Academy Trust

Arden Academy (Arden) is an academy maintained by Arden Multi Academy Trust

Name of Policy	**Child Protection Policy**	
Lead	Dave Warwood, Vice-Principal	
Governor Committee	Behaviour, Safety, Inclusion & Intervention Committee	
Policy Status	New Policy	Adopted from SMBC Guidance Document March 2016
	Awaiting Governor Approval	Yes
	Governor Approved	26th May 2016
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Version No.	1	
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Reviewed		

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Arden Multi Academy TrustGoverning Body / Trust Board / Management Board / Proprietor (delete as appropriate)
Child Protection Policy Statement

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

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

- This policy sets out how the governing body / trust board / management board / proprietor (delete as appropriate) of the ARDEN MULTI ACADEMY TRUST is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002 or Section 157 in relation to independent education provisions, academies and post-16 providers.

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

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

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

Child Protection Policy ratified by governing body / trust board / management board / proprietor (delete as appropriate) insert name of school on 26th May 2016

Governors' Committee Responsible: BSII Committee

Governor Lead: Sarah Bloomer

Nominated lead member of staff: Dave Warwood, Vice-Principal

Status and Review Cycle: Annual

Next review date: Summer Term 2017

Chair of Governors: Geoff Harley-Mason

NAME OF EDUCATION PROVIDER CHILD PROTECTION POLICY AND PROCEDURES

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

Policy Statement:

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

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

Aims:

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

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

To recognise our responsibility to refer any significant concerns about a child or young person which may indicate physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) or neglect to Multi-agency Safeguarding Hub (MASH). The Solihull Multi-Agency Thresholds Criteria http://socialsolihull.org.uk/lscb/wp-content/uploads/2014/07/Solihull-Threshold-version-february-015.pdf should be used to support decision making in any referral.

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

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

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

Definitions

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

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

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

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

Abuse: a form of maltreatment of a child. This could mean neglect, physical, emotional or sexual abuse or any combination of these. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. In the Children's Acts 1989 and 2004, **a child** is anyone who has not yet reached their 18th birthday.

Legal Framework

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

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

Education Act 2002 Section 175 (maintained schools) and Section 157 (independent schools, academies and post 16 provision)

The Sexual Offences Act 2003

The Counter-Terrorism and Security Act (2015), section 26 The Prevent Duty
Serious Crime Act (2015), Mandatory reporting duty for known cases of female genital mutilation.
Statutory Guidance: Keeping Children Safe In Education (September 2016)
Statutory Guidance: Working Together to Safeguard Children (September 2016)
Statutory Guidance: Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2016).

Inspecting safeguarding in early years, education and skills settings (August 2015)
What to do if you're worried a child is being abused (September 2016)

Leadership and Management of Child Protection

Governing Body

The governing body is responsible for:

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

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

Child Protection Roles

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

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

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

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

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

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

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

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

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

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

Definitions of Abuse

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

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

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health and development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Staff Induction, Training and Development

We recognise that all staff have a key role to play in identifying and referring child protection concerns early, and providing help for children and young people. All staff and volunteers (including governors) are given appropriate child protection training and induction that includes training on how to recognise signs of abuse **and** how to respond to any concerns.

Individuals are also expected to:

- read chapter one of Keeping Children Safe In Education (DfE September 2016) entitled "Safeguarding Information for All Staff" and understand its implications,
- read and understand the school's child protection policy and make sure they are clear on how to act in the event of a concern and maintaining confidentiality,

- read and understand the staff behaviour policy (code of conduct), so that they are clear on what to do if there is a breach of the code of conduct (governor code of conduct for governors),
- understand the difference between having a concern about a child and a child in immediate danger, and the relevant actions to take,
- understand the early help and support that can be provided by the school (detailed in the Designated Safeguarding Lead Handbook).

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

This training and induction is proportionate to individuals' roles and responsibilities.
https://extranet.solgrid.org.uk/management/staffing/smbcschoolshr/HRDocuments/SMBCHRSEmployeesInductionGuidelinesandchecklistV04.pdf

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

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

The Designated Safeguarding Lead for child protection attends the multi-agency safeguarding LSCB training within 12 weeks of taking up their responsibilities. The Designated Safeguarding Lead must subsequently attend appropriate training at least on a 2 yearly basis in accordance with government guidance. The education provision will ensure that its Designated Safeguarding Lead attends the DSL annual education conference to keep abreast of child protection learning and developments.

We ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training.

The Impact of Abuse and Neglect

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

Recognising Signs of Child Abuse

The following signs may indicate something is wrong:

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

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

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

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

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

In an abusive relationship the child may:

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

The parent or carer may:

