Child Protection and Safeguarding Policy and Procedures

Shrewsbury School

September 2020

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1   Policy statement

1.1   Safeguarding and promoting the welfare of children is **everyone's** responsibility. Every pupil should feel safe and protected from any form of abuse and neglect. The indicators of abuse and neglect and examples of specific safeguarding issues are set out in Appendix 2. The School is committed to acting in the best interests of the child so as to safeguard and promote the welfare of children and young people. The School requires everyone who comes into contact with children and their families to share this commitment.

1.2   The aims of the School's Child Protection and Safeguarding Policy and Procedures (**Policy**) are as follows:

     1.2.1   to actively promote and safeguard the welfare of children, staff and others who come into contact with the School and to protect them from harm;

     1.2.2   to have clear procedures in place for dealing with and referring concerns about the welfare of any individual and/or allegations of abuse;

     1.2.3   to raise staff awareness about the School's safeguarding expectations;

     1.2.4   to raise awareness about how to report concerns and ensure they are appropriately investigated;

     1.2.5   to ensure staff are competent to carry out their safeguarding responsibilities and feel supported in this role;

     1.2.6   to ensure consistent good safeguarding practice throughout the School;

     1.2.7   to actively promote the Well-being[1] of pupils; and

     1.2.8   to create a culture of safety, equality and protection.

1.3   This Policy has regard to the following guidance and advice:

     1.3.1   Keeping children safe in education 2020 (**KCSIE**);

     1.3.2   Working Together to Safeguard Children 2018;

     1.3.3   Prevent Duty Guidance for England and Wales 2015;

     1.3.4   Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism 2015;

     1.3.5   Educate Against Hate 2018;

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[1] This wording reflects the requirements in part 8 paragraph 34 of the ISSR. Well-being means well-being within the meaning of section 10(2) of the Children Act 2004(a): the physical and mental health and emotional well-being; protection from harm and neglect; education training and recreation; contribution made by pupils to society; social and economic well-being

1.3.6 Multi-agency statutory guidance on FGM 2020;

1.3.7 What to do if you're worried a child is being abused: advice for practitioners 2015;

1.3.8 Information sharing: advice for practitioners providing safeguarding services 2018;

1.3.9 Sexting in schools and colleges: responding to incidents and safeguarding young people (2016) (**UKCCIS**);

1.3.10 Children missing education (2016);

1.3.11 Child sexual exploitation: definition and a guide for practitioners (2017);

1.3.12 Sexual violence and sexual harassment between children in schools and colleges (2018);

1.3.13 Searching, screening and confiscation: advice for schools (2018);

1.3.14 Listening to and involving children and young people (2014);

1.3.15 Strategy for dealing with safeguarding issues in charities (Charity Commission, 2017);

1.3.16 Regulatory alert to charities - safeguarding (Charity Commission, 2017);

1.3.17 How to report serious incidents in your charity (Charity Commission, 2019);

1.3.18 Reporting a serious incident in your charity when it involves a partner (Charity Commission, 2020)

1.3.19 Report serious wrongdoing at a charity as a worker or volunteer (Charity Commission, 2019);

1.3.20 Relationships education, relationships and sex education and health education guidance (DfE, 2019); and

1.3.21 Shropshire's Safeguarding Partnership (SSP) threshold framework.

1.4 This Policy:

1.4.1 has been authorised by the Governing Body of the School;

1.4.2 is published on the School website and available in hard copy on request;

1.4.3 can be made available in large print or other accessible format if required;

1.4.4 applies to the whole School; and

1.4.5 applies to core School activities and to out of hours activities and at all times including where pupils or staff are away from the School.

1.4.6   This policy is designed to address:

(a)   the School's charity law safeguarding duty to:

(b)   provide a safe and trusted environment which safeguards anyone who comes into contact with it, including beneficiaries, staff and volunteers;

(c)   set an organisational culture that prioritises safeguarding, so that it is safe for those affected to report incidents and concerns with the assurance they will be handled sensitively and properly;

(d)   have adequate safeguarding policies, procedures and measures to protect people;

(e)   provide clarity as to how incidents and allegations will be handled should they arise, including reporting to the relevant authorities, such as the police, local authority and Charity Commission; and

(f)   the specific statutory obligations on the School to safeguard and promote the welfare of children, as defined below.

1.5   The School will:

1.5.1   understand its role in the three safeguarding partner arrangements and make itself aware of and follow the local inter-agency procedures of the Shropshire's Safeguarding Partnership (SSP);

1.5.2   be alert to signs of abuse, whether in school within the child's family or outside and to protect each pupil from any form of abuse, whether from an adult or another child;

1.5.3   include opportunities within the curriculum for children to develop the skills they need to recognise, and stay safe from abuse;

1.5.4   deal appropriately with every suspicion or complaint of abuse and support children who have been abused in accordance with appropriate education, child protection and/or welfare plans;

1.5.5   design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by malicious, false unsubstantiated or unfounded allegations;

1.5.6   prepare staff to identify children who may benefit from early help and encourage them to be particularly alert to the potential need for early help for children with the indicators listed in KCSIE or WTSC;

1.5.7   be alert to children who are potentially a greater risk of harm including children who need a social worker and children requiring mental health support;

1.5.8   be alert to the needs of children with physical and mental health conditions, special educational needs or disabilities, which could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and where additional barriers can exist when detecting abuse or neglect;

1.5.9   encourage a culture of listening to pupils and taking account of their wishes and feelings in any measure put in place by the School to protect them;

1.5.10 operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;

1.5.11 assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;

1.5.12 identify children who may be vulnerable to radicalisation, and know what to do when they are identified;

1.5.13 ensure that School premises are as secure as circumstances permit; and

1.5.14 consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area.

1.6   Safeguarding principles

1.6.1   The School will take reasonable steps to ensure that its pupils and others who come into contact with the School do not, as a result, come to harm or are exposed to abuse.

1.6.2   Abuse is a form of maltreatment. Somebody may abuse or neglect a person by inflicting harm, or by failing to act to prevent harm. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

1.6.3   Any safeguarding concern raised by any person will be taken seriously and action taken in accordance with the relevant School policies and procedures.

1.7   Definitions

1.7.1   **Safeguarding** is the protection of people from harm.

1.7.2   **Safeguarding and promoting the welfare of children** is defined in WTSC and KCSIE as protecting children from maltreatment; preventing impairment of children's mental and physical 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.

1.7.3   Reference to **staff** in this Policy includes all those who work for or on behalf of the School, regardless of their employment status, including contractors, supply staff, volunteers and Governors unless otherwise indicated.

1.7.4 **DSL** includes the Deputy Designated Safeguarding Leads. Reference to the DSL include the Deputy Designated Safeguarding Leads (**DDSL**) where the DSL is unavailable.

1.7.5 **Designated Officer** means designated officer at the local authority. The designated officer(s) has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with the three safeguarding partners.

1.7.6 Reference to **working days** means Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. If referrals to an external agency are required outside term time, references to **working days** are to the days on which the relevant external agency is working.

