other members of staff on a need to know basis.

- 3.6 The school will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- 3.7 The school will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate.
- 3.8 Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- 3.9 Ensure that, where there are unmet needs, a CAF is initiated.
- 3.10 Send representatives to case conferences, core groups and Child Protection review meetings.
- 3.11 Notify any allocated Social Worker if:
  - a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
  - there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- 3.12 Follow Wolverhampton's policy and statutory guidance on Children Missing Education (CME).

#### **4 SUPPORTING PUPILS AT RISK**

The school will endeavour to support vulnerable pupils through:

- 4.1 Its ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- 4.2 Its behaviour policy aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child; working to support children in developing positive behaviour.
- 4.3 Liaison with other appropriate agencies which support the pupil.
- 4.4 Developing supportive relationships.
- 4.5 Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
- 4.6 Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
- 4.7 Allowing designated staff opportunity to attend face to face LSCB multi-agency training. (For example child sexual exploitation, domestic violence, drugs / alcohol substance misuse etc).
- 4.8 Ensuring information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. Also notifying Key workers or social workers where a child leaves the school (as appropriate)

## 5 EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

- 5.1 The school acknowledges serious case review findings and shares lessons learned with all staff to ensure no child falls through the gap.
- 5.2 All staff understand the Wolverhampton LCSB 'Continuum of Need' and know how to pass on any concerns no matter how trivial they seem. They are consistent with Wolverhampton Local Safeguarding Children's (LSCB) child protection procedures.
- 5.2 The school knows how to identify and respond to:
  - Neglect
  - Drug/substance/alcohol misuse (both pupil and parent)
  - Child sexual exploitation / trafficked children
  - Children missing education
  - Domestic abuse
  - Peer relationship abuse
  - Risky behaviours
  - Sexual health needs
  - Obesity/malnutrition
  - On line grooming
  - Inappropriate behaviour of staff towards children
  - Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
  - Self-Harm
  - Female Genital Mutilation
  - Forced Marriage
  - Unaccompanied asylum seeking children
- 5.3 School staff contribute to assessments along the '**Continuum of Need**' and actively support multi agency planning for those children. Staff have an understanding of the Framework of Assessment of Need and make decisions based on a child's development needs, parenting capacity and family & environmental factors.
- 5.4 In contributing to meetings, the school provides information about the 'voice of the child' and the child's lived experience as evidenced by observations or information provided through the multi-agency forum.

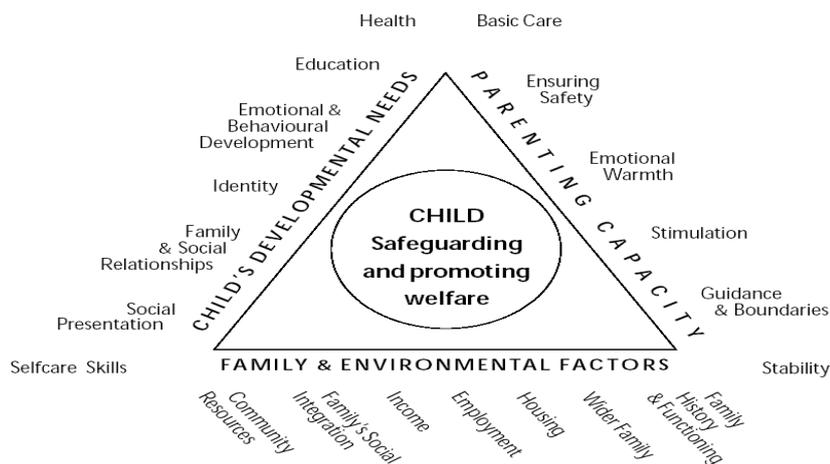
## 6 EXTREMISM AND RADICALISATION

Northern House school Pupil Referral unit seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Northern House school Pupil Referral Unit is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Prevention work and reductions of risks will include the RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy”



## 7 SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' September 2016 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- 7.1 Operating safe recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and right to work in England checks in accordance with DBS and Department for Education procedures.
- 7.2 Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct.
- 7.3 Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education 2016" and LSCB, LADO and HR Policy, procedures and guidance.

