



# HIGHFIELDS SCHOOL

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## SAFEGUARDING POLICY 2017/18

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## Highfields Contact Information

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Safeguarding and promoting the welfare of children is defined by the Department for Education in 'Keeping children safe in education' September 2016 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
- Taking action to enable all children to have the best outcomes

Highfields School is committed to safeguarding and promoting the welfare of all of its students. Everyone; staff, governors and volunteers working in or for our school, shares a fundamental objective to help keep children and young people safe. Each student's welfare is of paramount importance.

As part of our commitment to safeguarding and promoting the welfare of all of our students we will:

- Provide an environment in which children feel safe, can learn and develop.
- Ensure we practise safe recruitment in recruiting staff and volunteers to work with children.
- Ensure that all adults working with Highfields' students receive appropriate training to equip them to carry out their child protection / safeguarding responsibilities effectively.
- Ensure that staff feel able to raise any concerns about the behaviour, attitude and actions of other adults
- Equip students with the skills and knowledge needed to keep themselves safe.
- Provide early help to support student's well-being.
- Develop and implement procedures for identifying and reporting cases, or suspected cases, of children and young people who are suffering or likely to suffer significant harm
- Support students who have been abused in accordance with agreed child protection plans with the aim of making sure they are kept safe both at home and in our school

Safeguarding covers many aspects of school life and should not only be seen as dealing with individual cases of harm or abuse. It relates to many other areas and school policies:

- Anti- Bullying
- Attendance
- Behaviour for Learning
- Building design
- Child Protection
- Curriculum
- Safer Recruitment
- Trips & Visits
- Supporting students with medical conditions
- Whistleblowing
- E-safety
- Health & Safety
- Staff Conduct
- Managing allegations against staff

## Identifying children who may be suffering significant harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

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

**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.

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**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 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 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.

**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 or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, 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 caretakers);
- ensure access to appropriate medical care or treatment.

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

**Child Sexual Exploitation (CSE):** Child sexual exploitation 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.

**Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

## **Roles and Responsibilities**

### **Our Governing Body has a duty to ensure that:**

- Appropriate policies and procedures are in place in order for action to be taken in a timely manner to safeguard and promote children's welfare, in accordance with national guidance and locally agreed inter-agency procedures implemented by the Wolverhampton Safeguarding Children Board (WSCB).
- Our school, in line with Working Together to Safeguard Children, contributes to inter-agency working. We will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. Our school will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment;
- Information is shared appropriately between professionals and local agencies.
- The Safeguarding Policy should be updated annually and be available on the school website
- Appropriate Safeguarding policies and procedures, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- An appropriate member of the school Senior Leadership and Management Team is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead will take lead responsibility for safeguarding and child protection matters. Their role will be made explicit in the role-holder's job description and they will undergo training to provide them with the knowledge and skills required to carry out the role. The training, including Prevent training, will be formally updated every two years but should also include updates at regular intervals, but at least annually.
- One or more Deputy Designated Safeguarding Leads are appointed and are trained to the same standard as the Designated Safeguarding Lead
- During term time the Designated Safeguarding Lead and or a deputy will always be available for staff in the school to discuss any safeguarding concerns. Adequate and appropriate cover arrangements will be made for any out of hours out of term activities.
- All staff members undergo safeguarding and child protection training, in line with advice from WSCB, at induction. In addition, all staff members will receive regular safeguarding updates (for example via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- Appropriate filters and monitoring systems are in place.
- Students are taught about safeguarding, including staying safe online, through the assembly and tutorial programme and through the Citizenship, Learning for Life and Citizenship curriculum.
- People who pose a risk of harm are prevented from working with children by adhering to their statutory responsibilities to conduct appropriate checks on staff, ensure appropriate supervision, have written recruitment and selection policies and procedures in place and ensure that at least one person on any appointment panel has undertaken appropriate safer recruitment training.

- There are procedures in place to handle allegations against staff, to involve the Designated Officer at the Local Authority as appropriate and to make referrals to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, in line with their legal duty.
- Safeguarding systems and processes operate with the best interests of the child at their heart. The child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback.
- A designated teacher is appointed to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training. They work with the virtual school head to determine how looked after children funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.
- They should have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.
- The Designated Safeguarding Lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

**Our Headteacher has a duty to ensure that:**

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

**Our Designated Safeguarding Lead will:**

**Manage referrals:**

- 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 cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- 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.

