

# Child Protection and Safeguarding Policy

Courthouse Green Primary School

September 2018



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# 1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2018) as;

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

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

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Courthouse Green Primary School and the Triumph Trust.

## 2 Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate Courthouse Green's commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Courthouse Green's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Courthouse Green is committed the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

### 2.4 Safeguarding aims

2.4.1 The safeguarding aims of Courthouse Green, in line with Keeping Children Safe in Education (September 2018) are to;

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Courthouse Green understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- [Keeping Children Safe in Education \(September 2018\)\\*<sup>1</sup>](#)
- Working Together to Safeguard Children (June 2018)\*
- [Guidance for Safer Working Practice for those working with children and young people in education settings \(2015\)](#)
- [What to do if you are worried a child is being abused: Advice for practitioners \(2015\)](#)

2.6 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (September 2018).

2.7 This policy should be read in conjunction with the following policies;

[Behaviour Policy 2018-19](#)

[Attendance Policy 2018-19](#)

[Anti Radicalisation Policy 2016-19](#)

[E-Safety Policy 2018-19](#)

Links to these policies can be found in Appendix A.

## 2.8 Scope

2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of The Triumph Multi Academy Trust and Courthouse Green Primary School. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.8.2 Rather than duplicating content from Keeping Children Safe in Education (September 2018) in this policy, it should be understood that Courthouse Green will always refer to this document as the benchmark for all safeguarding practice.

## 3 Roles and Responsibilities

### 3.1 The Role of the Governing Body and Trustees of the Board

3.1.1 The school has a member of the governing board (Justine McKim) who has responsibility for safeguarding. She meets with Kate Halfpenny (DSL) monthly to monitor practise as per KCSiE requirements of governing bodies. Part 2 of Keeping Children Safe in Education (September 2018) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

<sup>1</sup> Guidance marked with an asterisk (\*) is statutory.

- Ensure that they comply with their duties under legislation;
- Ensure that policies, procedure and training in Courthouse Green are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that Courthouse Green takes into account local authority and Coventry Local Safeguarding Board policies and supply information as requested by the CSCB;
- Ensure that Courthouse Green has an effective child protection policy, that it is published on Courthouse Green website or available by other means and review this annually;
- Ensure that Courthouse Green has a staff behaviour policy or Code of Conduct;
- Ensure that all staff undergo safeguarding and child protection training on induction;
- Put in place appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of designated safeguarding lead;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
- Respond to allegations of abuse against the headteacher.

### **3.2 The Role of the Headteacher**

#### 3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the designated safeguarding lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's social care have access to Courthouse Green to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2018).

### **3.3 The Role of the Designated Safeguarding Lead**

#### 3.3.1 The Designated Safeguarding Lead for Courthouse Green is Kate Halfpenny. The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection in Courthouse Green;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2015 – due to be updated 2018);
- Identify if children may benefit from early help;

- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2018);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Courthouse Green;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Promote a 'culture of safeguarding', in which every member of Courthouse Green community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in Courthouse Green; and
- Liaise with the headteacher regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2018).

### **3.4 The Role & Responsibilities of all Staff within School**

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Courthouse Green:

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in Courthouse Green that support safeguarding and child protection;
- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2018) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Social Care (though the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;

- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

## 4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2015 – due to be updated 2018)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which 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	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 a child 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 a 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment 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

Type of abuse	Information
Child sexual exploitation (CSE)	<p>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. The sexual abuse of children by other children is a specific safeguarding issue in education.</p> <p>CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p>
Neglect	<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's social care (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 The school recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

- Is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;

- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.<sup>2</sup>

4.7 Courthouse Green recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Courthouse Green believes that a child is at risk of or is the victim of;

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- honour-based violence;
- radicalisation;
- relationship abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sexting;
- trafficking and modern slavery.

4.8 Courthouse Green will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.9 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (2018) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless.

4.10 Courthouse Green have a duty to refer any children who are living in a private fostering arrangement to the local authority.

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<sup>2</sup> Taken from paragraph 18, Keeping Children Safe in Education (September 2018)

4.11 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. See Appendix B for further information on Courthouse Green’s Prevent duty.

4.12 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

4.13 See Appendix B for further information and guidance on the above issues.<sup>3</sup>

## 5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child’s welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children’s social care, where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to children’s social care or to the police, they should inform the DSL as soon as possible.

5.2 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child’s presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made;

5.3 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask ‘leading’ questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

5.4 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The DSL may;

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;

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<sup>3</sup> Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Courthouse Green is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to children's social care.

5.5 For further information about the Coventry Safeguarding Children Board's 'Right Help, Right Time' guidance, which is used by Courthouse Green to make decisions about protecting children, please visit: <http://www.coventry.gov.uk/righthelprighttime>.

5.6 See page 16 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2018).

5.7 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe 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.<sup>4</sup>

5.8 Courthouse Green understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.

5.8.1 Courthouse Green will ensure staff understand what is meant by peer on peer abuse and the school policy on peer on peer abuse by ensuring that it is part of whole staff safeguarding training and part of the behaviour policy.

5.8.2 Courthouse Green will work to prevent peer on peer abuse by ensuring that our behaviour policy is clear; that children are taught respect as part of RSE, PHSE and Courthouse Green Core Values work.

5.8.3 In the event that an allegation of peer on peer abuse is made, Courthouse Green will investigate this. We will take any allegation of peer on peer abuse and treat it the same as a disclosure of any other type of abuse. We will seek evidence of this behaviour and inform both the victim and perpetrator of this behaviour of what will happen next. All behaviour logs will be made on CPOMS recording system and will reflect the detail of the disclosure and any subsequent evidence gained from other children or sources (screenshots – providing that they are not indecent images, etc).