- 7.4 Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- 7.5 Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.
- 7.6 Supporting staff confidence to report misconduct.

## **8 Children Missing Education**

- 7.7 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. Effective information sharing between parents, settings, schools/colleges and the local authority is critical to ensure that all children are safe and receiving suitable education.
- 7.8 Staff at Northern House school PRU are aware that a child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Our staff adhere to and follow school procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasion. Our staff are aware of the signs to look out for and the risks of potential safeguarding concerns such as travelling to conflict zones, FGM, CSE and forced marriage.
- 7.9 Our school has appropriate safeguarding policies, procedures and responses for children who go missing from education. Our school has an admission register and an attendance register. All pupils are placed on these registers at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend our school. If the child fails to attend on the agreed or notified date, our school will notify the local authority at the earliest possible opportunity to prevent the child from going missing.
- 8.0 Our attendance and admission registers are kept up to date. We actively encourage our parents and carers to inform us of any changes whenever they occur. Our school monitors attendance regularly and we address any issues that may cause concern and where attendance fails to meet the expected level.
- 8.1 Our school will notify the local authority of any child 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 by the school and the local authority.
- 8.2 Where a parent notifies our school that a pupil will live at another address, our schools will record in the admission register:
  - the full name of the parent with whom the pupil will live;
  - the new address; and
  - the date from when it is expected the pupil will live at this address.
- 8.3 Where a parent of a pupil notifies our school that the pupil is registered at another school or will be attending a different school in future, our school will record in the admission register:

- the name of the new school; and
  - the date on which the pupil first attended or is due to start attending that school.
- 8.4 Our school will notify the local authority within five days when a pupil's name is added to the admission register. We will provide the local authority with all the information held within the admission register about the pupil.
- 8.5 Our school will also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.
- 8.6 Our school will only delete a pupil's name from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if our school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries.
- 8.7 When our school notifies the local authority that a pupil's name is to be deleted from the admission register, our school will provide the local authority with:
- the full name of the pupil;
  - the full name and address of any parent with whom the pupil lives;
  - at least one telephone number of the parent with whom the pupil lives;
  - the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
  - the name of pupil's destination school and the pupil's expected start date there, if applicable; and
  - the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.
- 8.9 Our school will work with the local authority to agree on methods of making returns. When making returns, our school will highlight to the local authority where we have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Our school will also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.
- 9.0 It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.
- 9.1 Our school uses a secure internet system – school2school – we use this to transfer pupil information to another school when the child moves. As an academy we are required, when a pupil ceases to be registered at

our school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Our school complies with this requirement.

If a pupil arrives at our school and the previous school is unknown, we will contact the local authority for assistance.

### **9.1a Child Sexual Exploitation**

#### **Child Sexual Exploitation (CSE)**

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sexual abuse, child sexual exploitation:

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

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

At Northern House School PRU we understand that any child in any community may be vulnerable to child exploitation, we will be alert to the fact that child sexual exploitation is complex and rarely presents in isolation of other needs and risks of harm (although this may not always be the case, particularly in relation to online abuse). Child sexual exploitation may be

linked to other crimes and we will be mindful that a child who may present as being involved in criminal activity is actually being exploited.

At Northern House School PRU we are aware that the following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:

- \* Having a prior experience of neglect, physical and/or sexual abuse;
- \* Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- \* Recent bereavement or loss;
- \* Social isolation or social difficulties;
- \* Absence of a safe environment to explore sexuality;
- \* Economic vulnerability;
- \* Homelessness or insecure accommodation status;
- \* Connections with other children and young people who are being sexually exploited;
- \* Family members or other connections involved in adult sex work;
- \* Having a physical or learning disability;
- \* Being in care (particularly those in residential care and those with interrupted care histories); and
- \* Sexual identity.

