



SAFEGUARDING AND CHILD PROTECTION PROCEDURES PART 2 SEPT 24

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OUR SCHOOL

Our context

Fountains High School is a generic special school based in Burton-on-Trent, supporting children and young people aged 11-19 with a wide range of needs and disabilities. At Fountains High School, the welfare of our pupils is of paramount importance, and we are committed to fostering a robust safeguarding culture of vigilance and challenge. Our role is to:

- Provide help and support to meet the needs of pupils as soon as problems emerge.
- **Protect** pupils from maltreatment, inside or outside the home, including online.
- **Prevent** impairment of our pupils' mental and physical health or development.
- **Ensure** that our pupils grow up in circumstances consistent with the provisions of safe and effective care.
- **Take action to** enable **ALL** pupils to have the best outcomes.

This policy provides guidance to all adults working within the school, whether they are paid or voluntary, directly employed by the school, or through a third party. It should be read in conjunction with the documents [Keeping Children Safe in Education 2024](#), [Working Together to Safeguard Children 2023](#), and other relevant policies.

Staff must follow the safeguarding procedures outlined in this policy if they have any concerns regarding the welfare or safety of a pupil. Our visitors, volunteers, Governors, and Trustees are also required to follow these procedures, which will be clearly communicated to them:

- This policy is available on our website and on request from the school office. We will also inform parents/carers about this policy when their child joins our school.
- This policy will be reviewed in full by the Governing Body on an annual basis, or sooner should legislation/guidance change.
- This policy sets out how the Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of pupils at our school. It applies to **all** staff, both paid and unpaid, working in the school, including Governors.
- This policy is provided to **all** staff (including temporary staff, supply staff, and volunteers) at the point of induction, alongside our staff code of conduct.
- Our Governing Body, working with the senior leadership team and especially our Designated Safeguarding Lead (DSL), ensures that staff who do not work directly with pupils will read at least Part 1 or Annex A (condensed version of Part 1) of KCSIE 2024.
- All staff who work directly with pupils are provided with, and have read, at least Part 1 of KCSIE 2024.
- The school follows the [Staffordshire Safeguarding Children Partnership](#) policies and procedures.

Recording and Reporting

We use an electronic recording system called MyConcern to document safeguarding concerns about our pupils. The DSL monitors MyConcern, with support from DDSLs if required, to ensure that the quality of information is accurate, proportionate, timely, and that assessment/referrals are made appropriately. The recording and storing of information are kept in-line with the [Data Protection Act 2018](#) and General Data Protection.

Behaviour Management

We are committed to promoting good behaviour, self-discipline, and respect. Staff work to minimise risk, and support our pupils in building and maintaining positive relationships. At Fountains High School, we follow the principles of

PROACT-SCIPr-UK®, a pupil-centred model of support that aims to minimise the use of physical intervention. This approach emphasises the use of proactive, positive behaviour support strategies tailored to each pupil’s needs, characteristics, and preferences. Pupil behaviour is recorded on our online management information system called Arbor.

Signing-In Procedure

All individuals who come to our school are required to sign in and out at reception and wear an identification badge at all times. Visitors will be welcomed by a staff member and provided with a visitor’s badge, along with safeguarding information that identifies the safeguarding team on-site and outlines the procedures for reporting concerns.

For educational visitors who are attending our school in a professional capacity, we will check ID and assure ourselves, if appropriate, that the visitor has had the appropriate DBS check (or the visitor’s employers have confirmed that their staff have appropriate checks). We recognise that external organisations can provide a varied and useful range of information, resources, and speakers that can help schools and colleges enrich pupil’s education. However, we will carefully consider the suitability of any external organisations. We will ensure that, where individuals come onto our premises, we consider the following:

- The education value
- The age appropriateness of what is going to be delivered
- Whether relevant checks will be required

This will form part of the risk assessment, including our professional judgement, and we will consider whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. In doing so, we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents/carers, other establishments, or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised, and suitability recorded.
- Whether the role is eligible for an enhanced DBS check.

We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in Keeping Children Safe in Education 2024.

We have a clear visitor procedure that enables us to offer pupils experiences of meeting other professionals to extend their knowledge and curriculum. This procedure states whether visitors will be supervised or unsupervised within the school.

Our pupils, our families, and our community

We support children and young people aged 11-19 with a wide range of needs and disabilities across both our main school site and Post-16 provision, based at Burton and South Derbyshire College. We are a pupil-centred school where all pupils are supported to build and maintain positive relationships and are encouraged to communicate their views. Furthermore, we are committed to building strong relationships with families. We make every effort to listen to and capture the voice of our pupils to enable us to have a clear understanding of their daily lived experiences. Pupils are always assured that staff are there to help them feel supported and safe.

We recognise that our pupils with Special Educational Needs (SEN), disabilities, or certain health conditions may face additional safeguarding challenges, and are 3 times more likely to be abused than their peers.

We understand that some pupils will be more vulnerable, both online and offline, due to their individual needs and/or personal circumstances. Additionally, some young people will require more support to keep themselves safe. We are all committed to providing the additional support, education, guidance, or multi-agency protection that these pupils need to be able to achieve and thrive.

We will ensure that we remain particularly alert to the potential need for additional support at any tier or threshold for a pupil who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health, and Care Plan (EHCP))
- Has a mental health need
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, home, or care
- Is at risk of modern slavery, trafficking, sexual, and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (e.g., linked to violence) or developing inappropriate relationships online
- Is in a family circumstance presenting challenges, such as drug and alcohol misuse, adult mental health issues, or domestic abuse
- Is misusing drugs or alcohol
- Has returned home to their family from care
- Is at risk of 'honour'-based abuse, such as Female Genital Mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody, or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been, permanently excluded

RECOGNISING ABUSE AND TAKING ACTION

Our training and support

All staff are trained in recognising and responding to signs of abuse; the training is bespoke to their roles and responsibilities. The DSL manages an annual safeguarding training and development to ensure that staff receive updates, guidance, and training throughout the year, helping them feel confident and competent to meet the needs of

our pupils. The DSL provides a safeguarding focus for staff each half-term, along with safeguarding and child protection updates via staff briefings, factsheets, and 7-minute briefings. The training is comprehensive and is planned in accordance with statutory requirements and the needs of our pupils.

Safeguarding Training/Awareness	DSL/DDSL	School Staff in Regulated Activity	Staff in Non-Regulated Activity	Governors
Safeguarding and Child Protection	✓	✓	✓	✓
KCSIE Updates	✓	✓	✓	✓
PREVENT	✓	✓	✓	✓
Online Safety	✓	✓		
FGM	✓	✓		
Private Fostering	✓	✓		
Safer Recruitment	✓			✓

We have a team of staff who are trained to lead safeguarding across our school. The DSL or a DDSL will always be available on-site. If staff have concerns about a pupil or the conduct of a member of staff (both in school or outside of school), they will always seek advice from the DSL/DDSL. For more information about the role of the DSL and DDSL, please refer to Part 1 Esteem Safeguarding Policy.