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

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

Significant Harm

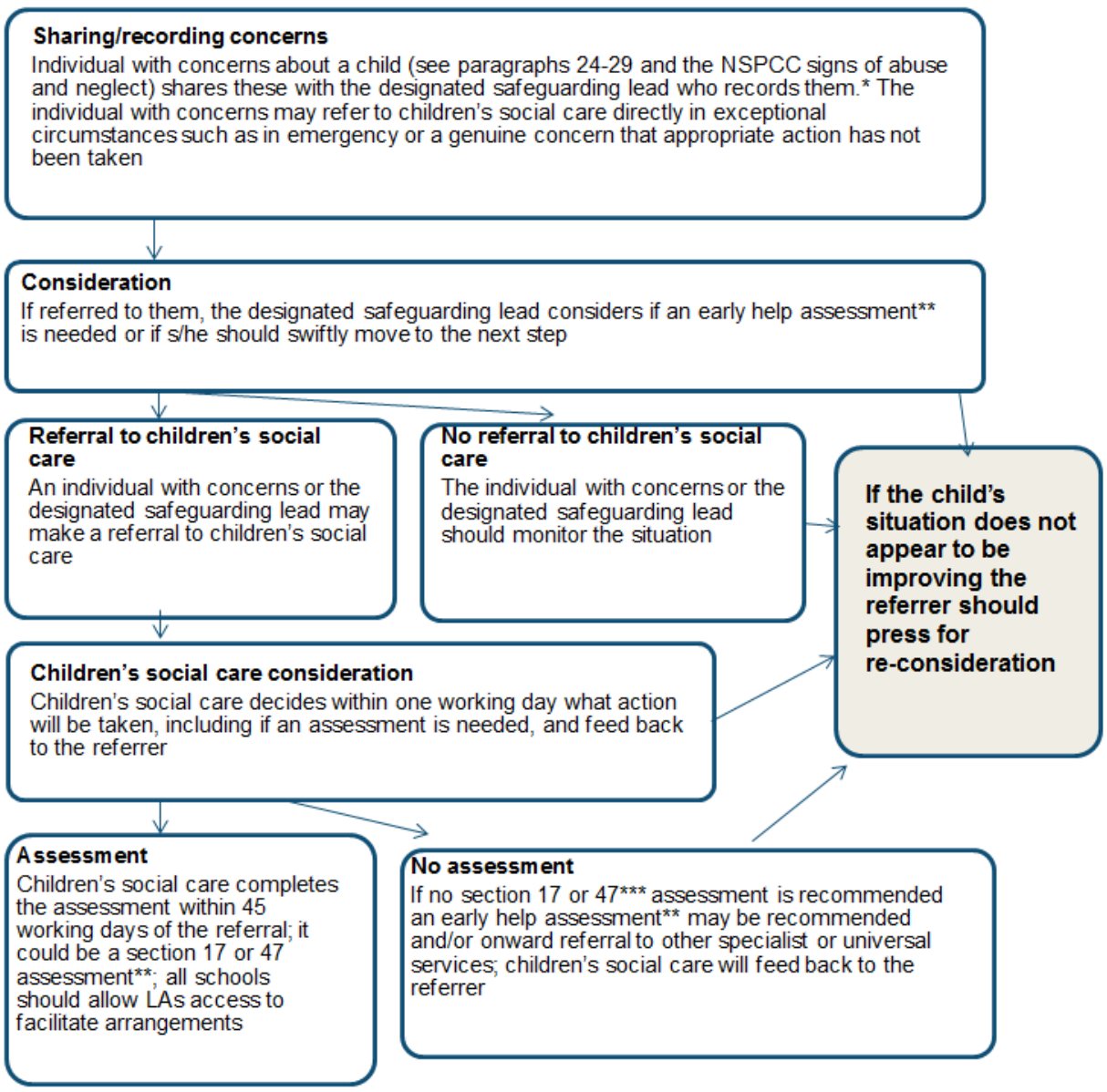
The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of a child, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare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

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

- protecting children from maltreatment;
- preventing impairment of a child's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes (DfE, September 2016 p6)

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

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



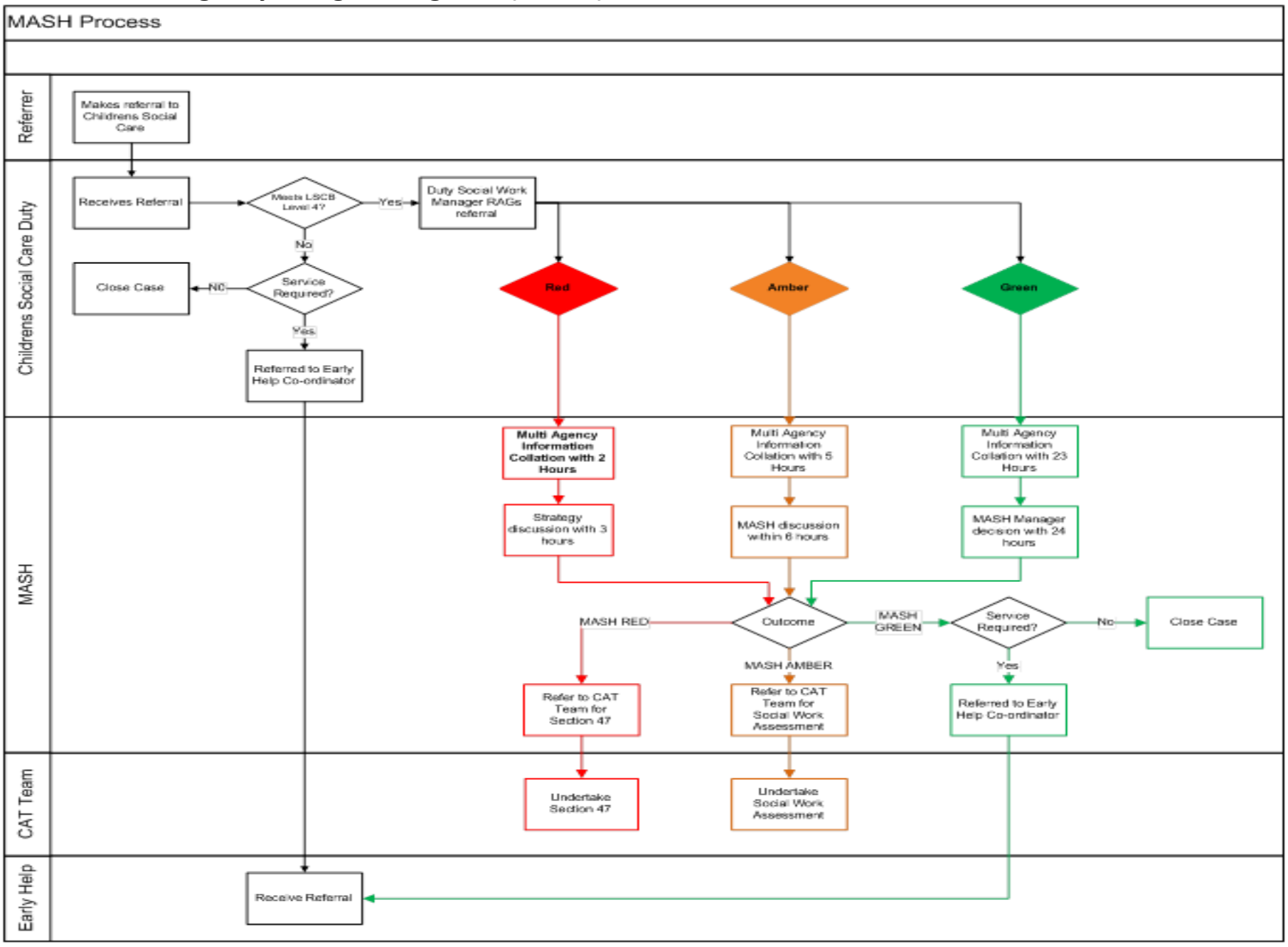
Anybody can make a referral.