We understand that not all children and young people with these vulnerabilities will experience child sexual exploitation. Child sexual exploitation can also occur without any of these vulnerabilities being present.

Children rarely self-report child sexual exploitation so we understand it is vitally important that all staff at Northern House School PRU are aware of the potential indicators of risk, including:

- \* Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- \* Gang-association and/or isolation from peers/social networks;
- \* Exclusion or unexplained absences from school, college or work;
- \* Leaving home/care without explanation and persistently going missing or returning late;
- \* Excessive receipt of texts/phone calls;
- \* Returning home under the influence of drugs/alcohol;
- \* Inappropriate sexualised behaviour for age/sexually transmitted infections;
- \* Evidence of/suspicions of physical or sexual assault;
- \* Relationships with controlling or significantly older individuals or groups;
- \* Multiple callers (unknown adults or peers);
- \* Frequenting areas known for sex work;
- \* Concerning use of internet or other social media;
- \* Increasing secretiveness around behaviours; and
- \* Self-harm or significant changes in emotional well-being.

We will remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present and be alert to the potential signs of abuse and neglect and to understand the procedures set out by local multi-agency safeguarding arrangements.

At Northern House School PRU we will provide information and raise awareness of CSE including the signs, vulnerabilities and reporting procedures in line with WSCB guidelines

Our staff will report any concerns regarding children at risk of CSE to the DSL or DDSL who will then make a referral and liaise with other relevant statutory agencies, for example, social care, police and health professionals as required

Wolverhampton CSE Co-ordinator is Sandeep Gill

## **9.2 Sexting (Youth Produced Sexual Imagery)**

9.2 At Northern House school PRU we know and understand that sharing photos and videos online is part of daily life for many children/ young people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, Whatsapp or Facebook Messenger.

9.3 The increase in the speed and ease of sharing imagery has brought concerns about children/young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation.

9.4 Although the production of such imagery will likely take place outside of our school, these issues often manifest in schools and organisations working with children and young people. Our school will respond swiftly and confidently to ensure that children/young people are safeguarded, supported and educated.

Producing and sharing sexual images of under-18s is also illegal.

9.5 Our school will deal with all incidents of youth produced sexual imagery as a safeguarding concern. We will be guided by the principle of proportionality and our primary concern will be the welfare and protection of the children/young people involved. Our school may respond to incidents without involving the police in accordance with the guidelines set out in the UKCCIS- Sexting in schools and colleges: responding to incidents and safeguarding young people.

9.6 Our school will adopt the recommended procedures regarding the law and handling incidents outlined in UKCCIS- Sexting in schools and colleges: responding to incidents and safeguarding young people and DfE guidance – Searching, screening and confiscation (February 2014).

9.7 Whilst dealing with an incident our school will:

- Respond immediately to disclosures or incidents in line with our school's safeguarding procedures, staff will notify the Designated Safeguarding Lead (Adam Price) immediately of any concern, incident or disclosure
- Handle devices and imagery according to DfE advice (Searching, Screening and confiscation- February 2014)
- Risk assess situations
- Involve other agencies, including escalation to the police and children's social care
- Record incidents
- Involve parents

- Seek to support children/young people
- Support children/young people to report youth produced sexual imagery online.
- Provide preventative education

## 10 MANAGEMENT BOARD RESPONSIBILITIES

The Management Board fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Management Board have agreed processes which allow them to monitor and ensure that the school:

- 10.1 Has robust Safeguarding procedures in place.
- 10.2 Operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site.
- 10.3 Has procedures for dealing with allegations of abuse against any member of staff or adult on site
- 10.4 Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues
- 10.5 Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.
- 10.6 Is supported by the Management Board nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Head teacher; this is the Chair.
- 10.7 Carries out an annual review of the Safeguarding policy and procedures.
- 10.8 Carries out an annual Safeguarding Audit in consultation with the Management Board, sharing this with the LSCB on request.