Our Safeguarding Team	Names	Contact Details
DSL	Holly Lakin	safeguarding@fountains-high.staffs.sch.uk School office: 01283 247580
DDSLs	Bev Rowley (Head of School) Abigail Carr (Deputy Headteacher) Shafeen Akhtar (Post-16 Lead) Other DSL trained staff: Gareth Allen (Executive Headteacher) Wendy Skelton (Assistant Headteacher) Caroline Heathcote (Assistant Headteacher)	safeguarding@fountains-high.staffs.sch.uk School office: 01283 247580
Link Governor	David Symons	dsymons@fountains.staffs.sch.uk School office: 01283 247580
Link Trustee	Jackie Bull	Contact via the school office

If the DSL or DDSL requires support or guidance, they can contact:

Role	Contact	Details
Esteem Head of Safeguarding and Early Help	Hannah Longley	hlongley@esteemmat.co.uk
Esteem Head of HR	Maxine Day	mday@esteemmat.co.uk
FASST Senior Key Worker (Early Help)	Timara Soar-Hamilton	tsoar-hamilton@esteemmat.co.uk
Chair of LGB (if concerns are around the Head Teacher)	David Symons	dsymons@fountains.staffs.sch.uk School office: 01283 247580
Local Safeguarding Advice Line	<p>STAFFORDSHIRE: Staffordshire Children’s Advice and Support Service</p> <p>DERBYSHIRE: Starting Point Consultation and Advice Service for Professionals</p> <p>DERBY CITY: Children’s Services Professional Consultation Line</p>	<p>0300 111 8007</p> <p>01629 535353</p> <p>07812 300329</p>

Our school and Esteem Multi-Academy Trust recognise that supporting pupils and families who may be at risk can be challenging for the staff involved. The DSL (or DDSLs) have access to regular safeguarding supervision and the Esteem DSL network. All staff can access support via Westfield Health.

Pupils with special educational needs, disabilities, or health issues

We recognise that pupils with Special Educational Needs and Disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Pupils with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation, and neglect in this in this group, including:

- Assumptions that indicators of possible abuse, such as behaviour, mood, and injury, relate to the pupil’s condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities, or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding: being unable to understand the difference between fact and fiction in online content, which may lead to repeating harmful behaviours in school or college without understanding the consequences.

We offer pastoral and enhanced communication support to our pupils.

Any concerns of abuse involving pupils with SEND will require close liaison with the DSL (or DDSL) and SENCo.

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a pupil's experiences of adversity and trauma can leave them vulnerable to further harm, as well as potentially creating barriers to attendance, learning, behaviour, and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable pupils.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure that any decisions are made in the best interests of the pupil's safety, welfare, and educational outcomes. For example, it will inform decisions about:

- Responding to an unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Communicating and working with parents and carers

We are committed to working in partnership with parents and carers to safeguard and promote the welfare of their children, and acknowledge the four principles that as professionals we should follow when working with them:

- Effective partnership and the importance of building strong, positive, trusting, and co-operative relationships.
- Respectful, non-blaming, clear, and inclusive verbal and non-verbal communication that is adapted to the needs of parents/carers.
- Empowering parents/carers to participate in decision making by equipping them with information, keeping them updated, and directing them to further resources.
- Involving parents/carers in the design of processes and services that affect them.

Where appropriate, we will discuss any concerns about a pupil with their parents/carers. The DSL will normally do this in the event of concern or disclosure. Other staff will only talk to parents/carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents/carers would increase the risk to the pupil, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other pupils, we will normally notify the parents/carers of all the pupils involved. We will think carefully about what information we provide about the other pupil involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL, along with any relevant agencies (this will be decided on a case-by-case basis), will:

- Meet with the victim's parents/carers, with the victim, to discuss what is being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed.

- Meet with the alleged perpetrator's parents/carers to discuss support for them, and what is being put in place that will impact them (e.g., moving them out of classes with the victim) and the reason(s) behind any decision(s).

If school have assessed that Early Help intervention would be appropriate for the pupil or the family, a referral to Esteem Family and Student Support Team (FASST) or the local Early Help service will be completed if consent is provided. Parents/carers have the right to withdraw their consent at any point.

RECORDING AND REPORTING

For staff

We will hold records in line with our Esteem Records Retention Policy. All safeguarding concerns, discussions, decisions made, and the reasons for those decisions will be recorded on MyConcern, including instances where referrals were or were not made to another agency, such as local authority children's social care or the Prevent programme. If staff are in any doubt about whether to record something, they will discuss it with the DSL/DDSL.

Records will include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached, and the outcome.

Photographs of pupils/injuries will not be taken by Esteem staff, unless in exceptional circumstances, and only following a discussion with a member of the Esteem Education Team.

Concerns, referrals, and any other safeguarding documents regarding a pupil (including meeting minutes and reports) will be uploaded and securely stored in MyConcern. This is confidential information and will only be available to those who have a right or professional need to see it. Any non-confidential records will be readily accessible and available.

Safeguarding records relating to individual pupils will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA) for the term of the inquiry.

If a pupil for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file. To allow the new school/college to have support in place when the pupil arrives, this should be within:

- **5 days** for an in-year transfer
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social care are involved, the DSL will speak to the DSL of the receiving school and provide information to allow them to have time to make any necessary preparations to ensure the safety of the pupil.

We work in partnership and endeavour to establish effective working relationships with parents, carers, and colleagues from other agencies, in line with [Working Together to Safeguard Children 2023](#) and [information sharing advice for safeguarding practitioners](#).

Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting pupil's welfare, including their educational outcomes. Schools have clear powers to share, hold, and use information for these purposes.

We are proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of pupils, whether this is when problems are first emerging or where a pupil is already known to local authority children's social care.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping pupils safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare pupil's welfare, or protect their safety.

Please refer to the EMAT Retention Policy September 2023.

For our pupils

Where there is a safeguarding concern, staff will take the pupil's wishes and feelings into account when reporting. The DSL/DDSL will consider the pupil's wishes and feelings when determining what action to take and what services to provide. We make every effort to listen to and capture the voice of pupils to enable us to have a clear understanding of their daily lived experiences, and recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations. To achieve this, we:

- **Have systems in place for pupils to confidently report abuse**, fostering a safe environment that encourages openness. Pupils are supported in building and maintaining positive relationships with staff, and they know that all staff members are there to listen and help them feel safe.
- **Ensure our reporting systems are well promoted and are easily understood and accessible for pupils**. We have pupil-friendly signage around the school and a safeguarding policy that has been developed in collaboration with pupils. Pupils are reminded of our reporting systems regularly through assemblies and PSHE/RSE lessons.
- **Make it clear to pupils that their concerns will be taken seriously and that they can safely express their views and give feedback**. We ensure that pupils are provided with reassurance after making a report, and, where appropriate, we share information with them about the steps taken to keep them safe.

OUR SAFEGUARDING PROCEDURES

If a pupil is suffering or is likely to suffer harm or is in immediate danger

We will make a referral to local authority children's social care and/or the police **immediately** if we believe a pupil is suffering or is likely to suffer from harm or is in immediate danger. **Anyone can make a referral but our DSL and DDSs are trained to lead on referrals**. If a member of staff has made the referral directly and is not the DSL or DDS, they will inform the DSL or DDS immediately or as soon as possible.

We will ensure we follow the procedures for making a referral to social care as determined by our [local safeguarding partnership](#) or the board/partnership of the local authority where the pupil lives.