5.8.4 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by the behaviour policy and the intervention team. Further support will be requested via MASH referrals for both parties and /or the police as appropriate.

5.8.5 Courthouse Green will never pass off peer on peer abuse as 'banter' or 'part of growing up'.

5.8.6 Children are taught about consent as part of protective behaviours work across school from Reception (includes consent to hug, hold hands, power to ask people to stop or step away from their personal space etc) to Yr 6 (includes consent to touch, what kind of touching is inappropriate, how to deal with derogatory comments about our bodies etc) Courthouse Green believe very strongly that all children should feel empowered to protect themselves and have control over relationships and to feel comfortable with their peers. Staff will support all children to ensure that they fully understand the importance of keeping themselves safe via PHSE and RSE

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<sup>4</sup> \*introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

lessons and will include e-safety concerns in these lessons to prevent peer on peer abuse via devices and social media.

5.8.7 Courthouse Green will adhere to guidance set out in Keeping Children Safe in Education (2018) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

## 5.9 Youth Produced Sexual Imagery ('sexting')

5.9.1 'Sexting' refers to any sharing of youth-produced sexual imagery between children. This includes;

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.9.2 Courthouse Green has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online. [E-Safety policy](#)

5.9.3 Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.

5.9.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, January 2018);
- Referrals to the police and/or MASH;
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence;

5.9.5 The school recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.9.6 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.9.7 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.9.8 We will work with parents as necessary if their child is involved in 'sexting'.

5.9.9 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

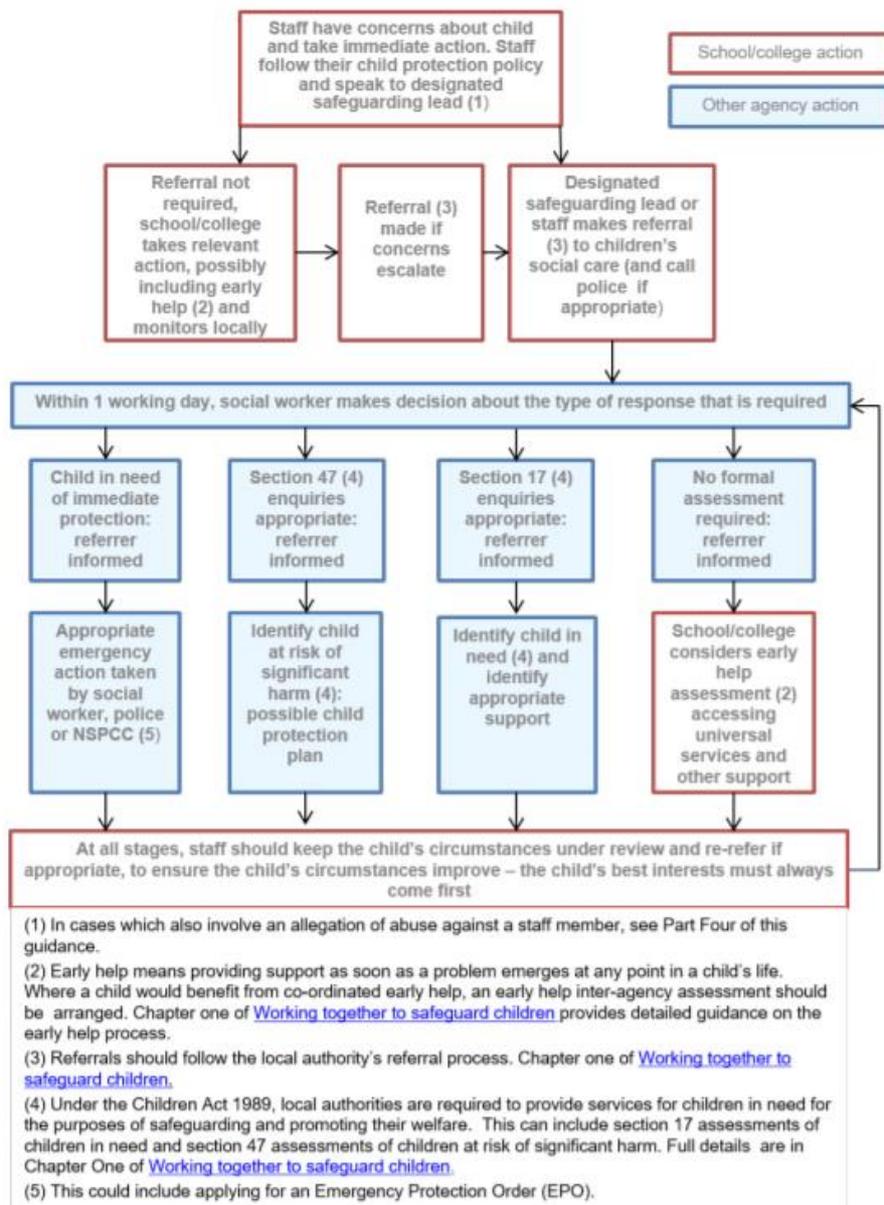
## 5.10 Searching, Screening and Confiscation

5.10.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Courthouse Green.

5.10.2 Courthouse Green adheres to 'Searching, Screening and Confiscation: Advice for Schools (May 2018).

5.10.3 Please see searching, screening and confiscation policy for further information.

## Actions where there are concerns about a child



5.11 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from social care.

**MASH Telephone number:** 02476 788 555

**MASH online referral form:** <http://www.coventry.gov.uk/safeguardingchildren>

**Out of hours Emergency Duty Team:** 02476 832 222

**Prevent/Channel Referrals:** Refer to MASH and to [CTU\\_GATEWAY@west-midlands.pnn.police.uk](mailto:CTU_GATEWAY@west-midlands.pnn.police.uk)

5.12 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the [LSCB's Escalation Policy](#). to ensure that our concerns have been addressed and that the situation improves for the child.