1.8 **Related policies**

1.8.1 The following policies, procedures and resource materials are also relevant to the School's safeguarding practices:

(a) Staff Code of Conduct: Code of conduct for Staff - September 2020.pdf

(b) Whistleblowing Policy

(c) Safer Recruitment Policy

(d) Non-pupil IT Acceptable Use Policy

(e) Preventing Extremism and Radicalisation Policy

(f) Pupil Behaviour Policy: Pupil Behaviour Policy September 2020.pdf

(g) Anti-bullying Policy: Anti-Bullying Policy September 2020.pdf

(h) Cyberbullying Policy

(i) Online Safety Policy

(j) Acceptable Use of ICT Policy

(k) Risk Assessment Policy

(l) Missing Pupil Policy

(m) Medicines Management Policy

(n) Critical Incidents Policy

(o) Health and Safety Policy

(p) SENDA Policy

(q) Personal and Social Development Policy

1.8.2 These policies procedures and resource materials are available to staff on the School's intranet and hard copies are available on request.

1.9 **Responsibility statement and allocation of tasks**

1.9.1 The Governing Body has overall responsibility for all matters which are the subject of this policy and has specific responsibilities as described in Part 2 of KCSIE.

1.9.2 The Governing Body has nominated one of its members to take leadership responsibility for the School's safeguarding arrangements and has established a Safeguarding Committee. The Nominated Safeguarding Governor is Mr John Clark whose contact details are set out in the School Contacts list at the front of this Policy.

1.9.3 To ensure the efficient discharge of its responsibilities under this policy, the Governing Body has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Mr M J Tonks	• As required, and at least termly
Monitoring the implementation of the policy	Mr M J Tonks	• As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Mr M J Tonks	• As required, and at least annually
Formal annual review of the School's safeguarding policies and procedures and their implementation	Governing Body	• At least annually

2 The Designated Safeguarding Lead

2.1 The DSL is a senior member of staff of the School's leadership team with the necessary status and authority to take lead responsibility for safeguarding and child protection (including online safety).

2.2 The DSL has the time, funding, training, resources and support to enable him/her to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings - and/or to support other staff to do so - and to contribute to the assessment of children.

2.3   The name and contact details of the DSL are set out in the School Contacts list at the front of this Policy. The main responsibilities of the DSL are set out in Appendix 1.

2.4   If the DSL is unavailable the activities of the DSL will be carried out by one of the DDSL's. The details of the DDSL's are also set out in the School Contacts list and in Appendix 1.

3   Safer recruitment and supervision of staff

3.1   The School is committed to practising safer recruitment in checking the suitability of staff (including staff employed by another organisation). See the School's separate safer recruitment policy.

3.2   The School maintains a single central register of appointments for all staff.

3.3   The School's protocol for ensuring that visiting speakers are suitable and appropriately supervised is set out in the School's Visiting speakers' policy.

4   Training

4.1   The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. The level and frequency of training depends on the role of the individual member of staff.

4.2   The School maintains written records of all staff training.

4.3   All training will be carried out in accordance with Shropshire's Safeguarding Partnership's procedures.

4.4   **Induction**

4.4.1   All staff, including temporary staff and volunteers, will be provided with induction training that includes (and where relevant includes the provision of copies of):

(a)   this Policy;

(b)   the staff Code of Conduct including the whistleblowing policy, non-pupil IT AUP;

(c)   the role of the DSL and his/her identity and contact details together with that of and his/her DDSL;

(d)   the Pupil Behaviour Policy;

(e)   the safeguarding response to children who go missing from education;

(f)   the School's approach to online safety;

(g)   child protection training in accordance with Shropshire Safeguarding Partnership procedures including guidance on managing a report of peer-on-peer harmful sexual behaviour;

(h)   a copy of Part 1 and, where appropriate, Annex A of KCSIE; and

(i)   appropriate Prevent training.

4.5   Safeguarding training

4.5.1   All staff including the Headmaster will receive a copy of this policy and Part 1 and, where appropriate, Annex A of KCSIE, and will be required to confirm in writing that they have read and understand these.

4.5.2   The Headmaster and all staff members will undertake appropriate safeguarding training which will be updated every three years and following consultation with the Shropshire's Safeguarding Partnership (SSP). In addition, all staff members will receive safeguarding and child protection updates via e-mail or letter and staff meetings on a regular basis and at least annually.

4.5.3   Staff development training will also include training on online safety, searching pupils for prohibited and banned items, and Prevent training assessed as appropriate for them by the School.

4.5.4   Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, harmful sexual behaviour, child sexual exploitation, female genital mutilation, cyberbullying, prejudice-based bullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

4.5.5   All Governors receive safeguarding training on induction. The Nominated Safeguarding Governor and the Chair of Governors will receive appropriate training to enable them to fulfil their safeguarding responsibilities.

4.5.6   The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant knowledge, skills and experience to safeguard children effectively, including staff meetings and staff appraisals. This includes information on how staff can report concerns occurring out of hours/out of term time and should, where appropriate, refer to the School's risk assessment for out of hours/out of term safeguarding arrangements.

4.6   Designated Safeguarding Lead

4.6.1   The DSL and DDSL's will undertake training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any

developments relevant to their role. For further details about the training of the DSL, see Appendix 1.

4.7 Senior pupils

4.7.1 Senior pupils, such as Praepostors, who have positions of responsibility over other pupils are briefed on appropriate procedures dealing with safeguarding and child protection, including their responsibility over other pupils on action to take on receiving allegations of abuse as part of their induction training.

4.8 Teaching pupils about safeguarding

4.8.1 The School teaches pupils about safeguarding through the curriculum and PSHE. This includes guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, fostering healthy and respectful relationships with others and providing information about who they should turn to for help.

4.8.2 Pupils are taught about harmful sexual behaviours, including sexual violence and sexual harassment, through PSHE education appropriate to their age and stage of development. Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised. The School's concerns and complaints procedure for pupils sets out in writing what pupils should do if they have a worry or complaint.

4.8.3 The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial/ pastoral activities. The School has appropriate filters and monitoring systems in place (see the School's Online Safety Policy) and is mindful that this should not lead to unnecessary restrictions on learning.

5 Procedures

5.1 The child protection training provided to staff considers the types and signs of abuse and neglect staff must be aware of. The types of abuse and neglect and examples of specific safeguarding issues are set out in Appendix 2.

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

5.3 All staff have a duty to:

(a) report any concerns they may have about the safety and /or well-being of pupils;

(b) report any concerns they may have about the safety and /or well-being of other persons associated with the School;

(c) report any safeguarding concerns about staff or anyone else associated with the School; and

(d)   follow up on any such reports to ensure that appropriate action is or has been taken.

5.3.2   The procedures for doing so are set out below. **If staff are unsure about the appropriate process to use, they should not hesitate to speak to the DSL, senior leadership team or directly to children's social care or police in their absence for guidance.**

5.4   What to do if staff have a concern about a pupil

5.4.1   If staff have **any concern** about a pupil's welfare, they should report their concern to the **DSL** or one of the **DDSLs** in the DSL's absence.

(a)   The contact details of the DSL and the DDSL are set out in the contacts list at the front of this policy.

(b)   Staff should refer to the guidance in Appendix 3 in the event of receiving a disclosure from a child and for guidance about recording concerns.

5.4.2   A concern about a child is not defined and should be interpreted broadly. It may relate to a recognition that a child would benefit from extra support, to an emerging problem or to a potentially unmet need or may reflect a concern that a child may be deemed to be "in need" or at "immediate risk of harm" as defined by the Children Act 1989.