If a pupil makes a disclosure to a member of staff

If a pupil discloses a safeguarding issue to a member of staff, they will:

- Listen to and believe them. They will allow them time to talk freely and will not ask leading questions.
- Stay calm and not show that they are shocked or upset.
- Tell the pupil that they have done the right thing in telling them and not say that they should have told them sooner.
- Explain what will happen next and that they will have to pass information on. They will not promise to keep information a secret.
- Record the conversation on MyConcern as soon as possible on the day the information was received, using the pupil's own words. They will stick to the facts and will not put their own judgement on it. They will ensure that their language is professional and cannot be misconstrued. They will record information as if it is going to be shared with external partners and parents/carers.
- Ensure that the DSL or DDSL has received the report. Alternatively, if appropriate, they will make a referral to local authority children's social care and/or the police directly and will tell the DSL or DDSL as soon as possible. Aside from these people, they will not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

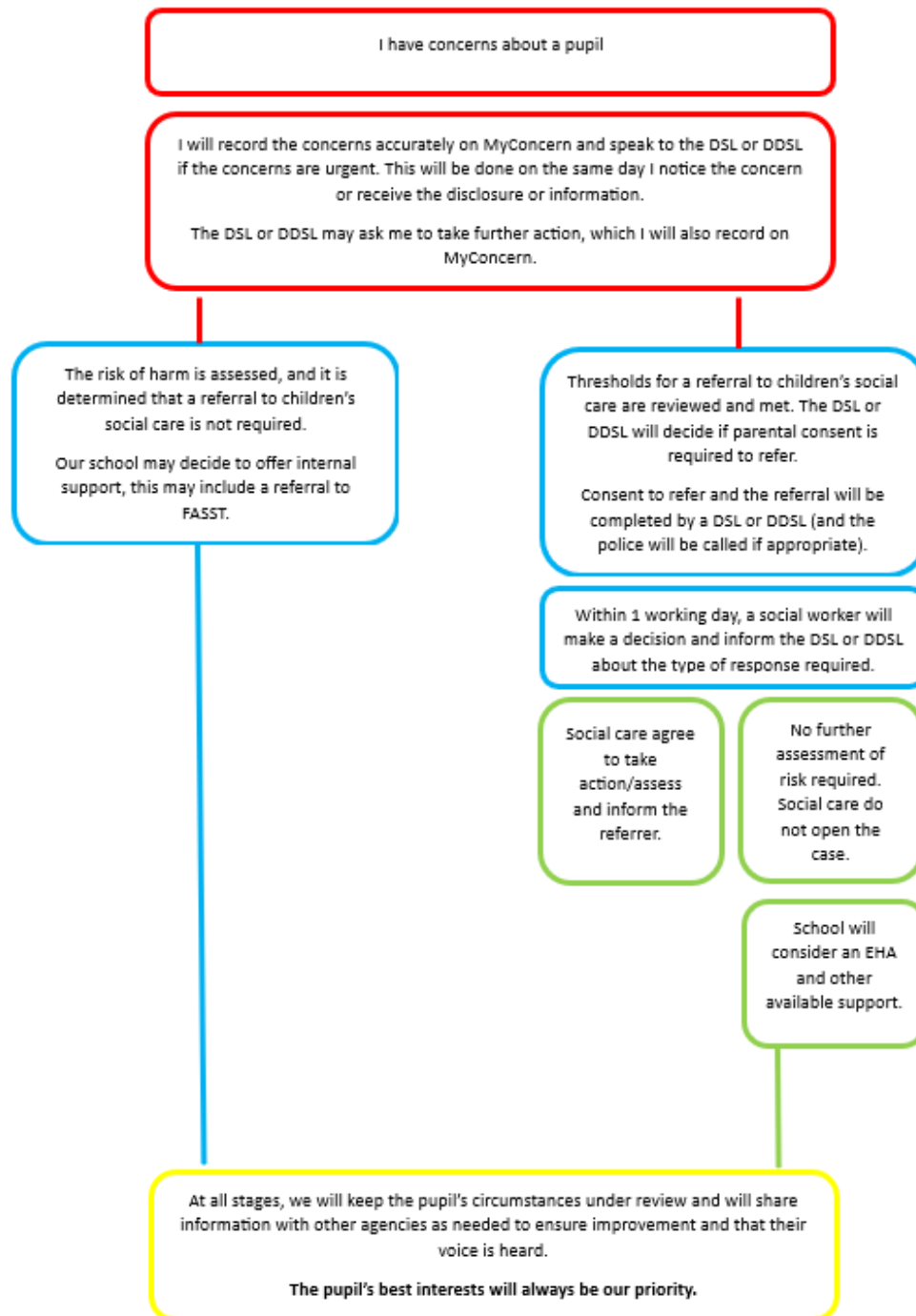
All staff understand that some pupils may:

- Not feel ready, or know how to tell someone that they are being abused, neglected, or exploited.
- Not recognise their experiences as harmful.
- Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation, and/or language barriers.
- Not be able to disclose using verbal communication and may need access to augmentative communication systems and staff trained in their preferred method of communication.
- Communicate through their behaviour or require staff to recognise changes in their presentation, concentration, and motivation.

None of these factors will stop staff from having 'professional curiosity' and speaking to the DSL/DDSL if they have concerns about a pupil.

If staff have concerns about a pupil (as opposed to believing a pupil is suffering or is likely to suffer from harm or is in immediate danger)

Flowchart for staff:



Staff will record their concern on MyConcern and will speak to the DSL/DDSL to agree on a course of action. Staff may be required to take low-level actions and record these in the MyConcern system.

If, in exceptional circumstances, the DSL or a DDSL is not available, this will not delay appropriate action being taken. Staff will speak to a member of the senior leadership team and/or take advice from the Esteem Head of Safeguarding, a senior practitioner in the Esteem FASST, and/or local authority children's social care. Staff can also seek advice from the NSPCC helpline on 0808 800 5000.

If staff take direct action, including making a referral to local authority children's social care, they will tell the DSL/DDSL as soon as possible or inform a member of the Esteem Education Team. If staff make a referral, they will record the details on MyConcern. Any online or paper-based referral must be uploaded as a file onto MyConcern.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will usually make the referral or support staff in doing so. The DSL will refer to the local safeguarding partnership/board threshold document and will evidence their concerns using the descriptors published.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will inform the person who made the referral of the outcome. The DSL, or the person who made the referral, must follow up with the local authority if this information is not provided and ensure outcomes and any discussions are accurately recorded on MyConcern.

If the pupil's situation does not seem to be improving after the referral, the DSL or the person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the pupil's situation improves.

Local safeguarding partnerships/boards expect staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge among colleagues within agencies, and between agencies, provides a healthy approach to the work. This process will be kept as simple as possible, with the aim of resolving difficulties at the professional practitioner level, wherever possible, and always in a restorative way.

We recognise that differences in status and experience may affect the confidence of some staff to pursue this course of action, and support should be sought from the DSL/DDSL. If we believe that concerns regarding a pupil are not being addressed and their outcomes are not improving, we will escalate our concerns in line with the [Staffordshire Safeguarding Children Partnership Escalation Policy](#), or the escalation procedure of the local authority area in which the pupil lives.