**Work with others:**

- Liaise with the Headteacher to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the Case Manager (as per Part four KCSIE 2016) and the Designated Officer at the Local Authority for child protection concerns (all cases which concern a staff member); and

- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

#### **Undertake training:**

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training will 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 will 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.
  - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
  - Ensure each member of staff has access to and understands the school's Safeguarding 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 disabilities and young carers
  - Are able to keep detailed, accurate, secure written records of concerns and referrals;
  - Understand and support the school 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 may put in place to protect them.

#### **Raise Awareness:**

- Ensure the school's Safeguarding policies are known, understood and used appropriately;
- Ensure the school's Safeguarding 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; and
- Link with the WSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

#### **Child Protection File:**

- Ensure a child's protection file is transferred to the new school/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:**

- Be available for staff in the school to discuss any safeguarding concerns. Whilst our Designated Safeguarding Lead (or deputy) will be available in person during school hours, there will be occasions, when they are only available via e-mail or phone.

**All staff and volunteers will:**

- take action to ensure that children are safe at home and at school
- fully comply with the school's policies and procedures
- attend appropriate training
- recognise concerns and maintain an open mind when dealing with any disclosure
- inform the designated person with responsibility for child protection of any concerns

**Staff will immediately report:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

**Staff should never ignore evidence of unusual/suspicious physical injuries observed on students. Inform the designated member of staff and appropriate action will be taken.**

Staff should also note any sudden changes of students' progress, work, behaviour and homework from their normal pattern. These observations should be reported to the Year Manager or Head of School for further investigation. They will consult with the designated member of staff and further action taken as, and where, appropriate. There may of course be many other causes for changes in behaviour, work but all concerns should be reported anyway.

Disclosures or information may be received from students, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak.

**If students ask to discuss matters of a very sensitive nature with Staff, ALL STAFF should follow the guidelines concerning confidentiality. Staff must explain that they are happy to listen to what the student has to say but that they cannot give any guarantees of total confidentiality if Child Protection issues are involved.**

***When responding to disclosures staff will:***

- act with sensitivity;
- immediately communicate what they have been told to the designated person and make a contemporaneous record;

- not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next;
- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- listen to what the student has to say, in the student's own words and at their own pace;
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- not ask 'leading questions' or 'suggest' to students what might have happened. Simply ask the student to say what has happened;
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person;
- reassure and support the person as far as possible;
- reassure that they will go with them to explain what has happened if they wish;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the person will be involved as appropriate.

Once the student has made the disclosure in their words, the member of staff should if possible, try to make brief notes at the time of what is said. If not, notes should be made as soon after the event as possible, signed and dated.

Child Protection issues can be very distressing, especially if it is the first time that a member of staff has been involved in such an incident. Staff may need support and opportunities to cope with what has happened and should seek advice and help from the designated member of staff who can, where appropriate, arrange for further outside support as well.

## **Children with Special Educational Needs and Disabilities**

Additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities. This can include communication barriers and difficulties in overcoming these barriers and assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Children with SEN and disabilities can also be disproportionately affected by things like bullying without outwardly showing any signs.

## **Female genital mutilation (FGM)**

All school staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information.

There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when approaching the subject.

### **Indicators that may show a heightened risk of FGM include:**

- The position of the family and their level of integration into UK society.

- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from Citizenship for Personal, Social and Health Education (PSHE).

**Indicators that may show FGM could take place soon:**

- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

As of October 2015, Section 75 of the Serious Crime Act places a statutory duty on teachers to report to the police any discovery or report of FGM.

**If a member of school staff has a concern, they should follow school safeguarding procedures.**

## **Child sexual exploitation (CSE)**

CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

School staff members need to be aware of and look for the key indicators of CSE, these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing school
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour

**Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered.**

## **Forced Marriage / Honour Violence**

A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse.