*In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of Working Together to Safeguard Children 2015 for more information.
Members of staff should make a written account of any concern they have regarding the welfare or well-being of a pupil using the education provision pro forma including making a note of any visible marks and injuries. (See Appendix 2 Model Child Welfare Concern and child protection concern/disclosure form example pro forma and Appendix 3 body map)

Solihull Multi-Agency Safeguarding Hub (MASH) Referral Process



Dealing with Disclosures or Concerns:

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

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

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

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

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

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

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

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

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

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

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

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

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

Receive

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

Reassure

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

Respond

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

Report

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

Record

- If possible make some very brief notes at the time and write them up as soon as possible. Keep your original notes on file.
- Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure.
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into proper words

- A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. (See appendix 6 model pro forma.)
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'
- A record should be made of any visible marks, bruising or injuries to a child that give cause for concern. This may be completed on a body map. (See Appendix 7). The child should not be examined intimately or pictures taken of any injuries / marks.
- All records must be signed and dated clearly with the name of the signatory clearly printed.
- Children **MUST NOT** be asked to make a written statement themselves or to sign any records.
- All records of a child protection nature (handwritten or typed) are passed to the DSL.

Remember

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

Review

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

Specific Safeguarding Issues

In addition to the four categories of abuse, Keeping Children Safe in Education (2015) identifies the following safeguarding issues:

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Definitions of these and local pathways to support are provided in the Solihull Designated Safeguarding Lead's Handbook **link**. National guidance is provided in Keeping Children safe in Education (DfE 2016), page 12. Guidance and procedures are contained in the Solihull Local Safeguarding Board Procedures through the link Solihull LSCB procedures. The NSPCC offers information for education provisions (www.nspcc.org.uk). The NSPCC works to safeguard and support children by referring if the pupil is at risk of significant harm, or providing early help and support and preventative work. Further advice and guidance on the specific safeguarding issues can be found in the Designated Safeguarding Lead's Handbook, which includes links to Solihull LSCB procedures.

Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Appendix 4 provides further local advice and guidance for preventing radicalisation. The Solihull Prevent Referral procedures are in Appendix 5 and a risk assessment is in Appendix 6.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Appendix 7 provides further local advice and guidance on dealing with concerns around pupils who are or could be at risk of child sexual exploitation. The CSE screening tool should be used to support any assessment of risk and to support a referral, a copy should be forwarded to Children's Social Work with the referral.

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

Children who abuse other children: Child on child abuse

Children and young people who abuse others, including those who sexually abuse/offend, are often likely to have considerable needs themselves. They may pose a significant risk of harm to other children. They may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development, and may have committed other offences. Such children and young people are likely to be children in need, and some will in addition be suffering or at risk of significant harm, and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others. In such cases, the needs of such children should be considered separately to the needs of their victims. Consideration needs to be given to the fact that these children may have considerable unmet developmental needs as well as specific needs arising from their behaviour. Appendix 9 provides further local advice and guidance on child on child abuse.

Child Missing from Education (CMfE)

A child going missing from education is a potential indicator of abuse or neglect. Staff in education provision should follow the provision's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future. It is essential that schools encourage high rates of attendance and review all attendance records regularly. Appendix 10 provides further local advice and guidance on CMfE.

Locally, Solihull LSCB has identified domestic violence, substance misuse (particularly parental substance misuse), mental health (particularly parental mental health) and neglect as priority areas. Further information on these areas can be found in the DSL Handbook.

