

The Shrubbery School  
A Policy for Safeguarding

1. INTRODUCTION

1.1 Safeguarding is defined as -

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

1.2 The Shrubbery School is committed to safeguarding and promoting the welfare of all its pupils/students. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their

educational needs - a happy healthy sociable child/young person will achieve better educationally;

- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 The Shrubbery School will fulfil their local and national responsibilities as laid out in the following documents:-

- [Working Together to Safeguard Children](#) (DfE 2013)
- [Keeping Children Safe in Education](#): Statutory guidance for schools and colleges (Sept 16)
- [The Procedures of Birmingham Safeguarding Children Board](#)
- [The Children Act 1989](#)
- [The Education Act 2002 s175 / s157](#)
- [Mental Health and Behaviour in Schools: Departmental Advice](#) (DfE 2014)
- [The Prevent Strategy , GOV.UK-Home Office](#)
- Staff are further directed to the publication 'Guidance for safer working practice for those working with children and young people in education settings' (October 2015: Safer Recruitment Consortium) While this is not from the DfE it is very useful.

## 2. OVERALL AIMS

2.1 This policy will contribute to safeguarding our pupils/students and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils/students;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Introducing appropriate work within the curriculum;
- Encouraging pupils/students and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff's awareness of the risks and vulnerabilities their pupils/students face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation, or victimisation

2.2 This policy will contribute to supporting our pupils/students by:

- Identifying and protecting the most vulnerable
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

2.3 This policy will contribute to the protection of our pupils/students by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and working in partnership with pupils/students, parents and agencies.

### 3. KEY PRINCIPLES

3.1 These are the key principles of safeguarding, as stated by Birmingham Safeguarding Children Board and adhered to by The Shrubbery School as good practice.

- Always see the child first.
- Never do nothing.
- Do with, not to, others.
- Do the simple things better.
- Have conversations, build relationships.
- Outcomes not outputs.

3.2 In addition the Board identified the following key safeguarding messages for schools.

- Every child is entitled to a rich and rounded curriculum.
- There should be a specific lead in school for safeguarding.
- When issues arise, head teachers should speak out, addressing them internally where possible and escalating them when this is unsuccessful.

#### 4. KEY PROCESSES

4.1 All staff should be aware of the guidance issued by Birmingham Safeguarding Children Board in [Right Services](#) [Right Time](#), and [Early Help](#).

#### 5. EXPECTATIONS

5.1 All staff and visitors will:

- Be familiar with the essential elements of this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators);
- Record concerns and give the record to the Designated Safeguarding Lead: *Mrs H Atkins*.

- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two - you must inform the Designated Safeguarding Lead immediately, and provide a written account as soon as possible;

5.2 All staff will receive annual training (KCSIE'16)  
Staff are reminded that they read the relevant literature in 'Staff Common' on our network and on our staffroom noticeboard.

## 6. THE DESIGNATED SAFEGUARDING LEAD

6.1 Our Designated Safeguarding Leads at The Shrubbery School are: *Mrs H Atkins, Head Teacher, Mrs C Duckworth Deputy Head and Mrs J England Nursery Manager.*

*Mrs Atkins* has lead responsibility and management oversight and accountability for child protection and with *Mrs Duckworth and Mrs England*, will be responsible for coordinating all child protection activity.

6.2: The Designated Safeguarding Lead will lead regular case monitoring reviews of any vulnerable children. These reviews must be evidenced by minutes and recorded in case files.

6.3: When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the rest of the DSPs

6.4: Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant

details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.

6.5: Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

6.6: Access to these records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.

6.7: Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any school policies and give due regard to which adults have parental responsibility.

6.8: Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

6.9: If a pupil/student moves from our school for whatever reason child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records.

Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date. The child's date of birth and full information of address will be included.

6.10: When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

### **RESPONSIBILITY OF HEAD TEACHER**

7.2: The Head Teacher will ensure that:

- The school has a safeguarding policy in accordance with the procedures of Birmingham Safeguarding Children Board;
- The school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the school's leadership team acts as a Designated Safeguarding Lead;
- The Designated Safeguarding Lead attends appropriate refresher training every two years;
- The Head Teacher and all other staff who work with children undertake training at three yearly intervals;
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities;



- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The school has procedures for dealing with allegations of abuse against staff/volunteers.
- The school will update its policies and procedures annually or earlier if government policy or the Birmingham Safeguarding Board advice changes.

## A SAFER SCHOOL CULTURE

### Safer Recruitment and Selection

8.1: The school pays full regard to 'Keeping Children Safe in Education' (DfES 2016). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character 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 undertaking appropriate checks through the Disclosure and Barring Service (DBS).