5.4.3   If the concern involves an allegation against staff, supply staff or volunteers this must be reported in accordance with the procedures set out in Appendix 4 and part 4 of KCSIE.

5.4.4   Teachers must report to the police known cases of female genital mutilation (FGM) in under 18s. See Appendix 2 for further information about FGM and this reporting duty. All other staff should refer FGM concerns to the DSL.

5.4.5   **What if the DSL is unavailable?**

(a)   The DSL or the DDSL should always be available to discuss safeguarding concerns and may be contacted on their mobile phones in relation to any safeguarding concerns out of School hours.

(b)   If in exceptional circumstances the DSL and DDSL are unavailable, which may occur outside term time or school hours, staff must not delay taking action. Staff should speak to their line manager or a member of the senior leadership team and/or advice should be taken from children's social care. The contact details are set out at the front of this policy.

(c)   Where a child is suffering, or is likely to suffer from harm, a referral to children's social care and/or police should be made immediately. Staff should be aware of the process for making referrals direct to children's social care and/or the police in these circumstances. See section 5.6 below for details on making a referral.

(d)   Any action should be shared with the DSL or DDSL, or a member of the senior leadership team, as soon as is practically possible.

5.4.6   Action by the DSL

(a)   On receipt of a report of a concern, the DSL will consider the appropriate course of action in accordance with the Shropshire's Safeguarding Partnership (SSP) procedures and referral threshold document. Such action may include:

   (i)   managing any support for the pupil internally via the School's own pastoral support processes (seeking advice from children's social care where required);

   (ii)   an early help assessment (see 5.5 below); or

   (iii)   a referral for statutory services (see 5.6 below).

(b)   The views of the child will be taken into account when considering the appropriate course of action but will not be determinative.

(c)   Where the concern relates to the welfare of a pupil who is aged 18 or over, the DSL will consider whether it is necessary to refer such concerns to the Safeguarding Adults Board rather than, or in addition to, children's social care.

(d)   If it is decided that a referral is not required, the DSL will keep the matter under review and give ongoing consideration to a referral if the pupil's situation does not appear to be improving.

(e)   The School's pastoral support processes may include putting in place a Pastoral Care Plan which provides the ability to monitor the pupil's welfare over a period of time. The Pastoral Care Plan may involve the use of the School's listening team, medical officer, school counsellor or other external professionals and will be discussed and reviewed with the Deputy Head Pastoral (also a DDSL) and further action taken in accordance with this Policy as necessary.

5.5   Early help

5.5.1   The School understands that providing early help is more effective in promoting the welfare of children than reacting later. 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.

5.5.2   The School's safeguarding training includes guidance about the early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges. Staff should be particularly alert to the potential need for early help for a child who:

(a)   is disabled and has specific additional needs;

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(b)   has special educational needs (whether or not they have a statutory education, health and care plan);

(c)   is a young carer;

(d)   is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;

(e)   is frequently missing/goes missing from care or from home;

(f)   is misusing drugs or alcohol themselves;

(g)   is at risk of modern slavery, trafficking or exploitation;

(h)   is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;

(i)   is looked after or has returned home to their family from care;

(j)   is showing early signs of abuse and/or neglect;

(k)   is at risk of being radicalised or exploited;

(l)   is a privately fostered child.

5.5.3   A member of staff who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Shropshire Safeguarding Partnership's menu of early help services and their referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

5.5.4   If early help is appropriate, staff may be required to support other agencies and professionals in an early help assessment and will be supported by the DSL and carrying out this role. In some cases, staff may be required to take a lead role.

5.5.5   The matter will be kept under review and consideration given to a referral to children's social care for assessment for statutory services if the pupil's situation appears to be getting worse or does not appear to be improving.

5.6   **Making a referral**

5.6.1   Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) should be made immediately. The contact details for children's social care are set out in 6.

5.6.2   Staff required to make a direct referral may find helpful the flowchart set out on page 16 of KCSIE and the flowcharts set out in Chapter 1 of WTSC for information about the likely actions and decisions required.

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5.6.3 Staff will need to have access to certain information about the child and the safeguarding concern in order to make the referral. In general terms, this information will comprise:

(a) personal details of the child including the child's developmental needs;

(b) detailed information about the concern;

(c) information about the child's family and siblings including the capacity of the child's parents or carers to meet the child's developmental needs and any external factors that may be undermining their capacity to parent.

5.6.4 If the referral is made by telephone, this should be followed up in writing.

5.6.5 If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

5.6.6 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

5.6.7 Following a referral, if the pupil's situation does not appear to be improving, the local escalation procedures should be followed to ensure that the concerns have been addressed and that the pupil's situation improves.

5.6.8 **Contextual safeguarding**

(a) Safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside the School.

(b) All staff, including the DSL, should consider the context within which such incidents and/or behaviours occur, for example where wider environmental factors are present in a child's life that may be a threat to their safety and/or welfare.

(c) Children's social care should be informed of all such information to allow any assessment process to consider all available evidence and the full context of any abuse.

(d) Extra-familial harm: all staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence,

5.6.9 **Statutory assessments**

(a) Children's social care may undertake a statutory assessment under the Children Act 1989 into the needs of the child. It is likely that the person making the referral will be asked to contribute to this process. Statutory assessments include:

Children in need: A child in need is 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. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm: Local authorities have a duty to make enquiries 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.

5.7 **What to do if staff have a safeguarding concern about someone else's welfare**

5.7.1 Staff who have safeguarding concerns about the welfare of others or any other safeguarding issue not expressly covered by this policy, should report them.

5.7.2 In the absence of an express procedure about reporting, they should report such concerns to their line manager or the DSL in the first instance.

5.8 **Dealing with allegations against staff**

5.8.1 The School has procedures for dealing with allegations against staff or anyone working in the School, including supply teachers and volunteers.

5.8.2 The procedures in this policy apply to staff who pose a risk of harm to children who behave in a way that indicates that they may be unsuitable to work with children and aim to strike a balance between the need to protect children from abuse and the need to protect staff from malicious, false, unsubstantiated or unfounded allegations. These procedures are set out in Appendix 4 and follow Part 4 of KCSIE.

5.8.3 The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (**Designated Officer(s)**). The Designated Officer(s) will be informed immediately and in any event within one working day of all such allegations that come to the School's attention and appear to meet the criteria set out in paragraph 1 of Appendix 4.

5.8.4 The School will follow its employment procedures for dealing with any other safeguarding concern raised about staff, involving external agencies as appropriate.

5.8.5   Detailed guidance is given to staff to ensure that all staff are clear on the rules of conduct and the expectations of the School in relation to contact with pupils, parents, colleagues and any other person who comes into contact with the School. This guidance is contained in the Staff Code of Conduct which is available on the intranet and includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

5.8.6   Staff may follow the School's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously.   The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see section 11 of this policy for the relevant contact details). Staff may also report to the Charity Commission if the School, as a charity, fails to deal with concerns appropriately.