ESTEEM FASST AND EARLY HELP ASSESSMENT (EHA)

Esteem FASST are our central Early Help service. They have a tiered model of support that all pupils and families can access to ensure the right support at the right time. Further information and referral forms can be found at www.fasst-esteem.co.uk

If an Early Help Assessment is appropriate, the DSL will generally lead on either liaising with other agencies and setting up an inter-agency assessment, or will make a referral to the Esteem FASST who will then lead as appropriate. Staff may be required to support other agencies and professionals in an Early Help Assessment, in some cases acting as the lead practitioner. We will discuss and agree, with statutory safeguarding partners, levels for the different types of

assessment, as part of local arrangements. The DSL will keep the case under constant review and the school will consider a referral to local authority children’s social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

The DSL ensures that all staff are aware of the Early Help process and understand their role in it.

SPECIFIC SAFEGUARDING CONCERNS

Staff are trained to notice signs of concern and have professional curiosity. All staff are supported to discuss their observations and concerns with the DSL/DDSL. Staff are also encouraged to have confidence to challenge and think the unthinkable, maintaining a professional attitude of ‘it could happen here’ where safeguarding is concerned.

The indicators of abuse and/or neglect and the actions we will consider are not an exhaustive list, but are points for reflection and consideration. All staff are skilled at identifying indicators of abuse and/or neglect and noticing changes in behaviour, presentation, motivation, and communication and we know what actions are required to promote a pupil’s wellbeing and to keep them safe.

If it is appropriate to refer the case to local authority children’s social care or the police, the DSL will usually make the referral or support staff in doing so; see details regarding the referral process above.

A PUPIL WHOSE BEHAVIOUR TOWARDS OTHER PUPILS CAUSES A SAFEGUARDING CONCERN OR WHERE WE HAVE RECEIVED AN ALLEGATION OF CHILD-ON-CHILD ABUSE (PEER-ON-PEER WHERE THE YOUNG PEOPLE ARE 18+)

We recognise that pupils are capable of abusing their peers. Abuse will never be tolerated or dismissed as ‘banter’, ‘just having a laugh’, or ‘part of growing up’, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We maintain the attitude that child-on-child abuse can happen here.

We recognise that some groups of pupils are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual, and transgender (LGBT) pupils are at greater risk of child-on-child abuse. All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy. However, this child protection and safeguarding policy will apply to any allegations or concerns that raise safeguarding concerns of harm or risk. This might include where the alleged behaviour:

- Is serious and potentially a criminal offence
- Could put pupils in the school at risk of harm
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, upskirting, or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Sexual violence and sexual harassment can occur:

- Between 2 pupils of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single pupil or group of pupils

- Online and face-to-face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Pupils who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

MANAGING ALLEGATIONS OF CHILD-ON-CHILD ABUSE (AND PEER-ON-PEER ABUSE WHERE THE YOUNG PEOPLE ARE 18+)

When supporting victims, staff will:

- Reassure them that the law on child-on-child abuse is there to protect them, not criminalise them.
- Reassure them that they are being taken seriously and that they will be supported and kept safe.
- Ensure that they are never given the impression that they are creating a problem by reporting any form of abuse or neglect, and that a victim is never made to feel ashamed for making a report.

When supporting alleged perpetrators, the DSL will:

- Take the lead role in any disciplining of the alleged perpetrator(s).
- Provide support (or refer to a service to provide support) at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on e.g., by the police. The fact that another body is investigating or has investigated an incident does not (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children’s social care to determine this.
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

When recording and reporting an allegation of abuse against another pupil, staff will:

- Record the allegation and inform the DSL/DDSL immediately, but we will not investigate it.

The DSL will:

- Consider instances of harmful or problematic sexual behaviour using the Hackett Tool and Staffordshire HSB/PSB flowchart for all agencies.
- Contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- Put a risk assessment and support plan into place for all pupils involved (including the victim(s), the pupil(s) against whom the allegation has been made, and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s).
- Contact the Child and Adolescent Mental Health Services (CAMHS), if appropriate.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting pupils and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

We will create a supportive environment at Fountains High School to minimise the risk of child-on-child abuse by:

- Regularly reviewing decisions and actions, and updating policies with lessons learnt.
- Looking out for potential patterns of concerning, problematic, or inappropriate behaviour, and deciding on a course of action where we identify any patterns.
- Considering if there are wider cultural issues within the school that enabled inappropriate behaviour to occur, and whether revising policies and/or providing extra staff training could minimise the risk of it happening again.
- Being alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes, and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.
- Remaining alert to the possible challenges of detecting signs that a pupil has experienced sexual violence, and showing sensitivity to their needs.
- Challenging any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent. Please refer to RSE/PSHE curriculum.
- Ensuring pupils are able to easily and confidently report abuse using our reporting systems.
- Ensuring we reassure victims that they are being taken seriously.
- Supporting pupils who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s), and any witnesses are not bullied or harassed.
- Considering intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensuring staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports.
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of ‘it could happen here’.
 - That if they have any concerns about a pupil’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Pupils can show signs or act in ways they hope adults will notice and react to.
 - A friend may make a report.
 - A member of staff may overhear a conversation.

- A pupil's behaviour might indicate that something is wrong.
- That certain pupils may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity, and/or sexual orientation.
- That a pupil harming a peer could be a sign that they are being abused themselves, and that this would fall under the scope of this policy.
- The important role they have to play in preventing child-on-child abuse and responding where they believe a pupil may be at risk from it.
- That they should speak to the DSL/DDSL if they have any concerns.
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s), and friends from either side.

A PUPIL WHO HAS RAISED CONCERNS AROUND SHARING OF NUDES AND SEMI-NUDES ('SEXTING')

Indicators of risk may include:

- Changes to usual behaviour
- Changes in friendship groups or not wanting to be alone
- Change in attitude towards the use of a computer or phone
- Spending increased time on social media, chat apps, or online gaming

Staff will report to the DSL/DDSL immediately if they are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video also known as 'sexting' or 'youth produced sexual imagery').

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to the police/local authority children's social care.

Staff will explain to the pupil that they need to report the incident and reassure them that they will receive support and help from the DSL.

Staff will not:

- View, copy, print, share, store, or save the imagery themselves, or ask a pupil to share or download it (if they have already viewed the imagery by accident, they must report this to the DSL).
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves, or their, or other, parents and/or carers.
- Say or do anything to blame or shame any pupils involved.

Staff will record information accurately on MyConcern, and the DSL/DDSL will review the information.

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the member of staff who reported the incident and the safeguarding or leadership team that manages safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children’s social care
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services – this is likely to be on advice from the police
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting, or individual
- Whether to contact parents/carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or local authority children’s social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed, or groomed or if there are concerns about their capacity to consent (for example, owing to special educational needs).
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the pupil’s developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the pupil is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or local authority children’s social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or local authority children’s social care, the DSL will conduct a further review to establish the facts and assess the risks.

They may hold interviews with the pupils involved (if appropriate and all pupils involved attend our school).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to local authority children’s social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done by dialling 101 or contacting our local neighbourhood officer.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on MyConcern.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our PSHE/RSE and online safety curriculum. Teaching follows best practice in delivering safe and effective education.

A PUPIL WHO IS MISSING FROM EDUCATION OR IS ABSENT FROM EDUCATION

We understand that pupils who go missing from education could be at increased vulnerability to abuse, neglect, and exploitation. There are many circumstances where a pupil may become missing from education, but some pupils are particularly at risk.