8.2: All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

8.3: The Head Teacher, Mrs H Atkins has undertaken Safer Recruitment training.

### Staff support

8.4: We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the

Designated Safeguarding Lead and to seek further support as appropriate.

## 9. OUR ROLE IN THE PREVENTION OF ABUSE

9.1: We will provide opportunities for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

### The curriculum

9.2: Relevant issues will be addressed through the PSHE and Citizenship curriculum and in Assembly for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

9.3: Relevant issues will be addressed through other areas of the creative curriculum, for example, circle time, English, History, Drama, Art.

### Other areas of work

9.4: All our policies which address issues of power and potential harm, for example bullying, equality and behaviour, will be linked to ensure a whole school approach.

9.5: Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

## 10: SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXTREMISM,

10.1: Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

10.2: The Shrubbery School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

10.3: 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. The Shrubbery School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

10.4: Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.

10.5: The Shrubbery School 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.

#### Risk reduction

10.6 The Head Teacher, Deputy Head and further DSP will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy, relationships with parents and other issues specific to the school's profile, community and philosophy.

10.7: This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

#### Response

10.8: Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

The SPOC for The Shrubbery School is the Head Teacher, Mrs H Atkins. The responsibilities of the SPOC are described in Appendix Five.

10.9: When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to a Designated Safeguarding Lead if that person is not in school.

10.10: Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

**STAFF ARE REMINDED THAT IT IS A LEGAL DUTY TO REPORT SIGNS RADICALISM TO THE AUTHORITIES**

10.11 In the event of prejudicial behaviour

- All incidents of prejudicial behaviour will be reported directly to the Head or Deputy
- All incidents will be fully investigated and recorded in line with the Positive Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.
- The Head or Deputy follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with

parents would be held if there is not a significant positive change in behaviour.

- If deemed necessary, serious incidents will be discussed and referred to Jon Needham, fCAF Co-ordinator in Birmingham 0121 303 8117 or to Birmingham Children's Services on 0121 303 1888.

In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact West Midland Police Counter Terrorism hotline 0845 678 123

## 11. THE SCHOOL RECOGNISES ITS DUTY IN REGARD TO SAFEGUARDING SHOULD THERE BE CONCERNS RELATING TO FGM, FORCED MARRIAGE AND TRAFFIKING

- 11.1 Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up and speak for themselves and protect each other.
- 11.2 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 11.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and would then report concerns to DSP.

## From October 2015

The FGM Act 2003 has been amended by the Serious Crime Act 2015, which adds new sections 3A, 4A, 5A, 5B and 5C. These new provisions -

- Introduce mandatory notification - a health care professional or teacher must make a "FGM Notification" to the police if, in the course of their duties, they discover that an act of FGM appears to have been carried out on a girl under 18.
- Create an offence of failing to protect a girl under the age of 16 from FGM (the offence is committed by a person who has parental responsibility for her or has assumed responsibility for her care);
- Introduce Female Genital Mutilation Protection Orders, which may include such provisions, restrictions or requirements as the court considers appropriate in order to protect a girl from FGM; or to protect a girl after FGM has been carried out; and
- Give the victims of FGM a right of anonymity.

Naturally no adult should ever make a physical examination of a child in our care. It could be however that physical signs are seen when children change for PE for example.

In the event of a child making a disclosure about FGM or 'cutting' then the normal safeguarding report should be made urgently to the DSP in school.

Reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made to social care and the police by the close of the next working day, unless the child is thought to be at urgent risk when social care and the police should be contacted immediately.

Call police on **101** if you have information about FGM, believe a child may be at risk or feel your child being cut and out of control. In an emergency, dial **999**.

## **12. Children Missing in Education**

Children not attending school will be followed up with a telephone call to ascertain the reason and absence notes are required on return.

Staff are reminded that a child missing from education could also be at risk and therefore staff should be alert to all the safeguarding concerns indicated within this policy.

Where a child is not in school and we have not been able to make contact with parents or families then we will contact the local authority. In order to ensure the safeguarding of our children we will work with the authorities and ensure children are safe.

The school must inform the local authority if children have been taken off role because the family have moved to another area and cannot now travel to the school but have not advised the school of their new place of education.

If the child has a long period of illness and is unable to attend school the local authority should also be informed.

Children who are removed from school to be home educated should also have their details passed to the local authority.