5.9   **Allegations against pupils - peer on peer/child on child abuse**

5.9.1   The conduct of pupils towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised.

5.9.2   Safeguarding issues can manifest themselves via peer on peer abuse. This includes, but is not limited to:

(a)   abuse within intimate partner relationships;

(b)   bullying (including cyber-bullying and prejudice-based bullying);

(c)   physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

(d)   harmful sexual behaviour (see 5.9.3 below);

(e)   sexting (also known as youth produced sexual imagery - see Appendix 2 and the School's IT Pupil Acceptable Use Policy for the School's approach to sexting);

(f)   initiation/hazing type violence and rituals.

5.9.3   Harmful sexual behaviour is an umbrella term that includes sexual violence and sexual harassment. The School recognises that problematic, abusive and violent sexual behaviours are inappropriate and may cause developmental damage. Harmful sexual behaviour can occur online and offline (both physical and verbal) and the School recognises the gendered nature such behaviour can take. Harmful sexual behaviour, like all peer on peer abuse, is never acceptable and will be taken seriously.

5.9.4   The School takes steps to minimise the risk of peer on peer abuse. The School has robust anti-bullying procedures in place (see the School's Anti-bullying Policy) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and kept under review. Appropriate action is taken to protect pupils identified as being at risk including risks arising from behaviour in boarding houses and the particular vulnerabilities of those with a special educational need or disability (see the School's Risk Assessment Policy).

5.9.5   Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual violence or sexual harassment is not acceptable.

5.9.6   Allegations against pupils should be reported in accordance with the procedures set out in this Policy. If harmful sexual behaviour is alleged to have occurred, the DSL will have regard to Part 5 KCSIE and take into account the local response of the police and children's social care to these issues. The views of the alleged victim will be taken into account but will not be determinative.

5.9.7   A pupil against whom an allegation of abuse has been made may be suspended from the School as a neutral measure during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

5.9.8   The School will take advice from children's social care and/or the police on when and how to inform the pupil and his/her parents about the allegations and how investigations of such allegations will be conducted. The School will carry out risk assessments and will take all appropriate action to ensure the safety and welfare of all pupils including the pupil or pupils accused of abuse.

5.9.9   If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of relevant agencies, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her as a neutral measure during the investigation.

5.9.10 Both victim and alleged perpetrator will be treated as being at risk and in need of support and the safeguarding procedures in accordance with this Policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

5.9.11 In line with the recent changes to KCSIE guidance upskirting is included in this section relating to peer on peer abuse. Upskirting typically involves taking a picture under a person's clothing without their permission or knowledge, with the intention of viewing their genitals or buttocks to obtain

sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be victim.

5.9.12 It is now a criminal offence. Although this harassment is known as "upskirting", people of any gender can be victims. Photos can be taken under any item of clothing including shorts and trousers. Please note that staff are at risk of harassment in this way as well as pupils.

5.10 Missing child and children missing from education procedures

5.10.1 All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from school together with the procedures for identifying and responding to children who go missing from education.

5.10.2 Please see the School's separate Missing Pupil Policy and Appendix 2 of this Policy for further details.

5.11 Informing parents

5.11.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the Head, the Designated Officer(s), children's social care, the police and/or the pupil before discussing details with parents. In all cases, the DSL will be guided by the Shropshire Safeguarding Partnership referral threshold document.

5.11.2 See also section 3 of Appendix 4 for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the Headmaster.

5.12 Additional reporting

5.12.1 In addition to the reporting requirements explained above, the School will consider whether it is required to report safeguarding incidents to any other regulatory body or organisation, including but not limited to:

5.12.2 **Health and Safety Executive**

(a) The School is legally required under RIDDOR to report certain incidents to the Health and Safety Executive. Please see the School's Health and Safety Policy for further details about this.

5.12.3 **Charity Commission**

(a) The School is a registered charity and is required to report all serious incidents to the Charity Commission promptly in accordance with the guidance How to report a serious incident in your charity (Charity Commission, June 2019).

(b)   Serious incidents that will be reported to the Charity Commission include suspicions, allegations or incidents of abuse involving pupils or other beneficiaries. This is likely to involve the following:

(i)   Pupils or other beneficiaries have been, or are alleged to have been, abused or mistreated while under the care of the School or by someone connected with the School, for example a Governor, staff member or volunteer;

(ii)   there has been an incident involving the abuse or mistreatment (alleged or actual) of someone and this is connected with the School through its work, which has resulted in or risks significant harm, and this is connected with the activities of the School or partner organisation;

(iii)   there has been a breach of the School's procedures or policies which has put pupils or others who come into contact with it at risk of significant harm, including failure to carry out checks which would have identified that a person is disqualified in law, under safeguarding legislation, from working with children or otherwise disqualified from holding their position.

(c)   The School will notify the Charity Commission of other agencies to which the incident has been reported in accordance with this policy.

(d)   The School will tell the Charity Commission what action it has taken or is planning to take at the time of reporting a serious incident, including the immediate management of the incident and any wider review or lessons learned exercise.

5.12.4 Disclosure and Barring Service (DBS)

(a)   A referral to the DBS will be made promptly if the criteria are met. See Appendix 4, 5.2 for further details.

5.12.5 Teaching Regulation Agency (TRA)

(a)   Separate consideration will be given as to whether a referral to the TRA should be made where a teacher has been dismissed or would have been dismissed if he / she had not resigned. See Appendix 4, 5.3 for more details.

5.12.6 Insurers

(a)   The School will consider whether it is necessary to report a safeguarding incident to the relevant insurers and/or brokers. It may be necessary to report to a number of insurers as there may be concurrent cover under existing and historic policies.

(b)   Care should be taken to ensure this is done before renewal to ensure that the school complies with its duties under the Insurance Act 2015. If the School is in any doubt with regard to the correct insurer and/

or policy and/or if it is unable to locate the relevant insurer, professional advice should be sought.

5.12.7 Boarding Schools Association (BSA)

(a)   The School will report safeguarding matter to the BSA as required by their Safeguarding Charter.

6   Secure school premises

6.1   The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

6.2   The School keeps a visitors book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.

6.3   All visitors to the boarding houses must sign in and report to the Housemaster/Housemistress, tutor or matron immediately on arrival, and must observe the necessity to be kept under sufficient staff supervision during their visit.

7   Use of mobile technology

7.1   The School's policy on the use of mobile technology in School is as follows:

7.1.1   the School's IT Acceptable Use of Computers policy for pupils sets out the expectations on pupils in relation to the use of technology;

7.1.2   all staff should use mobile technology in accordance with the guidance set out in the staff code of conduct;

7.1.3   parents of all pupils may bring mobile devices onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

7.2   The School allows access to the Internet onsite. Appropriate internet safety measures are taken to manage associated risks, including use of filters and monitoring of usage. The School's approach to online safety is set out in the School's Online Safety Policy.

8   Risk assessment

8.1   Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

8.2   The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate).

Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

8.3   The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

8.4   Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL who has been properly trained in, and tasked with, carrying out the particular assessment.

9   Record keeping

9.1   All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

9.2   All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Guidance on record keeping is set out in Appendix 3.

9.3   The DSL will open a child protection file following a report to him/her of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.

9.4   The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

9.5   **Information sharing and multi-agency working**

9.5.1   The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.

9.5.2   The School understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of pupils, which is always the School's paramount concern.