Pupils being absent from education for prolonged periods and/or on repeat can act as a warning sign to a range of safeguarding issues.

Indicators of risk may include:

- Patterns of unauthorised absence, particularly in regard to:
 - Pupils from a Gypsy, Roma or Traveler family
 - Pupils from Service Personnel families
 - Pupils who arrive from new migrant families
 - Pupils who are supervised by the youth justice system
- Patterns of disengagement from parents/carers
- Any warning signs that a pupil may be travelling to conflict zones, be at risk of FGM, or forced marriage
- Any signs that a pupil may be suffering from harm or neglect, or these risks have been identified

Actions we will consider are:

We will follow our procedures for unexplained absence and for supporting pupils who are absent from education. We will notify the local authority of any pupil who fails to attend school regularly after making reasonable enquires or has been absent without permission for a continuous period of 10 days or more.

We hold **at least 2** emergency contact numbers for each pupil. If a pupil goes missing from school and we are unable to locate them, we will inform parents/carers and will also contact the police to report them missing. This will ensure that the police and other partners have a true picture of missing episodes which are indicators of risk for some pupils.

A PUPIL WHO IS PERSISTENTLY ABSENT FROM EDUCATION, INCLUDING PERSISTENT ABSENCES FOR PART OF THE SCHOOL DAY

Pupils being absent from education for prolonged periods and/or on repeated occasions can act as a vital warning sign to a range of safeguarding issues, including neglect, child sexual and child criminal exploitation, particularly county lines, and mental ill-health. It is important that the response to persistently absent pupils supports in identifying such abuse, and, in the case of absent pupils, helps prevent the risk of them becoming a child missing in education in the future. This includes where problems are first emerging, but also where pupils are already known to the local authority children's social care and need a social worker (such as a child in need, has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or community.

Actions we will consider are:

We will follow the procedures outlined in our attendance policy for pupils who are persistently absent from education. If appropriate, the DSL/DDSL will follow the safeguarding procedure set out in 'our safeguarding procedures'.

A PUPIL WHO MAY BE A YOUNG CARER

Indicators of risk may include:

- Often late to school, absent, or leave early with little explanation
- Falling behind on school work
- Disengagement from groups, clubs, or sporting activities without explanation
- Often tired, anxious, withdrawn, or worried
- Isolated from peers, struggle to attend extra-curricular activities or trips
- Secretive about home life
- Poor nutrition, health, hygiene, and dental care

Actions we will consider are:

If a member of staff suspects, or is made aware, that a pupil is a young carer, they will inform the DSL/DDSL and record the information accurately on MyConcern. If appropriate, the DSL/DDSL will follow the safeguarding procedure set out in 'our safeguarding procedures'.

The DSL will also consider the use of local services or third-sector providers who offer support to pupils who are young carers.

A PUPIL WHO MAY BE AT RISK OF BEING DRAWN IN TO ANTI-SOCIAL OR CRIMINAL BEHAVIOUR, INCLUDING GANG INVOLVEMENT, AND ASSOCIATION WITH ORGANISED CRIME GROUPS OR COUNTY LINES

Child Criminal Exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate, or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example,

young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of risk may include:

- Appearing with unexplained gifts, money, or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

Actions we will consider are:

If a member of staff is concerned that a pupil is at risk of CCE, they will discuss their concerns with the DSL/DDSL and record them accurately on MyConcern. The DSL/DDSL will follow the safeguarding procedure set out in ‘our safeguarding procedures’.

The DSL will also use the Staffordshire Risk Factor Matrix as a proactive tool to measure risk at the earliest opportunity, attend and contribute to Multi-Agency Child Exploitation (MACE) panels where required, and consider the use of local services or third-sector providers who offer support to pupils at risk of CCE.

A PUPIL WHO MAY BE AT RISK OF SERIOUS VIOLENCE

Indicators of risk may include:

- Increased absence from school
- Changes in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the pupil has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of CCE)

We understand the following risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Actions we will consider are:

If a member of staff is concerned that a pupil is at risk of serious violence, they will discuss their concerns with the DSL or DDSL and record them accurately on MyConcern. The DSL or DDSL will follow the safeguarding procedure set out in ‘our safeguarding procedures’.

The DSL will also consider the use of local services or third-sector providers who offer support to pupils at risk of serious violence.

A PUPIL WHO MAY BE AT RISK OF CSE

Child Sexual Exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence

We know that CSE is form of child sexual abuse that may involve physical contact, including assault by penetration or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge; for example, through others sharing videos or images of them on social media. Some children may not realise they are being exploited; for example, they believe they are in a genuine romantic relationship.

Indicators of risk may include:

- Appearing with unexplained gifts, money, or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant

Actions we will consider are:

If a member of staff is concerned that a pupil is at risk of CSE, they will discuss their concerns with the DSL/DDSL and record them accurately on MyConcern. The DSL/DDSL will follow the safeguarding procedure set out in 'our safeguarding procedures'.

The DSL will also use the Staffordshire Risk Factor Matrix as a proactive tool to measure risk at the earliest opportunity, attend and contribute to Multi-Agency Child Exploitation (MACE) panels where required, and consider the use of local services or third-sector providers who offer support to pupils at risk of CSE.

A PUPIL WHO MAY BE SUSCEPTIBLE TO RADICALISATION INTO TERRORISM

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism.

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- Negate or destroy the fundamental rights and freedoms of others; or
- Undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

Radicalisation can occur quickly or over an extended period.

Indicators of risk may include:

- Refusing to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or X
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Pupils who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour; staff should have confidence in their instincts and seek advice if something feels wrong.

Actions we will consider are:

If a member of staff is concerned that a pupil is susceptible to radicalisation into terrorism, they will discuss their concerns with the DSL/DDSL and record them accurately on MyConcern. The DSL/DDSL will follow the safeguarding procedure set out in ‘our safeguarding procedures’.

The DSL will also consider the level of risk and decide which agency to make a referral to. This could include the police or [Channel](#), the government’s programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism or the local authority children’s social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and Governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk, but note that this is not for use in emergency situations. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Prevent Duty and Channel

Prevent

The school governors, Headteacher, and DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school’s RE curriculum, SEND policy, assemblies, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy, and other issues specific to the school’s profile, community, and philosophy.

All schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as the Prevent Duty and is part of our school’s wider safeguarding obligations.

The DSL, DDSLs, and other senior leaders familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare). We follow guidance in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Our school has a Prevent Single Point of Contact (SPOC) who is the lead within the organization for safeguarding in relation to protecting individuals from radicalisation and involvement with terrorism. The SPOC for our school is the DSL.

Our school will monitor online activity within the school to ensure that inappropriate sites are not accessed by pupils or staff. This is best done using specialist online monitoring software, which in our school is called Classroom Cloud.

Channel

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

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.

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

The Channel programme focuses 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 participation in the programme is entirely voluntary at all stages.

Schools have a duty to co-operate with the Channel programme in the carrying out of its functions, and with the police in providing information about an individual who is referred to Channel (section 38, Counter Terrorism and Security Act 2015).

A PUPIL WHO HAS A FAMILY MEMBER IN PRISON, OR IS AFFECTED BY PARENTAL OFFENDING

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health.