Information about a forced marriage may come from the child themselves, or from the child's peer group, a relative or member of the child's local community or from another professional. Forced marriage may also become apparent when other family issues are addressed, such as domestic violence, self-harm, child abuse or neglect, family conflict, a child absent from school or a child missing from education. Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/underage sex and refusal to go through with a forced marriage has sometimes been linked to 'honour killing'.

Honour based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates meaning victims are at risk from their parents and families.

School staff should follow school safeguarding procedures when any suspicion of a forced marriage or honour based violence arises. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the child and bring forward both travel arrangements and the marriage. For this reason, staff should not approach the family or family friends, or attempt to mediate between the child and family, as this will alert them to agency involvement.

## **Preventing radicalisation & challenging extremism**

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

The school's Designated Safeguarding Lead and other members of the Safeguarding and Inclusion Teams have undertaken Prevent training. All other staff in school have been made aware of the risk indicators and their duties preventing radicalisation and have completed the online Channel training.

Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately.

**When making a judgement, staff may ask themselves the following questions:**

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred?

- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

**Critical indicators include where the child is:**

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

**Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead.**

The Designated Safeguarding Lead will consider whether the most appropriate referral route would be as part of Channel or whether a more immediate police response is required.

As part of our e-safety work we will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material and that students are taught how to stay safe online.

**Building resilience through the promotion of British values and SMSC**

Students recognise Highfields as a happy, inclusive school where everyone feels valued because of the ethos that we create as a school community.

**Lesson Provision:** Over the last decade we have worked on developing a Citizenship programme that clearly meets the needs of our young people and the community that we serve and allows our students to confidently explore sensitive and controversial issues. Citizenship is a key component in the delivery of our SMSC programme, promoting British Values and ensuring that the Prevent Agenda is met. All students at Highfields access Religious Education in Key Stage 3 and Key Stage 4. This provision means that students have clear understanding of the working of the world's main religions and similarities and differences that exist between them.

In ICT lessons students are taught in Key Stage 3 about how to stay safe and report any concerns that they may have. The sessions include 'risky online behaviours' such as accessing websites and social media that promote extremism and what they should do if they see something that upsets them.

**Assemblies, Celebrations & Charity:** At Highfields we have a comprehensive and current assembly programme which looks to both promote spiritual, moral, social and cultural development and also be relevant to the issues of the day. We provide opportunity for our students to meet and hear from our local community partners and take part and celebrate in together key religious festivals such as Diwali, Eid, Vaisakhi and Easter.

Our assembly programme also tackles controversial issues and over the past two years has featured issues such as the education of girls in Pakistan, terrorism in Nigeria and in Tunisia, conflict in Northern Ireland and the impact of childhood poverty and negative stereotyping in Wolverhampton and the UK.

**Student Voice:** Students take the lead in actions taken by the school in various Student Leadership groups that operate across the school. Student Leadership groups encourage participation of all students and encourage engagement between peers. Students from all backgrounds are also encouraged to take part together in charity work and the school has a long tradition of fund raising for various good causes.

Students at Highfields clearly feel we are community that is culturally and ethnically diverse and where everyone is valued. Racist incidents are rare. Students are regularly asked their opinions on a whole range of issues and are actively involved in the life of the school.

### **Sexting/ Youth Produced Sexual Images**

Someone taking an indecent image of themselves and sending to their friends or boy / girlfriend via a mobile phone or some other form of technology is sometimes referred to as 'Sexting'. Young people need to be aware that they could potentially be distributing illegal child images. Staff working at Highfields School ensure that students are aware of the risks associated with the use of the internet and how to respond appropriately to a 'Sexting'/youth produced sexual image incident. We know this can cause enormous distress to children and young people and may place them at risk of sexual grooming and other risks associated with the internet.

When an incident involving young people produced sexual imagery comes to school's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- If there is a concern a young person has been harmed or is at risk of harm a referral should be made to Wolverhampton's Multi-Agency Support Hub.