9.5.3   When the School receives a request for safeguarding information (e.g. a subject access request from a parent or a request from the police), the School will carefully consider its response to make sure that any disclosure is in accordance with its obligations under the GDPR and Data Protection Act 2018. The School will also have regard to its data protection policies. The School's Bursar is the Privacy and Compliance Officer and will work with the DSL as appropriate to determine what should be disclosed.

9.5.4   The School will co-operate with children's social care, and where appropriate the police, to ensure that all relevant information is shared for the purposes

of early help assessments, and assessments and child protection investigations under the Children Act 1989.

9.5.5   Where allegations have been made against staff, the School will consult with the Designated Officer(s) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

10   Monitoring and review

10.1   The Designated DSL will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary and seeking contributions from staff. The DSL will update the Senior Leadership Team regularly on the operation of the School's safeguarding arrangements and submit a report on child protection issues to the Headmaster every term.

10.2   Any safeguarding incidents at the School will be followed by a review of these procedures by the DSL and a report made to the Governing Body. Where an incident involves a member of staff, the Designated Officer(s) will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

10.3   The full Governing Body will undertake an annual review of this Policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working.

10.4   The DSL will work with the Nominated Safeguarding Governor, preparing a written report commissioned by the full Governing Body. The written report should address how the School ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters. The full Governing Body should also consider independent corroboration, such as:

10.4.1   inspection of records or feedback from external agencies including the Designated Officer(s)

10.4.2   reports of ISI inspections

10.4.3   the outcome of any relevant complaints, claims or related proceedings; and

10.4.4   press reports.

10.5   The full Governing Body will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised Policy its final approval. Detailed minutes recording the review by the Governing Body will be made.

11   Contacts and information

11.1   The details of the Designated Officer are as follows:

Ellie Jones
The Guildhall
Frankwell Quay
Shrewsbury
Shropshire
SY3 8HQ
0345 678 9021
lado@shropshire.gov.uk

The NSPCC whistleblowing helpline can be contacted on:

National Society for the Prevention of Cruelty to Children (NSPCC)
Weston House
42 Curtain Road
London
EC2A 3NH
Tel: 0800 028 0285
Email: help@nspcc.org.uk

11.2   Details on how to report serious wrongdoing to the Charity Commission are as follows:

https://www.gov.uk/guidance/report-serious-wrongdoing-at-a-charity-as-a-worker-or-volunteer

whistleblowing@charitycommission.gov.uk

11.3   See Appendix 6 for all other local points of contact and sources of information.

Authorised by	Approved on behalf of the Governing Body
Signed	Tim Haynes Chair of the Governing Body
Date	(XXX – add finalised date)

Effective date of the policy	06 September 2020
To be reviewed July 2021	

Appendix 1   The Designated Safeguarding Lead

1   The DSL for the School site is Mr. M.J. Tonks (Second Master) who may be contacted on 01743 280530 or 07810482123

2   The DDSL's are:

Ms A.R. Peak (Deputy Head (Pastoral))   Email: arp@shrewsbury.org.uk
Tel: 01743 280515 or 07894559451

Mr. H. Farmer   Email: hpf@shrewsbury.org.uk
Tel: 01743 280576

Miss L. R. Temple   Email: lrt@shrewsbury.org.uk
Tel: 07476 968006

3   In accordance with Annex B of KCSIE, the main responsibilities of the DSL are:

   3.1   **Managing referrals**

      (a)   The DSL is expected to:

         (i)   refer cases of suspected abuse to the local authority children's social care as required;

         (ii)   support staff who make referrals to the local authority children's social care;

         (iii)   refer cases to the Channel programme where there is a radicalisation concern as required;

         (iv)   support staff who make referrals to the Channel programme;

         (v)   refer cases where a person is dismissed or has left due to risk harm to a child to the Disclosure and Barring Service as required; and

         (vi)   refer cases where a crime may have been committed to the Police as required.

   3.2   **Work with others**

      (a)   The DSL is expected to:

         (i)   Act as a point of contact with the three safeguarding partners (w.e.f. 29 Sep 2019);

(ii)   liaise with the Headmaster to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

(iii)   as required, liaise with the Case Manager and the Designated Officer(s) at the local authority for child protection concerns in cases which concern a staff member.

(iv)   liaise with staff (especially pastoral support staff, school nurses, IT technicians and SENCOs/named person with oversight for SEN) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;

(v)   act as a source of support, advice and expertise of staff.

3.3 Raise awareness

(a)   The DSL should:

(i)   ensure the School's child protection and safeguarding policies and processes are known, understood and used appropriately;

(ii)   ensure this Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this;

(iii)   Ensure this Policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the School's role in this;

(iv)   link with the Shropshire's Safeguarding Partnership (SSP) to ensure staff are aware of training opportunities and the local policies on local safeguarding arrangements;

(v)   Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced with teachers and school leadership staff.

3.4 Child protection file

(a)   Where children leave the School (including for in-year transfers) the DSL shall ensure their child protection file is transferred to for any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

(b)   In addition, the DSL will consider if it is appropriate to share any information with the new school or college in advance of a child leaving.

(c)   On receiving a child protection file, the DSL will ensure that key staff are aware as required, including the SENCO / named person with oversight for SEN.

3.5 **Prevent**

(a) In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the DSL has, in addition, the following responsibilities:

(i) Acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;

(ii) Co-ordinating Prevent duty procedures in the School;

(iii) Liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated;

(iv) Undergoing WRAP or other appropriate training;

(v) Maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and

(vi) Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

3.6 **Looked after children**

(a) The DSL will, where applicable, take lead responsibility for pupils who are looked after children.

4 **Training**

4.1 The DSL and the DDSL's have undertaken training to provide them with the knowledge and skills required to carry out the role and the processes and procedures and responsibilities of other agencies, particularly children's social care.

4.2 This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

4.3 understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

4.4 have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

4.5 ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;

4.6   are alert to the specific needs of children in need, those with special educational needs and young carers;

4.7   understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;

4.8   understand the importance of information sharing, both within the school, and with the three safeguarding partners (Shropshire Council, Shropshire Clinical Commissioning Group and West Mercia Police), other agencies, organisations and practitioners;

4.9   are able to keep detailed, accurate, secure written records of concerns and referrals;

4.10   understand and support the School with regard to the requirements of the Prevent duty, including any local procedures for making a Prevent referral, and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

4.11   are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School;

4.12   can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

4.13   obtain access to resources and attend any relevant or refresher training courses;

4.14   encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them; and

4.15   are able to take lead responsibility for pupils who are looked after children.

Appendix 2   Types and signs of abuse and specific safeguarding issues

1   **Types of abuse**

1.1   Abuse is 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 another child or children.

1.2   Part one of KCSIE defines the following types of abuse:

1.2.1   physical abuse

1.2.2   emotional abuse

1.2.3   sexual abuse

1.2.4   neglect

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

1.3   See Appendix 6 for the definitions of these forms of abuse.

2   **Signs of abuse**

2.1   See the Shropshire Safeguarding Partnership information about the signs of abuse in Appendix 6.

2.2   The DfE advice *What to do if you're worried a child is being abused (2015)* provides advice in identifying child abuse and the NSPCC website is also a good source of information and advice.