Indicators of risk may include:

- Anger and confusion
- Fears for the family member in prison, especially if the prison is a long way from home
- Lack of support networks
- Changes to usual behaviour
- Significant trauma if the pupil witnessed the arrest or criminal activity that led to it

Actions we will consider are:

If a member of staff is concerned that a pupil is being impacted by a family member being in prison or parental offending, they will discuss their concerns with the DSL/DDSL and record them accurately on MyConcern. The DSL/DDSL will follow the safeguarding procedure set out in 'our safeguarding procedures'.

The DSL will also consider the use of local services or third-sector providers who offer support to pupils impacted by a family member being in prison or parental offending.

A PUPIL WHOSE FAMILY CIRCUMSTANCE MAY PRESENTING CHALLENGES. THIS COULD BE CONCERNS AROUND:

PARENTAL DRUG AND ALCOHOL MISUSE

Indicators of risk may include:

- Pupil having behavioural and/or psychological difficulties
- Pupil having difficulties with concentration and/or impulsivity
- Poor educational attainment
- Parents and carers failing to meet school requests that involve them, often because of a lack of engagement from home

- Pupil being fearful of school-home contact
- Pupil having age-inappropriate knowledge of substances and talk about them as being a normal part of life or having access to drugs and/or alcohol

Actions we will consider are:

If a member of staff is concerned that a pupil is being impacted by parental drug and alcohol misuse, they will discuss their concerns with the DSL/DDSL and record them accurately on MyConcern. The DSL/DDSL will follow the safeguarding procedure set out in 'our safeguarding procedures'.

The DSL will also consider the use of local services or third-sector providers who offer support to adults misusing drugs and/or alcohol.

ADULT MENTAL HEALTH ISSUES

Indicators of risk may include:

- Pupil appearing tired
- Pupil expressing worries about what is happening at home
- Signs of neglect
- Pupils having poor emotional responses to stressful situations
- Pupils showing signs of their own poor mental health

Actions we will consider are:

If a member of staff is concerned that a pupil is being impacted by adult mental health issues, they will discuss their concerns with the DSL/DDSL and record them accurately on MyConcern. The DSL/DDSL will follow the safeguarding procedure set out in 'our safeguarding procedures'.

The DSL will also consider the use of local services or third-sector providers who offer support to adults experiencing mental ill-health.

DOMESTIC ABUSE - WE UNDERSTAND THAT CHILDREN ARE ALSO VICTIMS OF DOMESTIC ABUSE

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children.

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a pupil may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children), and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological, or emotional. It can also include ill-treatment that is not physical, as well as witnessing the ill-treatment of others. This can be particularly relevant, for example, in relation to the impact on pupils of all forms of domestic abuse, including where they see, hear, or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality, or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims. Older pupils may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Indicators of risk may include:

- Domestic abuse notifications received by the DSL (we will not contact parents when we receive a notification, but will ensure we are available to support the pupil)
- Bullying or aggression towards others
- Nightmares or difficulties sleeping
- Difficulties interacting with peers
- Physical signs, such as bruising or marks on the body
- Changes to usual behaviour

Actions we will consider are:

If a member of staff is concerned that a pupil is being impacted by domestic abuse, they will discuss their concerns with the DSL/DDSL and record them accurately on MyConcern. The DSL/DDSL will follow the safeguarding procedure set out in 'our safeguarding procedures'.

The DSL will also consider the use of local services or third-sector providers who offer support to pupils impacted by domestic abuse.

We are an Operation Encompass school and act appropriately when we receive an alert to support the pupils in our school.

HOMELESSNESS

Being homeless, or being at risk of becoming homeless, presents a real risk to a pupil's welfare.

Indicators of risk may include:

- Household debt
- Rent arrears
- Domestic abuse
- School attendance and transportation problems
- Poor nutrition, health, hygiene, and dental care
- Increased vulnerability to illnesses and skin problems
- Chronic hunger and fatigue
- Changes to usual behaviour
- Information from the parent, carer, or pupil that indicate homelessness or housing instability

Actions we will consider are:

If a member of staff is concerned that a pupil is homeless, or is at risk of becoming homeless, they will discuss their concerns with the DSL/DDSL and record them accurately on MyConcern. The DSL/DDSL will follow the safeguarding procedure set out in 'our safeguarding procedures'.

The DSL will make any appropriate referrals to the local housing authority, but this will not replace a referral into local authority children's social care where a pupil has been harmed or is at risk of harm.

We recognise that, in some cases, 16/17 year olds could be living independently from their parents/carers and they will require a different level of intervention and support. Local authority children's social care will be the lead agency

for these young people, and the DSL will ensure that appropriate referrals are made based on the pupil's circumstances.

A PUPIL WHO MAY BE EXPERIENCING MENTAL ILL-HEALTH

All staff have an important role to play in supporting the mental health and wellbeing of our pupils and are aware that mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect, or exploitation.

Indicators of risk may include:

- Feeling anxious, worried, or depressed
- Having emotional outbursts and showing changes in behaviour
- Sleep problems
- Withdrawing from or avoiding social interactions
- Self-harm or talking about self-harm
- Talking about death or suicide
- Changes in eating habits

Actions we will consider are:

If a member of staff is concerned that a pupil is experiencing mental ill-health, they will discuss their concerns with the DSL/DDSL and record them accurately on MyConcern. The DSL/DDSL will follow the safeguarding procedure set out in 'our safeguarding procedures'.

The DSL will also consider the use of internal and external support services, including the Mental Health Support Team.

A PUPIL WHO IS MISUSING ALCOHOL AND OTHER DRUGS THEMSELVES

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits', and increased risk of being a victim of violent crime and criminal exploitation, including sexual exploitation.

Indicators of risk may include:

- Changes in friendship groups
- Increased energy and confidence
- Withdrawal from family and friends
- Changes to eating and sleeping habits
- Smell of drugs/alcohol
- Enlarged pupils or bloodshot/glassy eyes
- Increase in borrowing money
- Signs of sadness, agitation, depression, paranoia, and hallucinations

Actions we will consider are:

If a member of staff is concerned that a pupil is at risk of, or is misusing alcohol and/or drugs, they will discuss their

concerns with the DSL/DDSL and record them accurately on MyConcern. The DSL/DDSL will follow the safeguarding procedure set out in 'our safeguarding procedures'.

The DSL will also consider the use of local services or third-sector providers who offer support to pupils at risk of or misusing alcohol and/or drugs.

A PUPIL WHO IS LOOKED AFTER, PREVIOUSLY LOOKED AFTER, OR HAS RETURNED HOME TO THEIR FAMILY FROM CARE

The Governing Body have appointed a Designated Teacher who works with the local authority to promote the educational achievement of registered pupils in our setting who are looked after or previously looked after. Our Designated Teacher works across the school to promote and improve educational outcomes for pupils in care using evidence-based interventions.

The Designated Teacher works closely with the Virtual School to provide the most appropriate support, and ensure that they meet the needs identified in the pupil's Personal Education Plan (PEP). They work with the Virtual School Headteacher to promote the educational achievement of previously looked after children.

We are attachment aware, trauma-informed, and take a relational based approach to supporting our most vulnerable pupils, and will work restoratively with pupils to improve their outcomes.

We are aware of the additional duties of the Virtual School Headteacher extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. We understand the role that we play in improving outcomes for children with a social worker.