Safeguarding in the School Curriculum

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

Supporting Children

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

We support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Ensuring repeated hate incidents, e.g. racist, homophobic or gender or disability based bullying, are considered under child protection procedures.
- Promoting a caring, safe and positive environment within the school, with access to appropriate adults to approach if they are in difficulties;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children, including notifying social care as soon as there is a significant concern.
- Notify the allocated social worker of any new concerns about a child who is subject to a child protection plan or a child in need plan (Section 2.7 of Chapter 3.1. of the LSCB Procedures)
- Monitoring children who have been identified as having welfare of protection concerns and providing appropriate support. An individual support plan is devised, implemented and reviewed regularly for pupils requiring early help of safeguarding. This is kept with the child protection record.
- Where children and young people have exhibited sexually inappropriate/ harmful behaviour and/or exhibited sexually inappropriate/harmful behaviour towards others. Guidance is provided in Appendix 9. Where necessary a co-ordinated multi-agency response is undertaken to ensure the appropriate safeguards and support are in place. We ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

The Designated Safeguarding Lead Toolkit:

- School safeguarding policy
- School child protection policy
- Solihull MBC multi agency thresholds criteria document

- Solihull MBC designated safeguarding lead handbook
- KCSIE (2016) particularly chapter 1 and chapter 2
- Working Together to Safeguard Children (2015)
- What to do if you're worried a child is being abused (2015)
- Solihull LSCB Procedures
- Inspecting safeguarding in early years, education and skills settings (August 2015)
- School inspection handbook (August 2015)

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

a) Referring

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

The DSL will:

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

- Where a DSL makes a referral, they should include:
  - the known facts,
  - any suspicions or allegations,
  - whether or not there has been any contact with the child's family
  - any information they have on the child's developmental needs, and the capacity of the child's parent or carers to meet those needs.

  If the DSL feels unsure about whether a referral is necessary, a telephone call to MASH can be made for advice.

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

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

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

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

Contact details for a referral for children residing in Solihull:
Solihull Multi-Agency Safeguarding Hub (MASH):
0121 788 4333
0121 605 6060 (Out of Hours)

All referrals need to be confirmed in writing as soon as possible using the Children and Families Inter agency Referral form online.

- Where the child does not reside in Solihull the referrals must be made to the appropriate cross border local authorities. These must also be confirmed in writing.

- The DSL should receive a response to the referral within one working day. If a response is not received, the DSL should contact MASH to obtain information about the status of the referral.

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

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

b) Confidentiality and Information Sharing

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

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

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

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

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

Disciplinary action will be considered for any breach of confidentiality.

Further Guidance on information sharing can be found in Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2016).

Parental Consent to the Referral

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

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

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

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

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

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

Pupil Consent to the referral

The Solihull LSCB child protection procedures state that:

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

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

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

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

c) Record Keeping:

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

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

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

- Child protection records must be securely held, separate from the main pupil file, and in a secure place.
- Access to any records and details of a case will be on a 'need to know 'basis decided on a case by case basis, to enable those people to take appropriate steps to safeguard the pupil or to carry out their own duties.
- Any contact with other agencies must be recorded as should the rationale for sharing or not sharing information.

Management Oversight of Child Protection work

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

Supervision of Child Protection Work

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

There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk, (Inspecting safeguarding in early years education and skills settings, August 2015, Ofsted).

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

- Stress Risk Assessment undertaken by the line manager

- Access to the Employee Assistance Programme - CIC 0800 085 1376, assist@cic-eap.co.uk, well-online.co.uk - username: sbclogin Password: wellbeing

- Referral to Occupational Health for one-to-one counselling

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

Professional Disagreement Procedures

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

In the event that a referring professional does not agree with the proposed response to the referral, the referrer should discuss their concerns directly with the duty Assistant Team Manager or Team Manager in the first instance to seek resolution. Professional disagreements should be dealt with in line with LSCB procedures.
http://solihulllscb.proceduresonline.com/chapters/contents.html#anchor_p5

Transfer of Child Protection records

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

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

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

- Any current concerns that are being monitored.
- Any child protection referrals or records of advice sought from MASH (current and historical)
- Any child protection conference minutes (current and historical)
- Any information relating to the time the child was subject to a child protection plan (current or historical)

A child protection file transfer record can be found in Appendix 13.

The following information should be dealt with in line with the education provision's file retention policy

- Any historical information, such as monitoring notes, that is older than the current academic year and did not result in either a discussion with MASH for advice or a child protection referral

When a pupil is educated off site by another education provider or is dual registered (for example on a managed move, attending a pupil referral unit or an alternative provision); the Designated Safeguarding Lead should assess what information needs to be shared the Designated safeguarding lead at the other education provision. This decision should be based on the amount of time the child spends at the other provision and the nature of the provision. This should include a discussion with the child's social worker. Where appropriate the Designated Safeguarding Lead at the alternative provision will receive a copy of the pupil's child protection file as detailed above.

When a child ceases to be of statutory education provision age or leaves college their records should be retained by the said establishment until the child's 25th birthday.

Solihull MBC Contacts:

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

Birmingham Contacts

- Birmingham Multi-Agency Safeguarding Hub (MASH) - 0121 303 1888
  http://www.lscbbirmingham.org.uk/index.php/birmingham-multi-agency-safeguarding-hub-mash
  www.lscbbirmingham.org.uk/right-serviceright-time

Coventry Contacts

- Coventry Multi-Agency Safeguarding Hub (MASH) - 024 7678 8555
  http://www.coventry.gov.uk/info/31/children_and_families/2186/coventrys_multi_agency_safeguarding_hub_mash
  http://coventrychildcare.proceduresonline.com/chapters/p_thresholds.html

Warwickshire Contacts

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

Worcestershire Contacts

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

Evaluating and Monitoring Process

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

- Governing body visits to the school
- Senior Leadership Team 'drop ins' and discussions with children and staff
- Line management and task management of staff
- Audits of case files and record keeping (see Appendix 14 for audit record sheet)
- Discussions with staff involved in child protection work
- Pupil surveys, questionnaires and evidence of the pupil voice in child protection work
- Scrutiny of the Solihull Multi-Agency Thresholds criteria and any data-sets
- Scrutiny of range of risk assessments and information (including child protection files, early help records, pupil concern logs, attendance, bullying logs, behaviour records, to ensure a co-ordinated approach)
- Scrutiny of governing body minutes
- Review of parental concerns and parent questionnaires
- Review of the use of any early help facility in school to support pupils, for example nurture room or other intervention.