## **13. WHAT WE DO WHEN WE ARE CONCERNED ABOUT A CHILD (apart from FGM)**

13.1: Where risk factors are present but there is no evidence of a particular risk then the DSL may well be the person who talks to and has conversations with the pupil's family, sharing the school's concern about the young person's vulnerability and



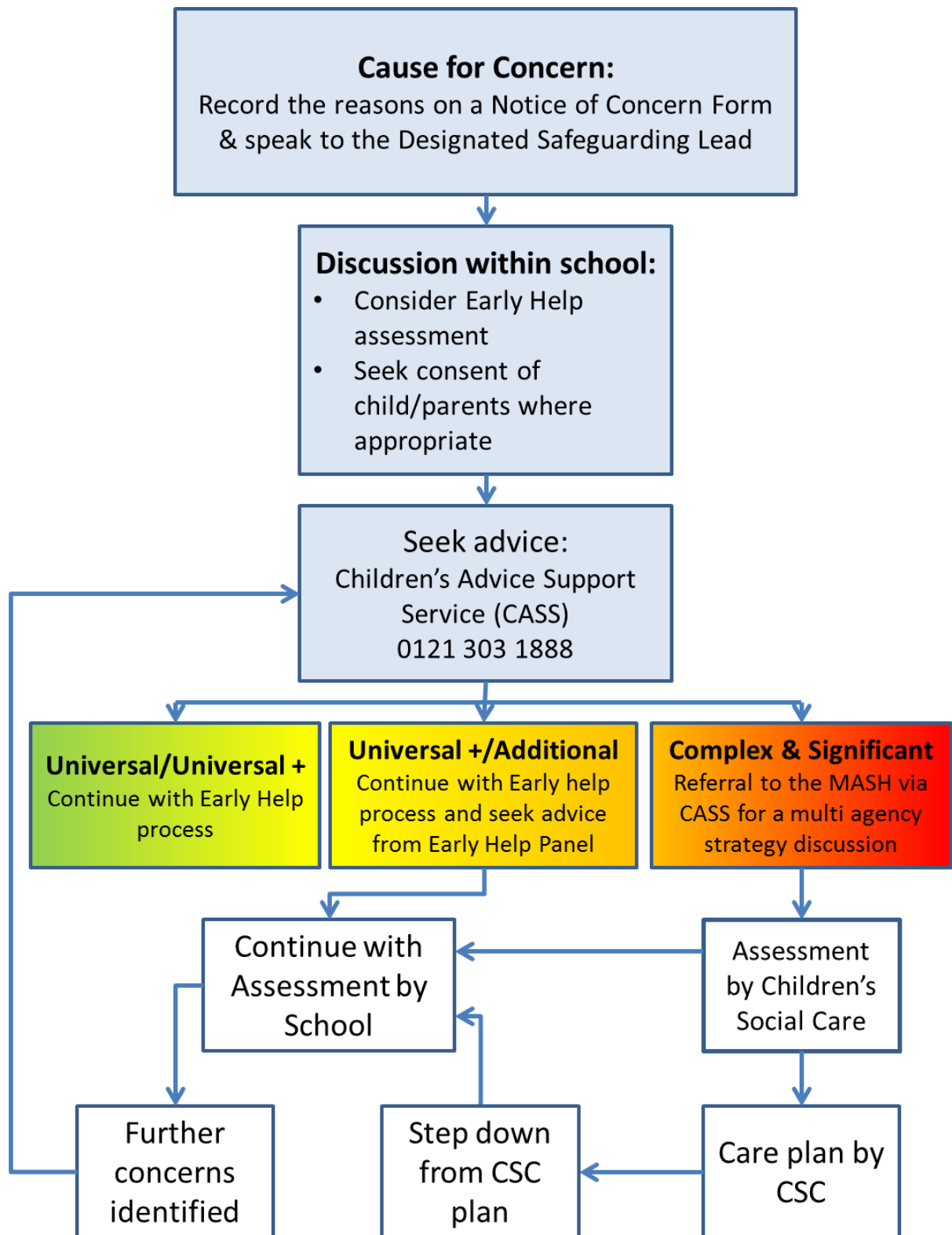
how the family and school can work together to reduce the risk.

13.2 In this situation, we will use the Right Services Right Time Model (RSRT) to consider the needs of the child and the family and the young person (as far as possible) -

- The DSL and school can monitor the situation.
- The DSL /SPOC can undertake an Early Help Assessment to try and meet the needs of a child through a multi- agency approach.
- Seek advice from the Children's advice and Support Service (CASS) formerly known as MASH Front door so that a strategic overview can be maintained and any themes or common factors can be recognised.
- Notify Children's Social Care via a referral to MASH- Multi-Agency Safeguarding Hub.
- The school will review the situation after taking appropriate action to address the concerns.

13.3 The DSL/SPOC will also offer and seek advice about undertaking an early help assessment such as the family [Common Assessment Framework](#) (fCAF) and/or making a referral to children's social care. The local family support and safeguarding hub can assist us. Our Early Help Panel is based at

13.4 If the concerns about the pupil/student are significant and meet the additional needs/complex need criteria within RSRT they will be referred to the MASH. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.