## 6 Record-keeping

6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.2 Courthouse Green keeps all safeguarding files electronically, using a system called CPOMs.

6.3 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.4 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.4 The school will seek at least two emergency contacts for every child.

6.5 All data processed by Courthouse Green is done so in line with the General Data Protection Guidelines. Please see the following policies for additional information;

[Data Policy 2018](#)

## 7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons and on their learning blogs will be sought when the child joins Courthouse Green. This consent will remain in place until parents or carers tell us in writing that they are withdrawing consent.

7.2 Parents can withdraw consent at any time and must notify Courthouse Green in writing if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

[Data Policy 2018](#)

## 8 Early Help

8.1 Courthouse Green is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Courthouse Green works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

[Moat Family Hub](#)

[Park Edge Family Hub](#)

8.2 Courthouse Green works within the LSCB ['Right Help, Right Time'](#) framework, available on the LSCB website.

## 9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Courthouse Green has committed to training staff throughout the academic year. All staff members will be made aware of Courthouse Green's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';

- The staff Code of Conduct
- Copies of Part 1 and Annex A of Keeping Children Safe in Education (September 2018) – **INCLUDED AS APPENDIX C**
- School procedures for Children Missing Education
- The school Behaviour Policy
- Instructions for using CPOMS – Appendix D
- Peer on Peer abuse
- Signs of Safety
- FGM

9.2 Staff at Courthouse Green will;

Complete training during the year to include: Thrive; Working Together to Safeguard Children \_ 2018 updates; mental health; team teach; e-safety; LSCB training – level 1 for all staff, and level 2 and 3 for mentors, DSL and DDSLs; DSL briefing updates; e-safety; Prevent; FGM. (This list is not exhaustive and also includes governors/trustees/volunteers)

9.3 Courthouse Green recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and 'sexting'<sup>5</sup>. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

## 10 Safer Recruitment

10.1 Courthouse Green is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

10.2 A record of all checks on members of staff will be held on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. Courthouse Green reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training.

10.5 We take proportionate decisions on whether to check individuals beyond what is required.

10.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.

10.7 All safer recruitment practices at Courthouse Green comply with Keeping Children Safe in Education (September 2018). See Part 3 of Keeping Children Safe in Education (September 2018) for further information.

10.8 See [Safer Recruitment Policy](#) for further details.

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<sup>5</sup> Also known as 'youth produced sexual imagery'.

## **11 Allegations of abuse against staff**

11.1 Courthouse Green takes all allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2018) and the LSCB Guidance, ['Managing Allegations against Staff and Persons in a Position of Trust'](#).

11.2 If a concern or allegation of abuse arises against the Headteacher, it must be reported to the Chair of Governors – Carmen Hibbert, without delay.

11.3 If a concern or allegation of abuse arises against any member of staff other than the Headteacher, it must be reported to the Headteacher without delay.

11.4 Allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.5 The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Designated Officer intervention. The Local Authority designated officer is Angie Bishop and contact details can be found at the front of this policy.

11.6 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

11.7 If a child has suffered abuse or harm, a MASH referral will also be made.

11.8 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Courthouse Green in managing the allegation.

11.9 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

### **11.9 Whistleblowing**

11.9.1 Courthouse Green operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Courthouse Green's safeguarding processes to the senior leadership team.

11.9.2 The senior leadership team will take all concerns seriously.

11.9.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

11.9.4 Please refer to [Whistleblowing Policy 2016-19](#) for further information.

## **12 Promoting safeguarding and welfare in the curriculum**

12.1 Courthouse Green recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 Children at Courthouse Green will receive the following as part of our promotion of safeguarding across the curriculum, through our weekly assemblies and through our promotion of Courthouse Green 'Core Values'. In addition there will be specific focus on:

Protective Behaviours work in the first half term of each school year for 6 weeks

Sex and Relationship education in the last half term of each school year for 6 weeks

E-Safety work – ongoing throughout the year

Thrive and mental health activities – ongoing throughout the year

NSPCC workshops

## 13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Courthouse Green recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Claire Jones.

13.2 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

13.3 The school will work with Personal Advisors when children leave care (where applicable).

13.4 Courthouse Green is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

## 14 Children with Special Educational Needs

14.1 As outlined in Keeping Children Safe in Education (2018), Courthouse Green is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.<sup>6</sup>

4.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

4.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

4.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

## 15 Use of reasonable force

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary.

### [Safe Touch Policy](#)

## 16 Children in Private Fostering

16.1 If staff become aware of a child being looking after by another family in Private Fostering arrangement, we will refer this directly to the MASH team via Kate Halfpenny (DSL).

## 17 Summary

19.1 The school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

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<sup>6</sup> Keeping Children Safe in Education, September 2018





## Appendix A

The school's safeguarding policy is intended to be used in conjunction with the following policies (which can be found on the school website – [www.courthousegreen.org](http://www.courthousegreen.org) ;

The school adheres to Coventry Local Safeguarding Children Board's Policies, which can be found here: <http://www.proceduresonline.com/covandwarksscib/contents.html>

- [Allegations Against Staff or Persons in a Position of Trust Policy \(LSCB\)](#)
- [Adult Volunteer Policy](#)
- [Anti Radicalisation Policy](#)
- [Attendance Policy and Children Missing from Education](#)
- Behaviour Policy including Anti Bullying
- Collection of Children Policy
- Complaints Policy
- Critical Incident Plan (EASEE Policy)
- Data Protection Policy and Privacy Notice
- Equal Opportunities and Anti Discrimination Policy
- [Escalation and Resolution of Professional Disagreements \(LSCB\)](#)
- Health & Safety Policy
- E Safety Policy
- Intimate Care Policy
- Lone working policy
- Medicine & First Aid Policy including management of care plans
- Primary-Secondary Transition Policy
- PSHE Policy including mental health and well-being
- SRE Policy
- Safe Touch Policy
- Safer Recruitment Policy
- Security Policy
- SEND Policy
- Social Media Guidance
- Staff Code of Conduct
- Supervision Policy
- Educational Visits Policy
- Whistleblowing Policy

# Appendix B – Further Safeguarding Information

## Types of Abuse

As outlined in paragraph 4.6, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education 2018, Annex A. (Appendix C in this policy)

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

### **Bullying, including cyber- or online-bullying**

The school takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their class teacher, anti bullying champion, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum.