Success Criteria:

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

2. Scrutiny of child protection records confirms that safeguarding procedures set out in this policy are being consistently followed. This includes completion of appropriate records with clear evidence of

actions being followed through in a timely and effective manner in order to safeguard pupils and provide support where necessary; and that school attendance at any multi-agency meeting is attended, report provided where necessary and any actions for the school are followed up.

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

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

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

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

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

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

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:

  - The designated officer(s) for child protection concerns (all cases which concern a staff member);
  - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
  - Police (cases where a crime may have been committed).

- Liaise with the headteacher or principal to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.

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

Training

- The designated safeguarding lead should receive appropriate training carried out every two years in order to:

  - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
  - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
  - Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.
  - Be alert to the specific needs of children in need, those with special educational needs and young carers.
  - Be able to keep detailed, accurate, secure written records of concerns and referrals.
  - Obtain access to resources and attend any relevant or refresher training courses.
  - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

- The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:

  - Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.

- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Appendix 2: Model Child Welfare Concern and child protection concern/disclosure form.

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

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

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

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

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

Signature **Date**

Final outcome:

Signature **Date**

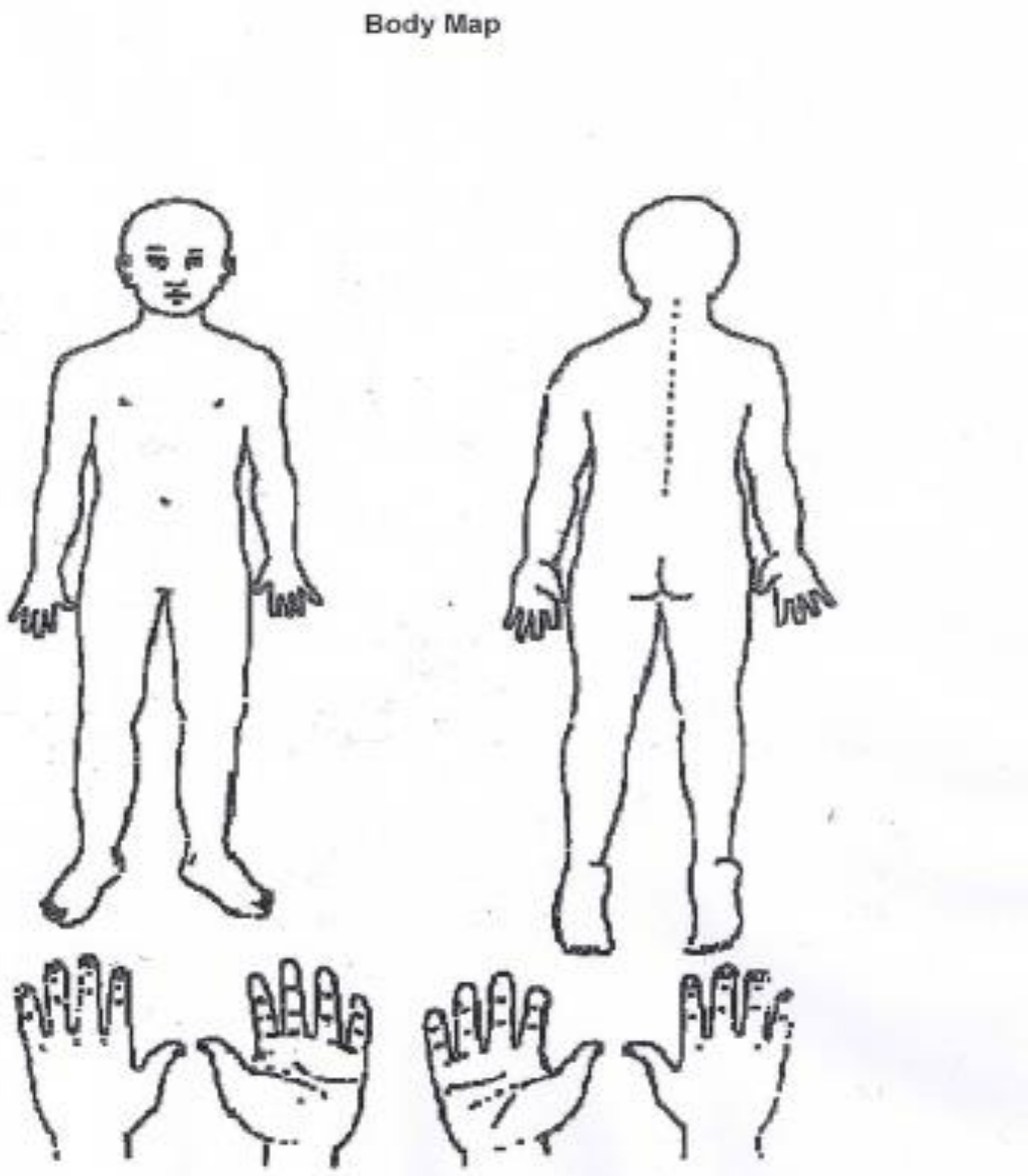
Summary of any feedback given to member of staff raising original concern (including rational for information sharing)

Appendix 3: Body Map

Name of child:.....