A PUPIL WHO IS IN A PRIVATE FOSTERING ARRANGEMENT

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 (or 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

Close relatives are defined as a grandparent, brother, sister, uncle, or aunt (whether of full blood or half-blood by marriage or civil partnership), or a step parent.

Examples of private fostering include:

- Pupils who need alternative care because of parental illness
- Pupils whose parents cannot care for them because their work or study involves long or antisocial hours
- Pupils sent from abroad to stay with another family, usually to improve their educational opportunities
- Unaccompanied asylum seeking and refugee pupils
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
- Pupils staying with families while attending a school away from their home area

Actions we will consider are:

If a member of staff becomes aware of a private fostering arrangement, they will inform the DSL/DDSL and record the information accurately on MyConcern. There is a mandatory duty on the school to inform local authority children's social care of a private fostering arrangement, who then have a duty to check that the pupil is being properly cared for and that the arrangement is satisfactory.

A PUPIL WHO IS LESBIAN, GAY, BI, OR GENDER QUESTIONING

The fact that a young person may be LGB or gender questioning is not in itself an inherent risk factor for harm. However, young people who are LGB can be targeted by other young people. In some cases, a young person who is perceived by other young people to be LGB or gender questioning (whether they are or not) can be just as vulnerable as children who identify as LGB or gender questioning.

Indicators of risk may include:

- Change in appearance
- Withdrawal and isolation
- Changes to usual behaviour
- Might start dating or having relationships and speaking about these to peers and/or staff
- Might experience bullying based on negative attitudes about being lesbian, gay, bi, or trans

We also recognise that LGBTQ+ pupils are more likely to experience poor mental health. Any concerns should be reported to the DSL/DDSL.

Actions we will consider are:

- LGBTQ+ inclusion is covered within the curriculum
- Safe spaces are provided across the school for this group of pupils

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal pupils.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs and, in some cases, Autism Spectrum Disorder (ASD) and/or Attention Deficit Hyperactivity Disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities, such as the risk of bullying.

Risk can be compounded where young people lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

A PUPIL WHO MAY BE AT RISK ONLINE, INCLUDING THE USE OF MOBILE TECHNOLOGY OR A PUPIL WHO IS PUTTING OTHERS AT RISK ONLINE

The use of technology has become a significant component of many safeguarding and wellbeing issues, including child criminal exploitation, child sexual exploitation, radicalisation, sextortion, and sexual predation. We recognise the importance of safeguarding pupils from potentially harmful and inappropriate online material. To address this, we:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers, and Governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').
- Set clear guidelines for the use of mobile phones for the whole school community.

- Establish clear mechanisms to identify, intervene in, and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate, or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalization, and extremism.
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial, or other purposes.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes harm, such as making, sending, and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images, and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing, and/or financial scams.

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet, and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them, and during progress evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Make all pupils, parents/carers, staff, volunteers, and Governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's IT systems, and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, pupils, and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#).

- Put in place robust filtering and monitoring systems to limit pupil’s exposure to the 4 key categories of risk (described above) from the school’s IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school’s policy on online safety and the use of mobile phones, please refer to our online safety policy, which you can find on our website.

A PUPIL WHO MAY BE AT RISK OF HONOUR-BASED ABUSE

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

Since February 2023, it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats, or another form of coercion are not used. This applies to non-binding, unofficial ‘marriages’, and legal marriages.

All forms of HBA are abuse and will be handled and escalated as such.

Indicators of risk may include:

- Significant personality changes such as appearing anxious, withdrawn, or suicidal
- Unexplained absences from school, especially lengthy ones
- Physical changes such as weight loss, unexplained marks, or bruises
- Other warning signs which may be indicators of FGM, sexual abuse, or forced marriage
- Fear about upcoming school holidays
- Family disputes
- Significant decline in educational performance

Actions we will consider are:

- Speak to the pupil about their concerns in a secure and private place – we understand the ‘1 chance rule’.

If a member of staff is concerned that a pupil is at risk of, or has experienced honour-based abuse, they will discuss their concerns with the DSL/DDSL and record them accurately on MyConcern. The DSL/DDSL will follow the safeguarding procedure set out in ‘our safeguarding procedures’.

A PUPIL WHO MAY BE AT RISK OF FGM, OR WE HAVE DISCOVERED THAT FGM HAS TAKEN PLACE

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’, or ‘initiation’.

Indicators of risk may include:

- Confiding in a professional that FGM has taken place
- A mother or family member disclosing that FGM has been carried out
- A family or pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual, or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant changes in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practicing FGM (this is the biggest risk factor to consider)
- FGM being known to be practiced in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education, or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling, or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school

- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

Actions we will consider are:

If a member of staff is concerned that a pupil is at risk of FGM or, or suspect that FGM has been carried out, they will inform the DSL/DDSL immediately and the DSL/DDSL will follow the safeguarding procedure set out in 'our safeguarding procedures'.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth;

Will immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and complete a MyConcern report and involve local authority children's social care as appropriate.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM, or FGM is suspected, but is not known to have been carried out. Staff should not examine pupils.

CONCERNS ABOUT A STAFF MEMBER, SUPPLY TEACHER, VOLUNTEER, OR CONTRACTOR

Please refer to the Esteem Managing Allegations and Low-Level Concerns Policy.

COMPLAINTS

Please refer to the Esteem Complaints Policy.

WHISTLE BLOWING

Please refer to the Esteem Whistleblowing Policy.

NATIONAL AND LOCAL GUIDANCE/SERVICES AND RESOURCES

Specific Safeguarding Concerns	National Guidance/Services/Resources	Local Guidance/Services/Resources
<p>A PUPIL WHOSE BEHAVIOUR TOWARDS OTHER PUPILS CAUSES A SAFEGUARDING CONCERN OR WHERE WE HAVE RECEIVED AN ALLEGATION OF CHILD-ON-CHILD (PEER-ON-PEER WHERE THE YOUNG PEOPLE ARE 18+)</p>	<p>Keeping children safe in education - GOV.UK (www.gov.uk)</p> <p>What is online child-on-child abuse? Internet Matters</p> <p>Child on child abuse – Safeguarding Network</p> <p>Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk)</p> <p>Disrespect NoBody campaign - GOV.UK (www.gov.uk)</p>	
<p>A PUPIL WHO HAS RAISED CONCERNS AROUND SHARING OF NUDES AND SEMI-NUDES ('SEXTING')</p>	<p>Online Safety Resource Centre - London Grid for Learning (lgfl.net)</p> <p>Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)</p> <p>New UKCIS Guidance: Sharing Nudes and Semi-Nudes - Safer Schools (oursaferschools.co.uk)</p> <p>CEOP Safety Centre</p>	
<p>A PUPIL WHO IS MISSING FROM EDUCATION OR IS ABSENT FROM EDUCATION</p>	<p>Children missing education - GOV.UK (www.gov.uk)</p> <p>Children who run away or go missing from home or care - GOV.UK (www.gov.uk)</p> <p>Missing Children and Adults strategy - GOV.UK (www.gov.uk)</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>Graded Care Profile:</p> <p>https://www.staffsscp.org.uk/working-together-to-safeguard-children/graded-care-profile-2/</p>
<p>A PUPIL WHO IS PERSISTENTLY</p>	<p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</p>	