3   **Specific safeguarding issues**

3.1   KCSIE acknowledges the following as specific safeguarding issues:

3.1.1   children and the court system

3.1.2   children missing from education (see below)

3.1.3   children with family members in prison

3.1.4   child sexual exploitation (see below)

3.1.5   chid criminal exploitation

3.1.6   county lines

3.1.7   domestic abuse (see below and Appendix 6 for further information)

3.1.8   homelessness

3.1.9   so-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage) (see below)

3.1.10   preventing radicalisation (see below)

3.1.11   peer on peer/child on child abuse

3.1.12   sexual violence and sexual harassment between children in schools and colleges (see below)

3.1.13   upskirting.

Further advice and links to guidance on these specific safeguarding issues can be found in Annex B of KCSIE. Staff should be particularly aware of the safeguarding issues set out below.

3.2   **Children missing education**

3.2.1   Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about his / her welfare.

3.2.2   Where reasonable possible the School will hold more than one emergency contact for each pupil.

3.2.3   The School shall inform the applicable local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

3.2.4   This will assist the local authority to:

(a)   fulfil its duty to identify children of compulsory school age who are missing from education; and

(b)   follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation or involvement with serious violent crime.

3.2.5   The School shall inform the applicable local authority of any pupil who:

(a)   fails to attend School regularly; or

(b)   has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Child criminal exploitation (CCE)

3.2.6   CCE is where an individual or group (adult or another child) takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal 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 and/or

(c)   through violence threat of violence.

3.2.7   The victim may have been criminally exploited even if the criminal activity appears consensual. Criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

3.2.8   CCE can include children, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

3.2.9   The following signs can be indicators of CCE including children who:

(a)   appear with unexplained gifts or new possessions;

(b)   associate with other young people involved in exploitation;

(c)   suffer from changes in emotional well-being;

(d)   misuse drugs and alcohol;

(e)   go missing for periods of time or regularly come home late; and

(f)   regularly miss school or education or do not take part in education.

3.3   **Child sexual exploitation (CSE)**

3.3.1   CSE is a form of 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, including those aged 16 or 17 who can legally consent to have sex, 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.

3.3.2   The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and 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).The above CCE indicators can also be indicators of CSE, as can children who:

(a)   have older boyfriends or girlfriends;

(b)   suffer from sexually transmitted infections or become pregnant;

3.4   County lines

3.4.1   County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

3.4.2   Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

3.4.3   Additional reporting duties:

(a)   If a child is suspected to be at risk of, or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

(b)   Where a pupil may have been trafficked for the purpose of transporting drugs, a referral to the National Referral Mechanism should be considered.

3.5   Domestic abuse

3.5.1   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.

3.5.2   All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. 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.

3.5.3   Further advice on identifying children who are affected by domestic abuse and how they can be helped can be found in Annex A of KCSIE 2020. This includes details about Operation Encompass which operates in the majority of policy forces across England, helping schools and police work together to provide emotional and practical help to children.

3.6   Honour-based abuse

3.6.1   Female genital mutilation (FGM)

(a) FGM is a form of Honour Based Abuse. It 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.

(b) There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38 41 of the Multi-agency statutory guidance on FGM (July 2020) (pages 60-62 focus on the role of schools).

(c) All staff must be aware of the requirement for teachers 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. See contact details for police in Appendix 6.

(d) It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

(e) If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance Mandatory Reporting of Female Genital Mutilation - procedural information (December 2016) for further details about the duty.

(f) Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff. The National FGM Centre has also produced FGM guidance to help schools understand their role in safeguarding girls, engaging parents and teaching about FGM,

3.6.2 Forced marriage

(a) Forced marriage is also a form of Honour Based Abuse. Forcing a person into 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 or 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.

(b) Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

(c) Staff should speak to the DSL if they have any concerns. Pages 32-36 of the Multi-agency guidelines: Handling case of forced marriage focus on the

role of schools in detecting and reporting forced marriage and the Forced marriage Unit can be contacted on 020 7008 0151 or fmu@fco.gov.uk for advice and information.

3.7 Radicalisation and the Prevent duty

3.7.1 The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

3.7.2 The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

3.7.3 The School has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

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

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

3.7.4 **Terrorism**: "an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and made for the purpose of advancing a political, religious or ideological cause."

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

3.7.6 It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with managing 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral to the Channel programme, having consulted Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, April 2015).

3.7.7   Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance.

3.7.8   The DfE and Home Office's briefing note *The use of social media for on-line radicalisation (2015)* includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

3.8   **Sexual violence and sexual harassment between children**

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

3.8.2   Children who are victims of sexual violence and sexual harassment are likely to 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. The School will respond to allegations seriously and all victims will be offered appropriate support.

3.8.3   The School is aware of the importance of:

(a)   making it clear to pupils that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

(b)   not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

(c)   challenging behaviours (which are 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.

3.8.4   References to **sexual violence** are references to sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

3.8.5   References to **sexual harassment** mean "unwanted conduct of a sexual nature" that can occur online and offline. In the context of child on child sexual harassment, it 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.

3.8.6   The DfE guidance Sexual violence and sexual harassment between children in schools and colleges provides further detailed advice.

3.9   **Sexting**

3.9.1   "Sexting" means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.

3.9.2   The School treats all incidences of sexting as safeguarding matters to be actioned in accordance with this policy.

3.9.3   Members of staff should not view sexual imagery which is reported to them, or copy, print or share the images under any circumstances. In referring any incident of sexting, members of staff should describe the content of the images as reported to them.

3.9.4   The DSL may in exceptional circumstances view images with the prior approval of the Head and only where:

(a)   it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;

(b)   it is necessary to report the image to a website or agency to have it taken down; or

(c)   a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable.

3.9.5   Where viewing an image is unavoidable:

(a)   viewing should take place on School premises wherever possible;

(b)   the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);

(c)   a senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image;

(d)   full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;

(e)   any member of staff who views an indecent image should be given appropriate support.

3.9.6   If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.

3.9.7   If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.

3.9.8   If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.

3.9.9   If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider (if an option is provided), or contacting the Internet Watch Foundation or ChildLine (if the website does not provide this option).

3.9.10 Where a pupil receives unwanted images, the School should advise the pupil and his / her parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.

3.9.11 The UK Council for Child Internet Safety's advice note *Sexting in schools and colleges: responding to incidents and safeguarding young people* (2016) contains details of support agencies and provides further information for schools on how to respond to incidents of sexting.

3.9.12 The College of Policing has also produced a briefing note *Police action in response to youth produced sexual imagery ("Sexting")* (2016) which provides information on how police forces treat instances of sexting by young persons.

3.9.13 The Home Office has published Indecent images of children: guidance for young people (November 2019) to help young people understand the law on indecent images of children and how to navigate the internet confidently and safely within legal boundaries.

4   Special educational needs and disabilities

4.1   The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's Policy on Special Educational Needs and Learning Difficulties and Disability Policy [SENDA].

4.2   Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful that:

4.2.1   assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;

4.2.2   pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and

4.2.3   there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

5   **Looked after children and previously looked after children**

5.1   The Governing Body ensures that staff have the skills, knowledge and understanding to keep looked after children safe and the information they need in relation to a child's looked after legal status, for example:

    5.1.1   whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order;

    5.1.2   contact arrangements with birth parents or those with parental responsibility;

    5.1.3   information about a child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

5.2   The DSL maintains these details, including contact details of the child's social worker.

6   **Care leavers**

6.1   The DSL maintains details of the local authority personal advisor appointed to guide and support care leavers and liaises with them as necessary regarding any issues of concern.