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Behaviour Policy and paragraph 5.8 of this policy for further information.

### **Criminal exploitation (including involvement in county lines)**

Staff in school are aware of the occurrence of children being vulnerable to potential exploitation through links with older children in the community, online gaming and social media. Contextual knowledge of our community and staff vigilance means that any concerns are logged and acted upon promptly. Children are taught about the dangers of being influenced and involved in criminal activities during PHSE lessons at an age appropriate level and parents are offered support via workshops during the year.

### **Domestic abuse**

School receive logs from the police of any DVA incidents that they are called to (Operation Encompass). Staff do not discuss this with parents or children and understand the implications of doing so. Any disclosures of DV incidents made by a child or parent are reported to MASH and the police as required and expected.

### **Fabricated or induced illness**

Staff are aware of FI and the attendance lead (Chelsea Wallbank) is trained at level 3 to deal with FI. Parents are supported and referrals to MASH are completed when evidence of harm is clear and substantiated.

### **Faith-based abuse**

All abuse of children, whether faith based or not, is dealt with promptly by staff and referred to MASH and the police if necessary.

### **Female genital mutilation**

Staff have knowledge of types of FGM and the indicators and symptoms of FGM. All staff understand that FGM will be reported immediately to the police and then MASH. All staff understand the legal responsibility to act immediately and report directly to the police (not through the DSL and CPOMS logs)

### **Forced marriage**

Staff understand the implications of forced marriage on our children. Staff are aware of police teams and charities that work with victims of forced marriage and fully understand the necessity to report concerns raised by any of our children, whether those concerns be for themselves, siblings or parents.

After conversations with family members or the child, the DSL will contact the MASH team and/or police accordingly.

### **Gangs or youth violence**

Children learn about the dangers of gangs and youth violence during PHSE lessons as appropriate to their age. Staff are aware of gang culture in the context of our school community and the dangers that our children face when socialising with older children. As a result, our staff are vigilant when talking to children or travelling within our community and report any concerns to the DSL. Parents are given opportunities to address any concerns at parent workshops and have access to online support resources via the school website.

### **Gender-based violence**

Gender based violence is unacceptable for our children. Staff report any concerns to the DSL and she contacts MASH and/or the police as appropriate. Learning mentors have undertaken level 3 training in dealing with this issue and have developed positive working relationships with Valley House to further support any victim of gender based violence.

### **Hate – equal opportunities**

Any hate based language or actions against another person is not tolerated at Courthouse Green. It is dealt with via our behaviour policy and children are taught explicitly about the dangers of extreme language and using language that discriminates against others. Staff will challenge all language that is unacceptable and will not accept any language as 'banter' or 'jokes'. Neither will it be considered as acceptable if children use words or language that they do not understand that cause offence and discriminate.

### **Homelessness**

Staff are aware of the ongoing concerns for many of families that become homeless. The intervention team will always seek to support families struggling to find stable accommodation and are aware of the changes to benefits and the Universal Credit system that has added pressure to our families' budgets.

### **(So-called) 'Honour-based' violence**

Any reports of HBV are reported to the DSL and then MASH and/or police are contacted as appropriate. All staff have received training on HBV and understand the implications for our children and parents.

### **Radicalisation and Extremism**

Staff have training on Prevent and Wrap training and are fully aware of their responsibilities to report any concerns to the DSL. Paragraph 4.11 outlines the legal responsibility that all staff have in school to act upon concerns they have. Staff also fully understand radicalisation and extremism in the context of our community and will discuss both during PHSE lessons with children at an age appropriate level. Any concerns that staff have, will be discussed with parents (and in some cases MASH and/or the police). Support will be offered via Channel referrals when the DSL feels this is appropriate after discussions with all of the above stakeholders. Parents and children will be offered 1:1 support from learning mentors to talk through concerns.

### **Relationship abuse**

Coercive behaviour is not tolerated at Courthouse Green and whilst our children may not be of age to participate in typical relationship abuse, our staff are vigilant of signs of manipulation within social and peer groups and will challenge this via our behaviour policy. Should a child make a disclosure about themselves, older siblings or friends and /or parents, which include indicators of relationship abuse, the DSL will follow up with advice from MASH and refer where necessary.

### **Sexual violence or sexual harassment (including peer-on-peer abuse)**

Any kind of sexual violence and harassment is dealt with via our behaviour policy and will be taken seriously by staff at school. This includes sexualised 'put downs' and references to sexualised behaviour

as a means of intimidation. Parents will be informed and considering the age of our children, referrals made to MASH and/or the police as appropriate. Staff are trained in using the Brookes Traffic Light Tool to be confident in categorising what is 'normal' sexual behaviour in children and they are also clear that violence, harassment and abuse is unacceptable regardless of age.

## **Sexting**

Children are taught about the dangers of sending images of themselves via social media or messaging apps. They are taught that it is illegal in all cases for anyone to send inappropriate images of children and that it will lead to police involvement and MASH referral. Parents are made aware of this and encouraged to attend parent workshops or speak to the intervention team for any further guidance.

## **Trafficking and modern slavery**

Staff are aware of the dangers of trafficking and modern slavery and understand that they report these concerns to the DSL who will seek support from the police, MASH and in some cases adult social care.