### **Guidance for staff if you suspect that an offence has been committed:**

- If you suspect that “sexting” has taken place or you become aware of indecent images circulating in school or a student refers an incident of ‘sexting’ to you, then you must refer it straight away to the Designated Safeguarding Lead, who are authorised by the Headteacher to investigate such matters.
- If you have a reasonable suspicion that a student/students may have prohibited items in their possession, such as pornography, you may put yourself at risk of allegations by attempting to deal with this issue or by viewing indecent images yourself. This is an investigation that should be carried out by the Designated Safeguarding Lead and/ or Safeguarding Team.
- You are not permitted to forward, copy or print any youth produced sexual images and may inadvertently implicate yourselves simply by viewing such material.
- If you are in any doubt whatsoever, seek immediate advice from the Designated Safeguarding Lead and refer the issue on.

### **Peer Allegations**

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. However, we also recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s behaviour policy.

As a school we specifically minimise the risk of allegations against other students by:

- Providing a developmentally appropriate syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those students identified as being at risk
- Providing targeted work for students identified as being a potential risk to other students

### **Allegations against other students which are safeguarding issues**

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a student, some of the following features will be found.

If the allegation:-

- Is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other students in the school
- Indicates that other students may have been affected by this student
- Indicates that young people outside the school may be affected by this student

## **Examples of safeguarding issues against a student could include:**

### **Physical Abuse**

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

### **Emotional Abuse**

- Blackmail or extortion
- Threats and intimidation

### **Sexual Abuse**

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

### **Sexual Exploitation**

- Encouraging other children to engage in inappropriate sexual behaviour ( For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

### **Procedure:**

- When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- The DSL will make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, the DSL will refer the case to the multi-agency safeguarding hub where the police will become involved.
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, the discussion and any outcome.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual behaviour/disciplinary procedures.

## **Children Missing from Education**

A child going missing from school is a potential indicator of abuse and neglect. Year Managers in collaboration with the Education Welfare Officer will monitor children that go missing from school, particularly on repeat occasions, and report them to the Designated Safeguarding Lead, following normal safeguarding procedures.

The Educational Welfare Officer or Student Welfare Manager follows up any unexplained absence of more than a day of a student who is on the Child Protection Register or who is considered to be vulnerable. Where a student on the Child Protection Register leaves, their information is transferred to the new school immediately and the child's Social Worker is informed.

Where children on roll at school do not turn up, and we have made the usual enquiries we refer the case to the Education Welfare Service in the usual way. The school will inform the LA of any student 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. If the allocated worker cannot locate the child/family they will inform the Children Missing Education team and the school will be advised by them or the Education Welfare Service that they can take the child off roll (normally after 4 weeks).

In order to ensure accurate data is collected to allow effective safeguarding, the school will also inform the LA of any student 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. home education.
- Have ceased to attend school and no longer live within a reasonable distance of the school.
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and we do not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The Designated Safeguarding Lead and deputies are the only members of staff allowed to sign passports and keep a record of these to cross-check with any unexplained periods of extended absence.

## **School Training and Staff Induction**

All staff, including non-teaching staff, are provided with the school's Safeguarding Policy Statement and informed of the school's child protection arrangements on induction. Every member of staff, volunteer and governor knows the names of the designated staff member responsible for child protection and understands their role. All staff undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training annually. Updates are also issued as necessary which staff are required to acknowledge.

The school's senior member of staff with designated responsibility for child protection undertakes advanced child protection training and training in inter-agency working and refresher training at 2 yearly intervals. Other members of the Safeguarding Team also take on many elements of this training. (see Appendix 2)

We have a Code of Conduct for staff. This is discussed in Induction training for all new staff and available on the school network.

Throughout this process we emphasise to staff that they should:

- be responsible for their own actions and behaviour
- avoid any conduct which may compromise their position or lead any reasonable person to question their motivation and intentions
- work in an open and transparent way where possible
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incidents or decisions made;

- apply the same professional standards regardless of race, religion, culture, gender or sexuality
- be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## **Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Safeguarding Team. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home, then any Child Protection file should be copied and the copy sent to the Education Social Work Service. Original copies will be retained until the child's 25th birthday.

If members of staff feel that they need to discuss a particular student further, they should see a member of the Safeguarding Team. Information will only be given if appropriate, and on a need to know basis. ALL SUCH MATTERS SHOULD BE CONSIDERED HIGHLY SENSITIVE AND CONFIDENTIAL.