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

Name of staff member:.....



Appendix 4: Chronology template

CHRONOLOGY TEMPLATE

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

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

Other agency contacts

Name	Agency	Contact details

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

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

Appendix 5: Thresholds data sheet

Education Provision Name: _____

Numbers of pupils vulnerable due to child protection concerns mapped against Solihull multiagency thresholds criteria

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

From list above, please provide further detail around pupils vulnerable due to Child Protection concerns subject to early help and support using the early help engagement tool.

At Level 2 Threshold		**At Level 3 Threshold**	
– How many pupils are currently undergoing early help engagement?		– How many pupils are currently undergoing early help engagement?	
– How many pupils are currently subject to targeted early help support using the early help engagement tool?		– How many pupils are currently subject to targeted early help support using the early help engagement tool?	
– Who leads this work? (school or other agency)		– Who leads this work? (school or other agency)	

Appendix 6: Child protection file transfer record

FILE TRANSFER RECORD AND RECEIPT

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

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

PART 2: To be completed by receiving education provision

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

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

Appendix 7: An audit tool for Designated Safeguarding Leads for child protection / SLT / Governors for auditing in education provision recording

Date of Audit:

Completed by:

Section 1: Are case records up to date

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

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

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

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

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

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

Section 4: File Structure

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

Actions / Follow up

Appendix 8: Guidance for preventing radicalisation

Preventing radicalisation

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

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

The Prevent Duty and Schools.

From 1 September 2016, all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism".

Risk Assessment

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

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

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

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

Indicators of vulnerability include:

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

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

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
More counter-terrorism critical risk factors could include:

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

(See FCO travel advice website for up to date guidance www.gov.uk/foreign-travel-advice)
Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or child care providers to carry out unnecessary intrusion into family life but they must take action when they observe behaviour of concern.
Schools and childcare providers should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and childcare settings to have distinct policies on implementing the Prevent duty. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in "Working Together to Safeguard Children" and "Keeping Children Safe in Education".
Potential School Support
Following confirmation or disclosure of potential radicalisation or violent extremism by a child/young person/family member, community member to an adult in school, schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

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

This includes:

- Make a PREVENT referral using the guidance in Appendix5 of this document. Act on advice given by the counter-terrorism unit,
- Act on the PREVENT Counter Terrorism Unit (CTU) advice, they make take the case forward as a referral, alternatively they may advise the school to make a MASH referral or instigate early help. You will then be required to:
    - **Follow child protection policy,** see specific guidance around preventing radicalisation in the model Local Authority policy (https://extranet.solgrid.org.uk/schoolissues/safeguarding/SafeguardingDocuments/A%20guide%20around%20the%20safeguarding%20site.pdf)
    - engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanism.

Training for school staff

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremism ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are a number of professionals – particularly in safeguarding roles – working within Local Authorities, Police, Health and Higher and Further Education who are accredited WRAP trained facilitators.
Individual schools and childcare providers are best placed to assess their training needs in the light of their assessment of the risk. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. We recognise that it can be more difficult for many childcare providers, such as child-minders, to attend training and we are considering other ways in which they can increase their awareness and be able to demonstrate that. This advice is one way of raising childcare providers' awareness

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

website. Every teacher and other school staff need to be aware of the risks posed by online activity of extremist and terrorist groups.

www.preventforfeandtraining.org.uk/p-pastoral-and-tutorial-notes

Curriculum

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

Curriculum Resources for Schools:

www.preventforschools.org

http://www.lgfl.net/esafety/Pages/counter-extremism.aspx

https://www.victvs.co.uk/resources/

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

http://vvvuk.com/watch-over-me/

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

Counter-terrorism Unit (CTU):

Jas Baghria: Security and Partnership Officer: West Midlands CTU 07825 112414

West Midlands Police Counter Terrorism Unit website:

https://www.west-midlands.police.uk/keeping-you-safe/behind-the-badge/tackling-terrorism/

West Midlands Police Facebook page: https://www.facebook.com/westmidlandspolice

Department for Education (DfE)

The DfE have dedicated contact details to raise concerns relating to extremism directly

DfE dedicated telephone number: 020 7340 7264

DfE dedicated email address: counter.extremism@education.gsi.gov.uk

The **Security Service (MI5)** is responsible for protecting the United Kingdom against threats to national security. This website provides information about the Security Service, the threats it counters, links to sources of security advice and details of careers with the Service.

https://www.mi5.gov.uk/

Information for Parents and the wider school community

The following web-links may also be helpful to raise awareness, provide information and support which can be shared on school websites and within the school community.

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

- Prevent tragedies was created because of the increasing concern about the worrying numbers of young people who are putting themselves at risk by travelling to Syria and other conflict zones and to help the numbers of families that have been torn apart by fear when their loved ones travel. The website has contributions from women from communities, charities, public sector organisations and Government departments. We aim to work together to help keep our loved ones safe, to try and address the numerous issues and sign up to the resolution to Prevent Tragedies.
  http://www.preventtragedies.co.uk

- Let's Talk About It is an initiative designed to provide practical help and guidance to the public in order to stop people becoming terrorists or supporting terrorism.

www.ltai.info/

- Open Your Eyes - This website aims to expose the truth about ISIS. The website provides visitors with the opportunity to listen to people telling their personal stories of how ISIS has affected their lives. The organisation is working with young people, activists, bloggers and filmmakers to raise their voices against ISIS.