## **Children missing from education, home or care**

The school will also take action to protect;

- Children missing education
- Children missing from home or care

### **Children Missing Education**

Courthouse Green sets high expectations for attendance at school (see Attendance Policy). As a result of this, we monitor carefully any period of absence and visit the family home of any child whose parent or carer has not contacted the school to explain the absence. After three days absence we will visit the family home regardless of contact made. If we are unable to locate a child, we will contact the police to complete safe and well checks. We will undertake every reasonable task to find a child and support them back in to school, including - using all contact details supplied to us by parents and carers; asking friends and their parents for information and asking neighbours or siblings/relatives' schools or workplaces for further information. Should we have further concerns and a child is absent for 20 days, we will complete the CME documentation as set out in DfE guidance - [Children Missing Education 2016 DfE](#)

Where we have concerns that children and their families have moved out of the area, or are unable to attend school for reasons that cause concern – fleeing DV; FGM; criminal behaviour; substance misuse; poor mental health etc, then we will refer to MASH as appropriate. Staff are fully aware of all concerns that may lead to absences from school and receive regular updates on the various issues during staff training.

### **Children Missing from home or care**

Should a child go missing from home or care, we will work with agencies to help establish their location as quickly as possible. Any child in care who is absent from school is visited at home by school staff as a matter of course on the first day of absence. Please see attendance policy and refer to the above section on CME for further information on steps we will take to locate a child.

## **Private Fostering**

The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days.

## **Indicators of abuse**

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.



FOR INFORMATION ONLY. REVISED GUIDANCE WILL COMMENCE 3 SEPTEMBER 2018. UNTIL THAT POINT SCHOOLS AND COLLEGES MUST CONTINUE TO HAVE REGARD TO THE 2016 KCSIE



Department  
for Education

# Keeping children safe in education

**Statutory guidance for schools and colleges**

**Part 1: Information for all school and college staff**

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## Summary

Keeping Children Safe in Education is statutory guidance that schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

Governing bodies of maintained schools (Including maintained nursery schools) and colleges;

- Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and

Management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** in their school or college **read** at least Part one of the guidance.

For ease of reference Part one is set out here as a standalone document.

# Part one: Safeguarding information for all staff

## What school and college staff should know and do

### A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
  - protecting children from maltreatment;
  - preventing impairment of children's health or development;
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

### The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. All staff have a responsibility to provide a safe environment in which children can learn.

8. All staff should be prepared to identify children who may benefit from early help.<sup>1</sup> Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

o **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 23-34. Staff should expect to support social workers and other agencies following any referral.

10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

## What school and college staff need to know

13. All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

the child protection policy;

the behaviour policy: ®

the staff behaviour policy (sometimes called a code of conduct);

the safeguarding response to children who go missing from education; and

the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

14. All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection

Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#).

2 The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

3 All schools are required to have a behaviour policy (full details are [here](#)). If a college chooses to have a behaviour policy it should be provided to staff as described above.

updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

15. **All** staff should be aware of their local early help<sup>5</sup>\* process and understand their role in it.

16. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments

17. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

## What school and college staff should look out for

18. **Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

19. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse and

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\* Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#).

<sup>5</sup> Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#).

neglect, and examples of safeguarding issues are described in paragraphs 43-53 of this guidance.

20. Departmental advice [What to do if you are worried a child is being abused - Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

21. Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

22. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

## What school and college staff should do if they have concerns about

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23. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.

24. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

25. Options will then include:

- managing any support for the child internally via the school or college's own pastoral support processes:
- an early help assessment;<sup>©</sup> or
- a referral for statutory services/ for example as the child might be in need, is in need or suffering or likely to suffer harm.

26. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice

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<sup>©</sup> Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working together to safeguard children](#).

" Local authority children's social care has the responsibility for clarifying the process for referrals (Chapter one of [Working together to safeguard children](#)).

from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

27. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

### Early help

28. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

### Statutory assessments

29. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** Referrals should follow the local authority's referral process.®

### Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

### Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all

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© Chapter 1 of [Working together to safeguard children](#).

forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

30. The online tool [Report child abuse to local council](#) directs to the relevant local children's social care contact number.

### What will the local authority do?

31. The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

32. The referrer should follow up if this information is not forthcoming.

33. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

34. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

## Female Genital Mutilation mandatory reporting duty for teachers

35. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**.<sup>^</sup> If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. **See Annex A** for further details.

© Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003. "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

## Record keeping

36. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

## Why is all of this important?

37. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
  - not sharing information;
  - sharing information too slowly; and
  - lack of challenge to those who appear not to be taking action?"

## What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

38. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority.

39. Full details can be found in Part four of this guidance.

## What school or college staff should do if they have concerns about safeguarding practices within the school or college

40. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

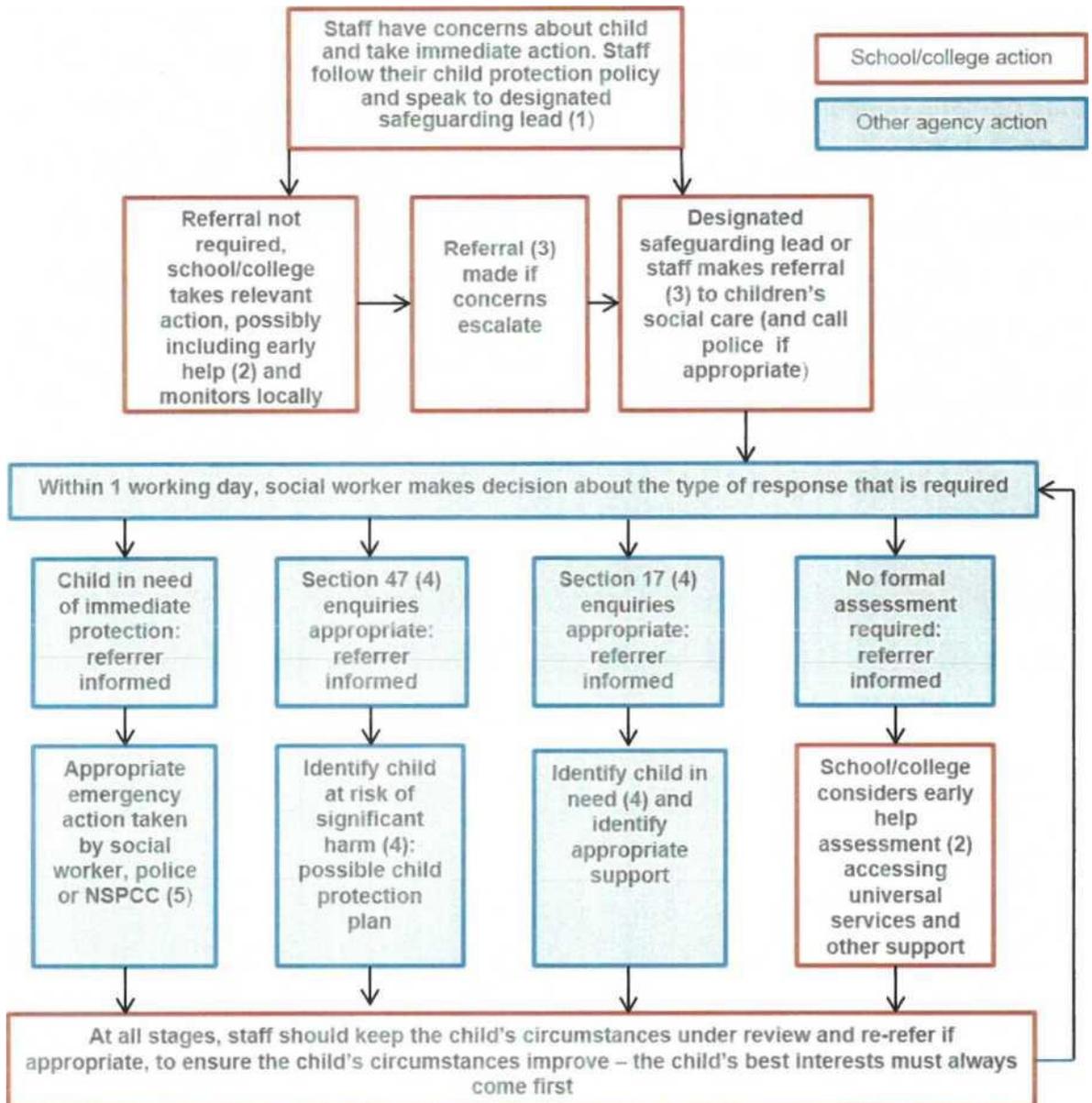
41. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

42. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at: [Advice on whistleblowing](#).
- The [NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 - line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)<sup>1\*\*</sup>

<sup>1</sup> Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

## Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, focal authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#)

(5) This could include applying for an Emergency Protection Order (EPO).

## Indicators of abuse and neglect

43. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

44. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

45. **Physical abuse:** a form of abuse which 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.

46. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from 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, although it may occur alone.

47. **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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 50).

48. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Specific safeguarding issues

49. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

50. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying):
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

51. **All** staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

52. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

53. **Annex A** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

## Annex A: Further information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part 1 of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

**Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.**

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## Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

## Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## Child sexual exploitation

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

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

children who appear with unexplained gifts or new possessions;  
 children who associate with other young people involved in exploitation;  
 children who have older boyfriends or girlfriends;  
 children who suffer from sexually transmitted infections or become pregnant;  
 children who suffer from changes in emotional well-being;  
 children who misuse drugs and alcohol;  
 children who go missing for periods of time or regularly come home late; and  
 children who regularly miss school or education or do not take part in education.

## Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;

- can affect any vulnerable adult over the age of 18 years;
  - can still be exploitation even if the activity appears consensual;
  - can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

## Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse signs symptoms effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safe young lives: young people and domestic abuse](#)

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation; [here](#).

## So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of child being at risk of HBV, or already having suffered HBV.

## Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers<sup>^</sup> that requires a different approach (see following section).

## FGM

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.

### FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>^</sup>\* Unless the teacher has good reason not to,

they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman

<sup>^</sup>3 Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141 A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

### Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

### Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be

- o part of a schools or colleges safeguarding approach.

[Extremism](#)<sup>1</sup>\*<sup>2</sup> is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

[Radicalisation](#)<sup>1</sup>\*<sup>2</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement

<sup>1</sup>\*<sup>2</sup> As defined in the Government's Counter Extremism Strategy  
As defined in the Revised Prevent Duty Guidance for England and Wales

in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

### **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>18</sup> to the need to prevent people from being drawn into terrorism".<sup>19</sup> This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the [Revised Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

### **Additional support**

The department has published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

[Educate Against Hate](#), a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

### **Channel**

Channel is a programme which 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 and colleges 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. Guidance on Channel is available at:

<sup>18</sup> According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

<sup>19</sup> "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

[Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

## Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying): sexual violence and sexual harassment: physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

## Sexual violence and sexual harassment between children in schools and colleges

### Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children 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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

## What is Sexual violence and sexual harassment?

### Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>1</sup> as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?**<sup>2</sup> Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting;

<sup>1</sup> [Legislation.gov.uk](http://legislation.gov.uk)

It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#)