Written records of concerns about children will be kept, even where there is no need to refer the matter immediately

## **Safeguarding Information for students**

All students in our school are aware of a number of staff who they can talk to if they have a concern. We make students aware of the arrangements of the availability of staff who they can talk to through a range of information points; the Student Planner, the school website, student notice boards in toilets and elsewhere and reinforce these through school and year assemblies and through guidance from the Year Teams. Buddies and Peer Mentors are generally introduced throughout the form group programme.

We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe.

Citizenship lessons are used to help students learn how to keep themselves safe (see Appendix 1). As part of these lessons we cover how to recognise and manage risk, take responsibility for their personal safety, resist pressure and assert themselves. We also signpost where students can access further information about keeping themselves safe.

## **Students on Work Experience**

When organising Work Experience placements, we have procedures agreed with the Wolverhampton Education and Business Partnership with the support of the Wolverhampton Safeguarding Children

Team. In the vast majority of placements, as the employer / employees involved will not have regular unsupervised access to young people at work, there is no need for DBS checks to take place.

DBS checks however, must be considered when students are identified by the school as vulnerable for educational, medical, behavioural or home circumstance reasons, when the placement is long-term (lasting more than 15 days), when the placements is in a particularly isolated environment with 1:1 working or if a placement includes a residential element.

Students on all placements should regularly be made aware who they should speak to if they have a concern. They are all visited regularly by a member of staff with up to date Child Protection training.

## **Partnership with Parents**

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We encourage parents to discuss any concerns they may have with the Student Welfare Manager or other members of the Inclusion or Safeguarding Team.

We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

The school ensures that parents have an understanding of the responsibility of the school to educate and keep children safe from harm and to have their welfare promoted. We set out our obligations in the School Prospectus and keep them updated through specific information evenings, such as that on e-safety and Year 6 Welcome Evenings. Relevant information is periodically displayed though the school website and other relevant agencies such as CEOP and the NSPCC are signposted in a similar manner.

## **Partnerships with others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Safeguarding Children Board. There is a joint responsibility on all these agencies to work together in order to keep children safe. This could involve sharing information to ensure the safeguarding of all children.

Children who are abused or neglected may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through careful monitoring of progress by the Student Welfare Manager and the Academic Manager and the offer and provision of extra support where appropriate.

We also believe it is essential to work with partners in supporting children in need. (see Appendix 4) Advice is available from Wolverhampton Duty & Assessment Team, the Police Child Abuse Investigation Team and the Wolverhampton Safeguarding Children Board (*see Contacts List -Appendix 3*).

## **Monitoring and Review of the Safeguarding / Child Protection Policy**

The Policy will be reviewed on an annual basis by the Governors' Pastoral and Community Committee at the end of the summer term. The Committee will receive a report from the Designated Safeguarding Lead including an annual analysis of referrals and subsequent action.

***This policy will have consideration for, and be in compliance with, the following legislation and statutory guidance:***

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009, as amended
- Equality Act 2010
- Protection of Freedoms Act 2012
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- DfE (2015) 'Working Together to Safeguard Children 2015'
- DfE (2015) 'Keeping Children Safe in Education 2016'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2015) 'Disqualification under the Childcare Act 1006'
- DfE (2015) 'The Prevent duty'
- The Education (School Teachers' Appraisal) (England) Regulations 2012

## **Directory of organisations that support our young people**

### **Local Authority:**

- Parenting Support Worker
- Education Welfare Officer
- Educational Psychologist
- Area SENCO
- SPLD Specialist teacher
- Sensory Inclusion Team (Visually Impaired and Hearing Impaired)
- Equalities and Diversity Service

### **Student Referral Units:**

- Orchard
- Braybrook
- Mid-Point

### **Out Reach:**

- Pennfields School

- Re-entry
- Wolverhampton College
- Switch Project
- MAP

**Base 25:**

- Anger Management
- Pregnancy
- Homelessness
- Counselling

CAMHS

Child and Family Services

Occupational Therapy

The Haven

School Counsellor

Spurgeons – Young Carers

Believe to Achieve

School Nursing Service: SRE education / alcohol and smoking support / medical advice drop in