## OTHER RELATED POLICIES

The school takes safeguarding seriously and understands this policy is over- arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

e.g. **Attendance Policy**  
**Data Protection**  
**Staff Code of Conduct / Staff Behaviour Policy**

# Staying Safe



<b>Designated Safeguarding Lead</b>	<b>Adam Price</b>
<b>Deputy Safeguarding Lead</b>	<b>Wendy Welch</b>
<b>Our local contact numbers are:</b>	
<b>Safeguarding of children concerns</b> <i>(Children living in Wolverhampton)</i>	<b>Duty and Assessment</b> Social Services  01902 555392
<b>Allegations against an adult working with children</b>	<i>Local Authority Designated Officer (LADO) Paul Cooper</i> 01902 550661  07552 211413  Paul.cooper@wolverhampton.gov.uk
<b>Police</b> <i>(Emergency)</i> <b>Police</b> <i>(Non Emergency)</i>	<b>999</b> <b>101</b>





<p style="text-align: center;"><b>UNIVERSAL</b></p> <p>Children and young people whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, schools)</p> <ul style="list-style-type: none"> <li>• <b>RESPONSE:</b> - Continue meeting child or young person's needs as a universal service in a safe environment. Universal services will remain at all levels of need.</li> </ul>	<p style="text-align: center;"><b>TARGETED</b></p> <p>Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances.</p> <ul style="list-style-type: none"> <li>• <b>RESPONSE:</b> - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Common Assessment Framework (CAF) can help to identify and plan to meet needs and involve others where necessary.</li> </ul>
<p style="text-align: center;"><b>COMPLEX</b></p> <p>Children and young people who have a range of additional needs affecting different areas of their life.</p> <ul style="list-style-type: none"> <li>• <b>RESPONSE:</b> Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family.</li> <li>• Identify a lead professional to co-ordinate support and be primary link with the family.</li> <li>• Hold a multi-agency meeting and use the Common Assessment Framework (CAF) with child and family to assess their needs. Develop and implement an Action Plan and review progress.</li> </ul>	<p style="text-align: center;"><b>SPECIALIST</b></p> <p>Children and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children's Social Care, or Youth Offending Service.</p> <ul style="list-style-type: none"> <li>• Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children's Social Care.</li> <li>• Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.</li> </ul>

If at any point you are concerned about the safety of a child or young person, contact Wolverhampton's Consultation Service Social Care Duty Desk **Tel: 01902 555392**

## DEFINITIONS OF ABUSE

### “WORKING TOGETHER TO SAFEGUARD CHILDREN” 2013

#### Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

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

#### Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:

- conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving them opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- developmentally inappropriate expectations being imposed; interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing the child participating in normal social interaction.
- seeing / hearing the ill-treatment of another.
- serious bullying causing them frequently to feel frightened or in danger
- exploitation or corruption of them.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