<sup>2</sup> PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

non-consensual sharing of sexual images and videos;

sexualised online bullying;

unwanted sexual comments and messages, including, on social media; and

- ⋮ sexual exploitation; coercion and threats

### **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

## Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	<a href="#">What to do if you're worried a child is being abused</a>	DfE advice
	<a href="#">Domestic abuse: Various Information/Guidance</a>	Home Office
	<a href="#">Faith based abuse: National Action Plan</a>	DfE advice
	<a href="#">Relationship abuse: disrespect nobody</a>	Home Office website
Bullying	<a href="#">Preventina bullvinq including cvberbullvinq</a>	DfE advice
Children and the courts	<a href="#">Advice for 5-11-year olds witnesses in criminal courts</a>	MoJ advice
	<a href="#">Advice for 12-17 year old witnesses in criminal courts</a>	MoJ advice
Children missing from education, home or care	<a href="#">Children missing education</a>	DfE statutory guidance
	<a href="#">Child missing from home or care</a>	DfE statutory guidance
	<a href="#">Children and adults missing strategy</a>	Home Office strategy
Children with family members in prison	<a href="#">National Information Centre on Children of Offenders</a>	Bernardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	<a href="#">County Lines: criminal exploitation of children and vulnerable adults</a>	Home Office guidance
	<a href="#">Child sexual exploitation: guide for practitioners</a>	DfE
	<a href="#">Trafficking: safeguarding children</a>	DfE and HO guidance
Drugs	<a href="#">Drugs: advice for schools</a>	DfE and ACPO advice
	<a href="#">Drug strategy 2017</a>	Home Office strategy
	<a href="#">Information and advice on drugs</a>	Talk to Frank website
	<a href="#">ADEPIS platform sharing information and resources for schools: covering drug alcohol) prevention</a>	Website developed by Mentor UK
"Honour Based Violence" (so called)	<a href="#">Female genital mutilation: information and resources</a>	Home Office
	<a href="#">Female genital mutilation: multi aoencv statutory guidance</a>	DfE, DH. and HO statutory guidance

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	<a href="#">Forced marriage: information and practice guidelines</a>	Foreign Commonwealth Office and Home Office
Health and Well-being	<a href="#">Fabricated or induced illness; safeguarding children</a>	DfE, Department for Health and Home Office
	<a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a>	Public Health England resources
	<a href="#">Medical conditions: supporting pupils at school</a>	DfE statutory guidance
	<a href="#">Mental health and behaviour</a>	DfE advice
Homelessness	<a href="#">Homelessness: How local authorities should exercise their functions</a>	HCLG
Online	<a href="#">Sexting: responding to incidents and safeguarding children</a>	UK Council for Child Internet Safety
Private fostering	<a href="#">Private fostering: local authorities</a>	DfE - statutory guidance
Radicalisation	<a href="#">Prevent duty guidance</a>	Home Office guidance
	<a href="#">Prevent duty advice for schools</a>	DfE advice
	<a href="#">Educate Against Hate Website</a>	DfE and Home Office
Violence	<a href="#">Gangs and youth violence: for schools and colleges</a>	Home Office advice
	<a href="#">Ending violence against women and girls 2016-2020 strategy</a>	Home Office strategy
	<a href="#">Violence against women and girls: national statement of expectations for victims</a>	Home Office guidance
	<a href="#">Sexual violence and sexual harassment between children in schools and colleges</a>	DfE advice
	<a href="#">Serious violence strategy</a>	Home Office Strategy

## APPENDIX D

### **Instructions for CPOMS logging 2018**

CPOMS is the system we use for reporting any safeguarding concerns. It is vital that everyone follows the same procedures when using this system. Listed below are reminders for you so that you know what to do each time. You may also log conversations with parents on CPOMS if you feel that they are relevant to the inclusion team – parent lost job, benefits stopped, parents separated etc.

1. Log in to CPOMS (<https://courthousegreen.CPOMS.net>)
2. Add incident
3. Type in the name of the child you wish to report on (a list of options will appear, please click the right one as we cannot delete incidents)
4. Begin writing up the incident. Use the questions below as a prompt if necessary.  
WHAT HAPPENED?  
WHERE DID IT HAPPEN?  
WHEN DID IT HAPPEN?  
WHO WAS PRESENT WHEN IT HAPPENED?  
HAS IT HAPPENED BEFORE?  
WHAT HAPPENED AFTERWARDS?  
WHAT HAPPENED BEFOREHAND?  
HAVE YOU TOLD ANYONE ELSE?  
IT IS OK TO STATE WHY YOU ARE CONCERNED BY THIS
5. You must use the body injury map feature if explaining a physical injury or disclosure of one.
6. Choose a category. You click 'cause for concern' and also whether you have this info via a 'pupil contact' or a 'parent contact'. There is no need to click any other category as that will be done when it gets to Kate Halfpenny, Sarah Malam, Harriet Owen/Tina Cutts or Claire Jones.
7. Choose which staff to alert – ALWAYS Kate Halfpenny but also Sarah, Harriet and Claire when Kate is not in school. It may also be helpful to alert the intervention team if you know that the child or family is being worked with by one of them.
8. Add incident
9. If you have an action to add (you may have spoken to parent at home time about the disclosure, you may have logged something in SIMs, discussed with colleague etc) you can then add this by clicking add action. Again, alert Kate Halfpenny (and Sarah or Claire if appropriate). PLEASE LOG ANY ACTIONS PROMPTLY AS IT IS IMPERATIVE THAT KATE AND SARAH KNOW WHAT HAS ALREADY BEEN DONE TO ADDRESS A CONCERN.
10. Be aware that once you have added an incident, it is quite likely that you will receive an action from me. CHECK YOUR EMAIL OR CPOMS DASHBOARD FOR ACTION ALERTS.
11. You may get an action related to someone else's incident alert. Please don't assume that there is nothing to check if you haven't reported anything.
12. Follow up any actions as requested and log outcome as another action for the same incident. Do not create another incident for the logging of actions.