www.openyoureyes.net/

- Concerned about someone travelling to or from Syria, or another conflict zone? - Leaflet created by ACPO for those concerned about individuals travelling to conflict zones.

https://www.cambs.police.uk/help/terrorism/docs/Generic%20ATH%20and%20101%20leaflet_%20ACPO%20Branding%20only%20version_FINAL_22.10.14.pdf

- Support Syria safely – leaflet and poster outlining how people can provide appropriate humanitarian support.

https://www.cambs.police.uk/help/terrorism/docs/English%20leaflet%20-%20Support%20Syria%20Safely.pdf
https://www.cambs.police.uk/help/terrorism/docs/bm006-poster-tuesday-2.pdf

- Information leaflet about the risks associated with travelling to Syria.

http://www.derbyshire.police.uk/Documents/Safety-Advice/Terrorism/Travel-Warning-Booklet.pdf

- Working with mothers to prevent tragedies – leaflet providing information about the role mothers can play in preventing girls and young women travelling to Syria.

https://www.cambs.police.uk/help/terrorism/docs/English%20leaflet%20-%20Support%20Syria%20Safely.pdf

- Families Against Stress and Trauma – information about the conflict in Syria and risks to UK children and young people.

http://www.familiesmatter.org.uk/

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

If you suspect it, report it - call the Anti-Terrorist Hotline - 0800 789 321

Use the Anti-Terrorist Hotline to report something suspicious or out-of-place, or if you're unsure about someone's behaviour or activities – your call could be vital to us, however unsure you may be. Trust your instincts.
A Textphone facility for people who are deaf or who have hearing difficulties is available on 0800 0324 539.
Remember to always dial 999 in an emergency.
The Anti-Terrorist Hotline is open 24 hours a day, 365 days a year. All calls and information are treated in the strictest of confidence. All information received by the hotline is thoroughly investigated by specialist officers before any police action is considered.
Everyone has a role to play in fighting terrorism and the public are being encouraged to contact the confidential Anti-Terrorist Hotline on 0800 789 321 if they see any activity or behaviour they think is suspicious.
The threat to the UK from terrorism remains real and serious, and public vigilance and awareness is crucial in helping to create a hostile environment for terrorists. Just one piece of information could be vital in helping disrupt terrorist planning and, in turn, save lives.
Police want people to look out for the unusual - some activity or behaviour which strikes them as not quite right and out of place in their normal day-to-day lives, for example:
Terrorists need storage - Lock-ups, garages and sheds can all be used by terrorists to store equipment. Are you suspicious of anyone renting commercial property?
Terrorists use chemicals - Do you know someone buying large or unusual quantities of chemicals for no obvious reason?
Terrorists need funding - Cheque and credit card fraud are ways of generating cash. Have you seen any suspicious transactions?
Terrorists use multiple identities - Do you know someone with documents in different names for no obvious reason?
Terrorists need information - Do you know someone taking an interest in security, like CCTV cameras for no obvious reason?
Terrorists need transport - If you work in commercial vehicle hire or sales, has a sale or rental made you suspicious?
If you notice suspicious bags, behaviour or vehicles which pose an imminent threat, call 999 immediately.

Useful Resources

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

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

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

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

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

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

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

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

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

Appendix 9: Prevent referral chart

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

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

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

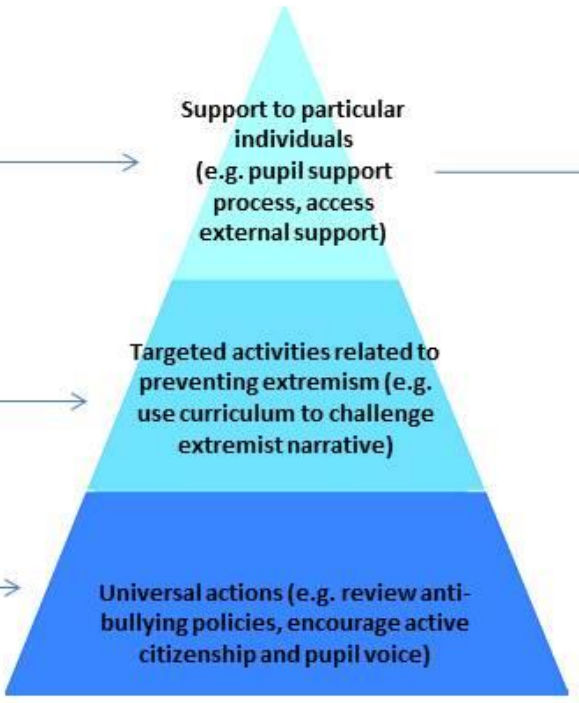
First Question: Is it an emergency? – PRIORITY ACTION REQUIRED – DIAL 999 in the first instance
If not follow referral process below

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

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

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

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



Supportive interaction as appropriate

Channel Project

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

Solihull METROPOLITAN BOROUGH COUNCIL

Appendix 10: Radicalisation and Extremism Risk Assessment

Radicalisation and Extremism Risk Assessment

Education Provider ……..

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

Date completed…….. Signed……

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

What is CSE?