Appendix 3 Concerns about a child - Guidance for staff

1   **Receiving a disclosure**

1.1   A member of staff or volunteer suspecting or hearing a complaint of abuse or neglect:

1.1.1   must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;

1.1.2   must not ask leading questions, i.e. a question which suggests its own answer;

1.1.3   must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass on the information in accordance with this Policy so that the correct action can be taken; and

1.1.4   must keep a sufficient written record of the conversation (see 2 below).

1.2   All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record and passed on when reporting the matter in accordance with this Policy.

2   **Recording the concern**

2.1   Staff must record all concerns about a child in writing.

2.2   Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:

2.2.1   the child's details: name, date of birth, address and family details;

2.2.2   date and time of the event / concern;

2.2.3   the action taken and by whom;

2.2.4   the name and position of the person making the record.

2.3   Anyone who has a concern regarding child protection should put the concern in writing, then date, sign and submit it to the DSL. The record can be completed after an initial discussion with the DSL and completed with the DSL where appropriate.

3   **Receiving a report of harmful sexual behaviour**

3.1   Additional guidance about how to manage a report of harmful sexual behaviour is provided in Part 5 KCSIE. This includes the following advice:

3.2   Only record the facts as the child presents them.

3.3   Where the report includes an online element, do not view or forward illegal images of a child. See paragraph 3.9 of Appendix 2 above and the UK Council for Child Internet Safety's advice note Sexting in schools and colleges: responding to incidents and safeguarding young people (August 2016) for advice about what to do when viewing an image is unavoidable.

3.4   Manage reports with another member of staff present (preferably the DSL or a DDSL), if possible.

3.5   Inform the DSL as soon as practically possible if the DSL is not involved in the initial report

4   Use of reasonable force

4.1   There are circumstances when it would be appropriate for staff to use reasonable force to safeguard pupils. 'Reasonable' in these circumstances means using no more force than is needed.

4.2   Staff should refer to the School's behaviour and discipline policy and the staff code of conduct for more detailed guidance about the use of reasonable force.

Appendix 4 Dealing with allegations against staff

1   **The School's procedures**

1.1   The School's procedures for dealing with allegations made against staff will be used where the teacher, the Headmaster, Governor, volunteer or other member of staff has:

1.1.1   behaved in a way that has harmed a child, or may have harmed a child;

1.1.2   possibly committed a criminal offence against or related to a child; or

1.1.3   behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or

1.1.4   behaved or may have behaved in a way that indicates they may not be suitable to work with children.

1.2   Any allegations not meeting these criteria will be dealt with in accordance with the Shropshire Safeguarding Children Partnership procedures.   Advice from the Designated Officer will be sought in borderline cases.

1.3   All such allegations must be dealt with as a priority without delay.   The Designated Officer will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria in paragraph 1.1 above.

1.4   Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

2   **Reporting an allegation**

2.1   Where an allegation or complaint is made against any member of staff (other than the Headmaster), the DSL or a volunteer, the matter should be reported immediately to the Headmaster, or in his absence to the Nominated Safeguarding Governor.   The allegation will be discussed immediately with the Designated Officer before further action is taken. Where appropriate, the Headmaster / Nominated Safeguarding Governor will consult with the DSL.

2.2   Where an allegation or complaint is made against the Headmaster, the matter should be reported immediately to the Chair of Governors or the Nominated Safeguarding Governor, without first notifying the Headmaster.   The allegation will be discussed immediately with the Designated Officer before further action is taken. The Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.

2.3   Where an allegation is made against any Governor, the matter should be reported immediately to the Chair of Governors or the Nominated Safeguarding Governor. If either the Chair of Governors or the Nominated Safeguarding Governor are the subject of an allegation, the matter should be reported to the other. The allegation will be discussed immediately with the designated officer before further action is taken. Where appropriate, the Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.

2.4   If it is not possible to report to the Headmaster or Chair of Governors or Nominated Safeguarding Governor in the circumstances set out above, a report should be made immediately to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Headmaster or, where appropriate, the Chair of Governors and the Nominated Safeguarding Governor.

2.5   The person taking action in accordance with the procedures in this Appendix is known as the "Case Manager".

3   Disclosure of information

3.1   The Case Manager will inform the accused person of the allegation as soon as possible after the Designated Officer has been consulted.

3.2   The Parents or carers of the child(ren) involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

3.3   Where the Designated Officer advises that a strategy discussion is needed, or the police or children's social care need to be involved, the Case Manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

3.4   The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4   Further action to be taken by the School

4.1   A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part four of KCSIE and the School's employment procedures.

4.2   Where the School is not an employer of an individual about whom safeguarding concerns are raised with the School, it will still have responsibility to ensure allegations are dealt with appropriately and will liaise with relevant parties. This includes supply teachers and volunteers. Any action taken will be in accordance with Part 4 of KCSIE.

4.3   Where a member of boarding staff is suspended pending an investigation of a child protection nature, arrangements for alternative accommodation away from children will be made for the member of staff.

5   Ceasing to use staff

5.1   If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay. The School may also need to consider

a referral to the DBS if a member of staff is suspended or deployed to another area of work that is not regulated activity.

5.2   If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services at a time when child protection concerns exist in relation to that person, those concerns will still be followed up by the School in accordance with this policy and a referral to the Disclosure and Barring Service will be made promptly if the criteria for referral are met.

5.3   Separate consideration will be given as to whether a referral to the Teaching Regulation Agency (**TRA**) should be made where a teacher has been dismissed, or would have been dismissed had he/she not resigned, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence. An interim referral to the TRA may also be considered and made if appropriate.

5.4   When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation, and employers should ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance.

6   Malicious allegations

6.1   Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

6.2   Where a parent has made a deliberately invented or malicious allegation the Headmaster will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

6.3   Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

7   Record keeping

7.1   Details of allegations found to be malicious will be removed from personnel records.

7.2   For all other allegations, full details will be recorded on the confidential personnel file of the person accused.

7.3   An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.7.4 The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.[2]

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[2] In accordance with the terms of reference of the Independent Inquiry into Child Sexual Abuse all Schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

Appendix 5 Charity safeguarding procedures

1   **Charity safeguarding duties**

1.1   As part of a wider charity, the School recognises it has additional safeguarding duties which requires it to take reasonable steps to protect from harm people who come into contact with it.

1.2   This includes protecting people who come into contact with its work as a charity from abuse or mistreatment of any kind.

1.3   Abuse is a form of maltreatment. Somebody may abuse or neglect a person by inflicting harm, or by failing to act to prevent harm. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

1.4   Any safeguarding allegation or concern raised by any person, including those involved or participating in a commercial activity, relating to the charity's and/or partner organisation's activities) will be taken seriously and action will be taken in accordance with the relevant School policies and procedures.