ABSENT FROM EDUCATION, INCLUDING PERSISTENT ABSENCES FOR PART OF THE SCHOOL DAY	Attendance: persistent and severe absence thresholds and statistics The Key Leaders (thekeysupport.com)	
A PUPIL WHO MAY BE A YOUNG CARER	Young carers Barnardo's (barnardos.org.uk) Being a young carer: your rights - NHS (www.nhs.uk) Young carers Action For Children	https://www.staffordshire.gov.uk/Advice-support-and-care-for-adults/Carers/Young-carers.aspx https://www.n-compass.org.uk/our-services/carers/staffordshire-together-for-carers-service
A PUPIL WHO MAY BE AT RISK OF BEING DRAWN IN TO ANTI-SOCIAL OR CRIMINAL BEHAVIOUR, INCLUDING GANG INVOLVEMENT, AND ASSOCIATION WITH ORGANISED CRIME GROUPS OR COUNTY LINES	County Lines Toolkit For Professionals The Children's Society (childrenssociety.org.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk) Children missing education - GOV.UK (www.gov.uk) Safeguarding children who may have been trafficked - GOV.UK (www.gov.uk) Care of unaccompanied migrant children and child victims of modern slavery - GOV.UK (www.gov.uk) Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk) Child exploitation disruption toolkit - GOV.UK (www.gov.uk)	Child Exploitation - Staffordshire Safeguarding Children Partnership (staffsscp.org.uk) https://www.catch-22.org.uk/find-services/stoke-staffordshire-cce/ Local Policing Team
A PUPIL WHO MAY BE AT RISK OF SERIOUS VIOLENCE	Serious Violence Strategy - GOV.UK (www.gov.uk) An analysis of indicators of serious violence: Findings from the Millennium Cohort Study and the Environmental Risk (E-Risk) Longitudinal Twin Study (publishing.service.gov.uk) Our approach to evidence - Youth Endowment Fund Tackling violence against women and girls strategy - GOV.UK (www.gov.uk) vice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)	
A PUPIL WHO MAY BE AT RISK OF CSE	Child sexual exploitation: definition and guide for practitioners - GOV.UK (www.gov.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk)	

	Home - CSE - It's Not Okay CSE – It's Not Okay (knowaboutcse.co.uk)	
A PUPIL WHO MAY BE SUSCEPTIBLE TO RADICALISATION INTO TERRORISM	Educate Against Hate NSPCC Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK (www.gov.uk) Prevent legislation, guidance and resources - The Education and Training Foundation (et-foundation.co.uk) Online Safety Resource Centre - London Grid for Learning (lgfl.net) The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk) ACT Early Prevent radicalisation	
A PUPIL WHO HAS A FAMILY MEMBER IN PRISON, OR IS AFFECTED BY PARENTAL OFFENDING	NICCO	
PARENTAL DRUG AND ALCOHOL MISUSE	Parental substance misuse NSPCC Learning Safeguarding children affected by parental alcohol and drug use - GOV.UK (www.gov.uk) Parents with alcohol and drug problems: support resources - GOV.UK (www.gov.uk)	https://www.staffstars.org/
ADULT MENTAL HEALTH ISSUES	Parental mental health problems NSPCC Learning Parenting and mental health - Mind Parental mental illness for parents Royal College of Psychiatrists (rcpsych.ac.uk)	
DOMESTIC ABUSE - WE UNDERSTAND THAT CHILDREN ARE	How to Protect Children From Domestic Abuse NSPCC Refuge Home Safelives	https://www.new-era.uk/

ALSO VICTIMS OF DOMESTIC ABUSE	<p>Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk)</p> <p>Home : Operation Encompass</p> <p>Domestic abuse: how to get help - GOV.UK (www.gov.uk)</p>	
HOMELESSNES S	<p>Homelessness (16/17 year olds) - childlawadvice.org.uk</p> <p>Homelessness Barnardo's (barnardos.org.uk)</p> <p>Homelessness and its impact on children - ACAMH</p>	
A PUPIL WHO MAY BE EXPERIENCING MENTAL ILL-HEALTH	<p>Mental health and behaviour in schools - GOV.UK (www.gov.uk)</p> <p>Children's mental health - Every Mind Matters - NHS (www.nhs.uk)</p> <p>Signs That a Child Is Suffering From Mental Health Issues NSPCC</p>	Mental Health Lead in School Mental Health Support Team
A PUPIL WHO IS MISUSING ALCOHOL AND OTHER DRUGS THEMSELVES	<p>From harm to hope: A 10-year drugs plan to cut crime and save lives - GOV.UK (www.gov.uk)</p> <p>Honest information about drugs FRANK (talktofrank.com)</p> <p>Drug and alcohol education (pshe-association.org.uk)</p> <p>DfE's guidance on searching, screening and confiscation</p>	https://www.staffstars.org/
A PUPIL WHO IS LOOKED AFTER, PREVIOUSLY LOOKED AFTER OR, HAS RETURNED HOME TO THEIR FAMILY FROM CARE	<p>Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk)</p> <p>Looked after children NSPCC Learning</p> <p>Looked after children – Safeguarding Network</p>	
A PUPIL WHO IS IN A PRIVATE FOSTERING ARRANGEMENT	<p>Children Act 1989: private fostering - GOV.UK (www.gov.uk)</p> <p>Private fostering - childlawadvice.org.uk</p>	https://www.fosterforstaffordshire.co.uk/types-of-fostering/private-fostering/private-fostering.aspx
A PUPIL WHO IS LESBIAN, GAY, BI, TRANS, OR	<p>https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</p>	

GENDER QUESTIONING	<p>Safeguarding LGBTQ+ children and young people NSPCC Learning</p> <p>Think your child might be trans or non-binary? - NHS (www.nhs.uk)</p>	
A PUPIL WHO MAY BE AT RISK ONLINE, INCLUDING THE USE OF MOBILE TECHNOLOGY OR A PUPIL WHO IS PUTTING OTHERS AT RISK ONLINE	<p>A guide to the Online Safety Bill - GOV.UK (www.gov.uk)</p> <p>Homepage - UK Safer Internet Centre</p> <p>Online safety - BBC Teach</p> <p>Staying safe online Childline</p> <p>What is Online Safety? SWGfL</p> <p>CEOP Safety Centre</p> <p>UK Council for Child Internet Safety (UKCCIS) - GOV.UK (www.gov.uk)</p>	
A PUPIL WHO MAY BE AT RISK OF HONOUR-BASED ABUSE	<p>Forced Marriage Unit on 020 7008 0151 or fmf@fcdo.gov.uk</p> <p>Forced marriage - GOV.UK (www.gov.uk)</p> <p>The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)</p>	
A PUPIL WHO MAY BE AT RISK OF FGM OR WE HAVE DISCOVERED THAT FGM HAS TAKEN PLACE	<p>Multi-agency statutory guidance on female genital mutilation - GOV.UK (www.gov.uk)</p> <p>Mandatory reporting of female genital mutilation: procedural information - GOV.UK (www.gov.uk)</p> <p>Female genital mutilation: resource pack - GOV.UK (www.gov.uk)</p> <p>Mandatory reporting of female genital mutilation: procedural information - GOV.UK (www.gov.uk)</p>	