Child Sexual Exploitation (CSE)

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

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

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

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

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

Child sexual exploitation is abuse and Solihull's safeguarding procedures should be followed:

http://solihulllscb.proceduresonline.com/chapters/p_safeg_sex_exploit.html
http://solihulllscb.proceduresonline.com/pdfs/cse_protocol.pdf

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

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

Screening tool

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

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

Important: actions following completion of the screening tool

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

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

Police:
Central Referral Unit: 03451135000
Emergency: 999

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

Curriculum (Universal provision through planned PSHE)
The school's PSHE curriculum should:

- Have a strong focus on healthy and safe relationships, in the offline world and in the online world

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

The Say Something campaign has been developed with young people and aims to safeguard vulnerable children and young people by empowering them to identify early indicators of child sexual exploitation (CSE). Say Something will also offer a free, 24-hour, anonymous phone and SMS helpline, 116 000, to disclose information and seek support. All Say Something briefings and poster available to download at http://www.nwgnetwork.org/resources/resourcespublic?cat=115
Solihull's health and wellbeing in schools website has a dedicated CSE page:
http://www.solgrid.org.uk/wellbeing/safeguarding-through-the-curriculum/child-sexual-exploitation/

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

Other curriculum resources and support:

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

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

- The Child Exploitation and Online Protection Centre's (CEOP) film 'Exploited' and the accompanying resource aims to help young people, aged 12 and over, to stay safe from sexual exploitation by recognising the signs. It contrasts an exploitative relationship with the development of a healthy relationship giving educators scenarios to explore in discussions with young people. The resource provides clear information about how to report abuse and access support. Register for free access to 'Exploited' and other educational resources, from CEOP's Thinkuknow programme: https://www.thinkuknow.co.uk/teachers/?dm_i=HSS,1YWHE,3W0CHX,72UM5,1
  CEOP's educational materials can help to empower and protect young people from the harm of sexual abuse and exploitation, both online and off.
- NSPCC film 'Losing control: Jay' http://www.youtube.com/watch?v=XasNkfQ5AVM
- NSPCC film 'When someone cares' http://www.youtube.com/watch?feature=player_embedded&v=zuzi2fqcfc4

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

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

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

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

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

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

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

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

Appendix 12: Local advice and guidance on female genital mutilation, including the new duty to refer

FGM is illegal in the UK. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris. The World Health Organisation (WHO) defines Female Genital Mutilation (FGM) as: "all procedures which involve partial or total removal of the external female genitalia or injury to female genital organs whether for cultural or other non-therapeutic reasons" (WHO, 1996).
FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It is estimated that approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.
FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.
FGM constitutes a form of child abuse and violence against women and girls, and has severe short term and long-term physical and psychological consequences.
The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

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

Potential School Action

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

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

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

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

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

  2. **your details:**
     name

contact details (work telephone number and e-mail address) and times when you will be available to be called back
role
place of work

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

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

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

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

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

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

The Solihull LSCB webpages provide comprehensive guidance and advice for frontline professionals and their managers, individual's in Solihull's local communities and community groups such as faith and leisure groups on:

- Identifying when a child may be at risk of being subjected to FGM and responding appropriately to protect the child;
- Identifying when a child has been subjected to FGM and responding appropriately to support the child; and
- Measures which can be implemented to prevent and ultimately eliminate the practice of FGM.

http://solihulllscb.proceduresonline.com/chapters/p_fem_gen.html#intro

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

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

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

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

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

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

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

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

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

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

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

Involving other agencies and signposting

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

Information for parents

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

Information for young people

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

Appendix 13: Child on Child Abuse

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

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

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

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

The NSPCC identify harmful sexual behaviour as including:

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

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

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

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

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

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

Potential school actions

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

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

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

- If the school becomes aware that a child is displaying inappropriate sexualised behaviour, an assessment should be made as to whether or not the behaviour is abusive. This should involve information gathering from relevant adults in school in order to establish where the behaviour sits on a continuum from that which could be expected of a child/young person at that age/stage to that which may indicate has been abused/is abusing others.

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

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

Curriculum (Universal provision through PSHE)

The school's PSHE curriculum should include:

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

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

Resources and additional support

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix 14: Local advice and guidance on Child Missing from Education (CME)

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

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Central to raising standards in education and ensuring all pupils can fulfil their potential, pupils need to attend regularly. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.

Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing in their area.

All education providers should:

- Promote good attendance and reduce absence, including persistent absence
- Ensure every pupil has access to full-time education to which they are entitled
- Act early to address patterns of absence
- Ensure parents perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly
- Ensure all pupils are punctual to school and lessons
- Ensure they liaise with the named social worker where Children's Social Work are engaged with the child or family.

School Requirements

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

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

It is essential that staff are alert to signs to look out for, and the individual triggers to be aware of, when considering the risks of potential safeguarding concerns, such as travelling to conflict zones, FGM, CSE, forced marriage.

Involving other agencies and signposting:

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

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

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

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

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

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

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

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

Children of Gypsy, Roma and Traveller (GRT) Families

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

Persistent Absence

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

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

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

Solihull Local Authority Penalty Notice Code of Conduct

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

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

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

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

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

Deletion of pupil from the admission register

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

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

- have been taken out of school by their parents and are being educated outside the school system, eg: elective home education (EHE). Schools must not seek to persuade parents to educate their children at home as a way of avoiding excluding the pupil or because the pupil has a poor attendance record.
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered.
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend school after ceasing to be of compulsory school age.[1]
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to school at the end of that period.
- have been permanently excluded.

Additional Guidance

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

Resources, Guidance and Legislation on CME

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

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

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

Exclusion from maintained schools, academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion (DfE, 2012)

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools__academies_and_pupil_referral_units.pdf

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

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

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

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

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

Keeping Children Safe In Education (2016) https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

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

HMCI Advice Letter (September 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444746/Advice_letter_from_HMCI_on_the_latest_position_with_schools_in_Birmingham_and_Tower_Hamlets.pdf