In order to keep our children safe we also ensure that practices in the following policies are/ will also be implemented as needed.

Policy for Educational Visits

Critical Incident Policy

Medicine and First Aid Policy

Health and Safety Policy

Safer Recruitment Policy

## 14 INVOLVING PARENTS / CARERS

14.1 In general, we will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

14.2 Parents / carers will be informed about our safeguarding policy through: our school website and copies of policies are available in the school office.

## 15. MULTI-AGENCY WORK

15.1 We will work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with, and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead to the Children's Advice Support Service (CASS) (0121 303 1888). Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

15.2 We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

15.3 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

15.4 Where a pupil/student is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

## 16. OUR ROLE IN SUPPORTING CHILDREN

16.1 We will offer appropriate support to individual children who have experienced abuse or who have abused others.

16.2 An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

16.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

16.4 We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

## 17. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

*See also Birmingham Safeguarding Children Board Procedures on [Allegations against Staff and Volunteers](#).*

17.1 This procedure should be used in any case in which it is alleged that a member of staff visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates she is unsuitable to work with children.

16.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

16.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher unless the concern relates to Head Teacher. If the concern relates to the Head Teacher, it must be reported immediately to the Proprietor and Deputy Head who will liaise with the Local Authority Designated Officer Team in

children's social care and they will decide on any action required.

17:4 If the safeguarding concern relates to the proprietor then concerns must be made directly to the Local Authority LADO team.

## 18. CHILDREN WITH ADDITIONAL NEEDS

18.1 The Shrubbery School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic problems.

18.2 If the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to exclusion.

## 19: Children in Specific Circumstances

19.1 It is a mandatory duty for The Shrubbery School to advise the local authority of children being privately fostered to ensure that the children are being properly cared for and that the arrangement is satisfactory.

A private fostering arrangement is one that does not involve the local authority for a child under the age of 16 (18 if disabled) where care is provided by someone other than a

parent or immediate relative for a period of 28 days or more.

The Children's Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood, half blood or by marriage or civil partnership.) or a step parent.



## APPENDIX ONE

### DEFINITIONS AND INDICATORS OF ABUSE

#### 1. NEGLECT

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 maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;

- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school;  
or
- The child is left at home alone or with inappropriate carers

## 2. PHYSICAL ABUSE

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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;

- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

### 3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact and non-contact activities. These are more fully defined in our policy in school. The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Inappropriate explicit play or behaviour or age-inappropriate knowledge;
- Soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour or self-harming,
- Aggressive behaviour
- Unusual compliance;
- Regressive behaviour.
- Touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches.
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#### 4. SEXUAL EXPLOITATION

Staff and parents need to be aware of the possibility of children being exploited in this way.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse).
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained items;
- Being groomed or abused via the Internet and mobile technology.
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## 5. EMOTIONAL ABUSE

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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways - as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming,
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Sudden regression with toilet training.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

## 6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);

- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;

## Appendix 2: DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuses/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.



- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

#### Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher or other Designated Safeguarding Leads.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you

will be available from your Designated Safeguarding Lead or Head Teacher.

### Appendix 3: ALLEGATIONS ABOUT A MEMBER OF STAFF OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical

For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

- Emotional

For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

- Sexual

- Neglect

For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher should be informed immediately. The Head Teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview pupils.

3. The Head Teacher / Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows -

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Local Authority Designated Officer (LADO) Team (Tel: 0121 675 1669). The LADO Team will advise about action to be taken and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
- If the Head Teacher / Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

4. Where an allegation has been made against the Head Teacher then the Deputy Head and Proprietors takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the Section on [Allegations against Staff and Volunteers](#) in the procedures of Birmingham Safeguarding Children Board.

## Appendix 4: INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even

those who hold radical views, do not become involved in violent extremist activity.

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

6. Indicators of vulnerability include:

- Identity Crisis - the pupil is distanced from their cultural religious heritage and experiences discomfort about their place in society;
- Personal Crisis - the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances - migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations - the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Special Educational Need - students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve social issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

This is unlikely at primary school level but staff must be aware of the dangers.

## APPENDIX FIVE

### PREVENTING VIOLENT EXTREMISM -

### ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for The Shrubbery School is Mrs H Atkins, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of The Shrubbery School in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE, PSHE and Citizenship curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
  - Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;



- Collating relevant information from in relation to referrals of vulnerable pupils into the Channel\* process;
- attending Channel\* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel\* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

\* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Policy agreed: September 2017

Review: July 2018 or if further government guidance.