YISP Youth Inclusion and Support

PayP Play and Youth in the Community

YWCA

PCSOs Community and anti-social behaviour awareness / street safety

## Appendix 1:

### Keeping Safe: Coverage in the Personal Development Curriculum/Citizenship

#### Key Stage 4

All students in KS4 currently complete a GCSE in Citizenship Studies and this qualification provides an opportunity for students to explore personal safety via a range of topic areas. A controlled assessment unit focusing on equality and discrimination allows students to explore:

- **Community and Identity** - What makes a community safe? What are the dangers of sub-communities or cultures?
- **Challenge of Extremism** - what are extremist attitudes and politics and how are they damaging to society? Much of this part of the unit is about CHALLENGING STEREOTYPICAL and racist beliefs and promoting understanding and RESPECT. This supports 'keeping safe' in two ways:
  1. Young people are less likely to become involved with violent extremist groups.
  2. Extremist groups are less likely to take hold in our community and cause problems.
- **Tackling discrimination** - Investigation into racism, homophobia, sexism and disability discrimination; looking at the problems they cause in society and exploring ways they can be tackled in a safe and effective manner.

GCSE Citizenship Studies also covers:

- **The Human Rights Acts** - What are our international human rights, how are we protected by them and is everyone kept safe under international human rights laws? This is a more long-term approach to 'keeping safe'. Students understanding of international human rights and responsibilities will help to protect them in the future from their own governments and internationally whilst travelling.
- **Law and Order** - why do we have laws? How do laws keep us safe? What is the role of the police and the courts- how do they protect and serve the community? What are our responsibilities in upholding the law?
- **Media – The Internet** - How can it be misused? How to REPORT ABUSE. How to sensibly use social networking sites. How are consumer rights protected on the internet?
- **Rights and responsibilities in the work place** - What are the laws regarding the employment of under 18s? What are the main employment laws and how are employees covered? What are Health and Safety Laws and in what ways do they keep employees safe at work? This supports:
- **WORK EXPERIENCE PLACEMENT** - How to stay safe on work experience. How to understand the health and safety laws and how they affect individuals on a WEX placement.

PSHE Coverage:

- **Sex and Relationships Education** - Positive relationship behaviours and how to deal with coercion and exploitation. Different types of relationships and how to effectively challenge

homophobia. What the law says about sex. Effective use of Contraception including demonstration - how to avoid STIs. Where to go to for support and advice.

- **Drugs Awareness** - Awareness of key drugs and their effects. What are the consequences of drug use? How to support a friend at risk. Consequences of mixing alcohol and illicit drugs. How to cope with peer pressure. Where to go to for support and advice.
- **Personal safety** - How to stay safe in your community; internet safety (not sharing passwords etc); bullying; how to assess risk; the dangers of carrying a knife; where to go to for support and advice.

### Key Stage 3

A key feature of KS3 is the flexibility of the Citizenship curriculum as it means we can develop a balanced and broad curriculum for Highfields' students. There are many opportunities to promote the keep safe message in the course through:

- **Dealing with Conflict** - bullying and cyber-bullying; emotional health; identifying situations and identifying appropriate courses of action
- **Law and Politics** - how laws and democracy protect us; the role of the police/ PCSO's and the courts in maintaining safety and order.
- **Community cohesion** - How to tackle conflict in the community; bullying due to race/ religion/ sexuality.
- **The media** - importance of age restrictions/ watershed;

PSHE Coverage:

- **Sex and Relationships Education** - changes caused by puberty, both physically and emotionally; positive relationship behaviours and different types of relationships; the law in relation to consent; methods of contraception and dangers of STI's. Dealing with tricky situations. Where to go to for support and advice.
- **Drugs Awareness** - the dangers of alcohol, drugs and smoking in terms of
  - i. Health
  - ii. Decision making / risk taking
  - iii. Future plans and aspirations
- **Being healthy** - the impact of diets and exercise on our health and wellbeing, alongside the dangers of eating disorders and problems with body image. The dangers of addictions, including gambling and excessive use of social media. Where to go to for support and advice.
- **Personal safety** - internet safety; road safety, including the Bikeability scheme for Y7 students; first aid; how to stay safe in the community; how to be safe in the sun and near water; rail safety; fire safety.