You will notice that when it comes back to you, categories and agencies may well have been clicked. You will also be able to see other people's incident reports on occasion. Please remember that this information is both sensitive and confidential, please do not discuss anything with other staff members or leave the page open in view at school or public places. Any queries, please ask Kate Halfpenny. CPOMS is completely secure – you may use full names when making reports. Please do not use initials as logs are used for court reports and we need to be able to demonstrate that we are factually correct. You can also access CPOMS from any internet connection (still secure).

## **Instructions for logging in to CPOMS – 1<sup>st</sup> Time**

1. Open the CPOMS page – <https://courthousegreen.CPOMS.net>
2. Click reset password – this will take you to another window
3. Enter your school email address
4. An email will be sent to your account with details of your password
5. Copy the password
6. Go back to the initial log in page (step 1)
7. Enter email address and paste the password in
8. You will then be given the option to change your password – you must do this
9. Use your Merilock key to log in – insert, click in text box, press brass circle on key. THIS WILL ALLOW YOU TO ACCESS BEHAVIOUR AND SEN FILES BUT NOT UNRESTRICTED ACCESS TO SAFEGUARDING INFO.
10. This will then take you to your dashboard

Follow instructions from THIS POLICY on how to report an incident.

**ONCE YOU HAVE CLICKED 'MARK AS READ' – YOU WILL NOT BE ABLE TO READ IT AGAIN!**

## APPENDIX E

# Safeguarding: Useful Contacts

If a child is in immediate danger or left alone, you should contact the police,

**101** or, call **999** in an emergency



**Coventry's Multi-Agency Safeguarding Hub:** 02476 788555

**Social worker (out of office hours):** 02476 832222

**South Children's Social Care**  
**WILLENHALL**

257 Stretton Avenue, Coventry, CV3 3HQ

T: 024 7678 5572 and F: 024 7630 2974

**East Children's Social Care**  
**WOOD END**

Moat House Neighbourhood and Leisure Centre, Winston Avenue, Coventry, CV2 1EA

T: 024 7678 5568 and F: 024 7660 4328

**West Children's Social Care**  
**OUNDON**

82 Moseley Avenue, Coventry, CV6 1AB

T: 024 7678 5570 and F: 024 7660 1074

**Central Children's Social Care**  
**FOLESHILL / HILLFIELDS**

454 Foleshill Road, Coventry, CV6 5LB

T:024 7678 5575 and F:024 7668 6307

**All Age Disability Team**

One Friargate: 024 7678 7980

**Fostering**

Broadgate House: 024 7683 1873

**Family Placement Service**

Broadgate House: 024 7683 3320

**Looked After / Permanency**

Broadgate House: 024 76787980

**Adoption Central England**

03003 690 556

**Through Care (Leaving Care Support)**

Southfields Old School, South Street, Coventry, CV1 5EJ

024 7678 7808

**Emergency Duty Team**

Little Park Street Police Station

Little Park Street,

Coventry, CV1 2JX

T: 024 76832222 (Out of Hours) F: 024 7646 4547

State that you have concerns about a child and want to speak to Children's Social Care.

### **Safeguarding Children's Service**

Broadgate House, Coventry CV1 1NG

T: 024 7683 3443 and F: 024 7683 2490

### **Family Hubs**

Families For All (Foleshill) 024 76785575

Harmony (Hillfields) 024 7678 7474

Pathways (Radford) 024 7678 8444

Mosaic (Tile Hill) 024 76787801

Park Edge (Bell Green) 024 76786868

The Moat (Moathouse) 024 76785621

Wood Side (Willenhall) 024 76788430

Aspire (Gosford) 024 7678 8489

024 7683 3003

### **Safeguarding Adults**

**Angie Bishop (LADO):** 02476 833 443, or email [angie.bishop@coventry.gov.uk](mailto:angie.bishop@coventry.gov.uk) and [lado@coventry.gcsx.gov.uk](mailto:lado@coventry.gcsx.gov.uk)

**Elizabeth Kent (Safeguarding in Education Adviser):** 02476 834 276 or email [elizabeth.kent@coventry.gov.uk](mailto:elizabeth.kent@coventry.gov.uk)

**Geoff Thomas (Prevent Co-ordinator):** [geoff.thomas@coventry.gov.uk](mailto:geoff.thomas@coventry.gov.uk)

**Hazel Kelly (Child Exploitation Co-ordinator):** [hazel.kelly@coventry.gov.uk](mailto:hazel.kelly@coventry.gov.uk)

**Prevent Education Co-ordinators:** [balbir.sohal@coventry.gov.uk](mailto:balbir.sohal@coventry.gov.uk) and [viv.brosnahan@coventry.gov.uk](mailto:viv.brosnahan@coventry.gov.uk)

**Children Missing in Education:** 02476 785570 or [helen.fox@coventry.gov.uk](mailto:helen.fox@coventry.gov.uk)

**Book LSCB training:** [lscb.training@coventry.gov.uk](mailto:lscb.training@coventry.gov.uk) or 02476 831 198

**Book DSL Refresher Training:** [tanya.patel@coventry.gov.uk](mailto:tanya.patel@coventry.gov.uk)

**CAMHS (Coventry):** 02476 961 366

**CAMHS (Nuneaton):** 02476 641 799

**Childline:** 0800 1111

**Compass Coventry:** 02476 251653 or email [coventry@compass-uk.org](mailto:coventry@compass-uk.org)

**MIND (Coventry Wellbeing Hub):** 02476 224417

**NSPCC (for concerned adults):** 0808 800 5000

**NSPCC FGM Helpline:** 0800 028 3550

**University Hospital Coventry:** 024 7696 4000

**Child Exploitation and Online Protection:** <https://www.ceop.police.uk/safety-centre/>