#### Sexual Abuse

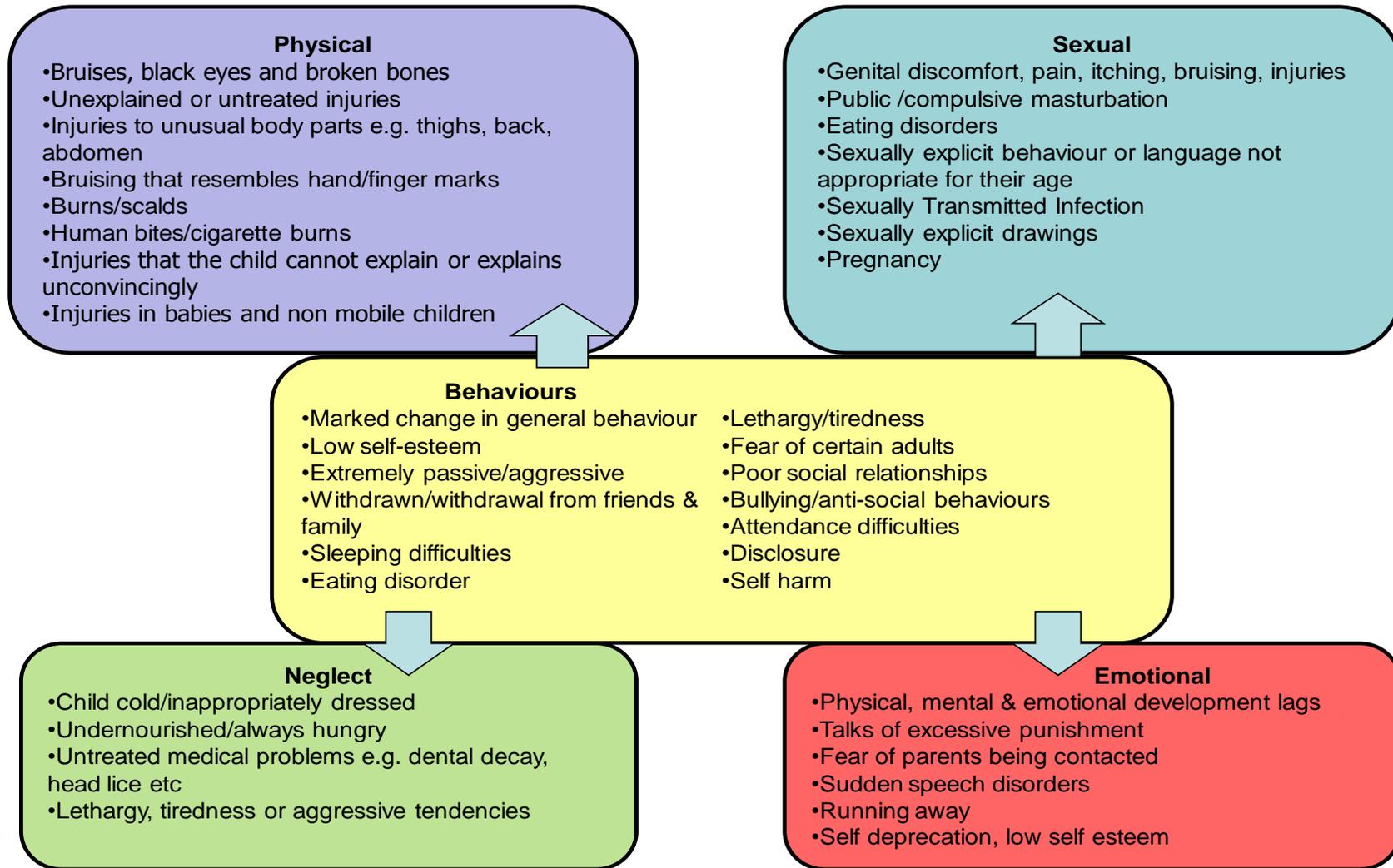
- Forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing
- Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse

#### Physical Abuse

A form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.
- Injuries in babies and non-mobile children

# Symptoms of Abuse



## Receiving Disclosures:



### **Receive**

- Listen, try not to look shocked or be judgmental
- Believe what they say 'take it seriously'.
- Accept what the young person says.
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Use the young person's own words
- Don't criticise the perpetrator
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



Tell me what you mean by that?

Explain that to me

Describe that...



### **Reassure**

- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do



### **Report and Record**

- Make a Brief, accurate, timely and factual record
  - Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
  - The Designated Safeguarding Lead will assess the situation and decide on the next steps
- Things to include:**
- Time and full date of disclosure/incident and the time and full date the record was made
  - An accurate record of what was said or seen
  - Whether it is 1<sup>st</sup> or 2<sup>nd</sup> hand information
  - Whether the child was seen/spoken to
  - Whether information is fact/ professional judgement
  - Full names and roles/status of anyone identified in the report
  - Avoid acronyms/jargon/abbreviations
  - Sign the record with a legible signature.
  - Record actions agreed with/by the Designated Lead (SMART)

*Records should be reviewed regularly and any new concerns should be added and responded to immediately.*