2   **Safeguarding measures**

2.1   The School will:

2.1.1   Arrange appropriate induction and refresher training on safeguarding for all staff at a level commensurate with their role;

2.1.2   Consult with staff about safeguarding issues and encourage a culture which promotes positive behaviour and the reporting of any safeguarding concerns;

2.1.3   Have appropriate safeguarding policies and procedures, which are fit for purpose, reviewed at least annually and published on its website as appropriate;

2.1.4   Check staff are suitable to act in their roles by:

(a)   sharing this policy with applicants at the recruitment stage;

(b)   undertaking appropriate checks on all staff to ensure an individual's suitability for their role.

2.1.5   Be mindful of the different risks for staff and beneficiaries who are overseas and have suitable reporting and monitoring processes in place for any work overseas;

2.1.6   Undertake appropriate due diligence checks of third parties (whether those who provide services to the Charity or directly to its beneficiaries (including pupils)) and enter into appropriate agreements with them covering the relationship, their respective roles and monitoring and reporting requirements;

2.1.7   Review its premises, security arrangements and arrangements for third party use to minimise safeguarding risks;

2.1.8   Ensure a sufficient level of oversight of the operations of partner organisations, so that any incidents which materially affect the school's operations, finances, people, reputation of the school (or charity as a whole) can be managed appropriately;

2.1.9   Actively promote and encourage the reporting of safeguarding concerns, train staff to identify them and to refer or report them (and have a clear system for doing so);

2.1.10   Be quick to respond to concerns and carry out appropriate investigations;

2.1.11   Manage conflicts of interest and / or loyalty;

2.1.12   Encourage effective working relationships with third party agencies which manage safeguarding concerns. This includes being aware of, and complying with, the published arrangements set out by the local safeguarding partners;

2.1.13   Set out risks and how it will manage them in a risk register;

2.1.14   Allocate sufficient funds for the effective management of safeguarding;

2.1.15   Arrange appropriate insurance cover for staff and volunteers and the activities involved.

Appendix 6   Local arrangements –

Shropshire Safeguarding Partnership Contact Numbers

Reporting concerns

If you think a child or young person is being harmed or at risk of being harmed you **must** contact the First Point of Contact (FPOC), Children's Services and tell them your concerns. It might be you that's being harmed. Don't delay, please contact us straight away - we're here to help you.

Please report your concerns to FPOC on 0345 678 9021.

If you need to report concerns out of office hours, then please contact the Emergency Duty Team on 0345 6789040.

If you are a professional reporting concerns then you will need to follow this up in writing using the Multi-agency Referral Form (MARF).

Alternatively, you can report your concerns online to the NSPCC via the 'Report child abuse online - NSPCC website'.

You can also speak to:

- Protecting Vulnerable People (West Mercia Police): 0300 333 3000
- NSPCC: 0800 800 5000
- Childline: 0800 1111

If a child is in immediate danger

If you think a child is in immediate danger, **call the emergency services on 999.**

DEFINITIONS OF ABUSE

1.	Neglect
	The persistent failure to meet the child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: ▪ provide adequate food, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.
	Working Together to Safeguard Children 2018 – Indicators of Neglect

	Neglect – Physical Observations	Neglect – Behavioural Observations
	These may include: ▪ Poor personal hygiene ▪ Poor state of clothing ▪ Poor growth pattern ▪ Untreated medical problems ▪ Non-organic 'failure to thrive' ▪ Poor skin tone and hair tone ▪ Emaciation, pot belly, short stature	These may include: ▪ constant hunger or tiredness ▪ frequent lateness or non-attendance at school ▪ arrive early or leaving late from school ▪ destructive tendencies ▪ low self esteem ▪ neurotic behaviour ▪ no social relationships ▪ running away ▪ compulsive stealing or scavenging

2.	**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.
	Working Together to Safeguard Children 2018 – Indicators of Physical Abuse
	Common sites for Non-accidental injuries include; eyes, ears and mouth, skull and neck, cheek, side of the face, genitals, upper and inner arm, chest and shoulders, back, buttocks, thighs, knees.

	Signs of non-accidental	**Physical - Behavioral Observations**
	These may include:	These may include:
	▪ Injuries may be bruising, grasp marks, linear marks, scalds or burns and other types of injuries i.e. factures, torn frenulum	▪ unusually fearful with adults
		▪ unnaturally compliant to parents
	▪ Burns and scalds	▪ refusal to discuss injuries or a fear of medical help
	▪ Cigarette burns	▪ withdrawal from physical contact
	▪ Swelling and lack of normal use of limbs	▪ aggression towards others
	▪ Human bite marks	▪ wearing cover-up clothing
	▪ Untreated injuries	▪ any behaviours that you would not expect to see in a child, at their age or stage in development
	▪ Any serious injury with no explanation or conflicting explanations	
	▪ Ligature marks	

	Common sites for accidental injuries; Nose, forehead, chin, forearm, elbows, elbows, bony spine, hip, knees.
	Female genital mutilation (FGM) Is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this. The maximum sentence for carrying out FGM or helping it to take place is 14 years in prison. FGM is any procedure that's designed to alter or injure a girl's (or woman's) genital organs for non-medical reasons. It's sometimes known as 'female circumcision' or 'female genital cutting'. It's mostly carried out on young girls. FGM procedures can cause: severe bleeding, infections, problems with giving birth later in life, including the death of the baby **Department of Health, last updated November 2014**

3.	**Sexual Abuse**
	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
	The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
	They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
	Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
	Working Together to Safeguard Children 2018

	Sexual Abuse - Physical Observations	
	Signs of non-accidental	**Physical - Behavioral Observations**
	These may include:	These may include:
	▪ Damage/soreness in genital area, anus or mouth ▪ Sexually transmitted infections ▪ Unexpected pregnancy especially in very young girls	▪ Bruising giving the impression of sexual assault ▪ Unexplained recurrent urinary tract infections and discharges or abdominal pain
	Sexual Abuse - Behavioural Observations	

4.	**Child Sexual Exploitation**
	Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability. **Safeguarding Children and Young People from Sexual Exploitation June 2009 http://mesmac.co.uk/blast**
5.	**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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. **Working Together to Safeguard Children 2018**
	Emotional – Behavioural Observations

	Signs of non-accidental	**Physical - Behavioral Observations**
	These may include: ▪ physical, mental and emotional	These may include: ▪ inappropriate emotional responses to painful

		development lags	situations
		▪ acceptance of punishment which appears excessive	▪ neurotic behaviour (such as hair twisting, thumb sucking, rocking)
		▪ over-reaction to mistakes	▪ self-mutilation
		▪ continual self-deprecation	▪ fear of parents being contacted
		▪ sudden speech disorders/language delay	▪ extremes of passivity or aggression
		▪ fear of new situations	▪ being the scapegoat in the family
			▪ coldness/hostility/constant criticism
6.	**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, emotional, https://www.gov.uk/guidance/domestic-abuse-how-to-get-help		

SHROPSHIRE SAFEGUARDING PARTNERSHIP

2019-2020

CONTENTS

1.   Introduction.

This document sets out how the safeguarding partners in Shropshire, working with our wider partners known as relevant agencies, will keep local children and young people safe from abuse and neglect and how we will promote their welfare.

These are our published arrangements meeting the requirements to do so of Working Together to Safeguard Children 2018 (Working Together 2018). These arrangements will be implemented by 29th September 2019.

Agreed by Shropshire Safeguarding Partnership (SSP) members:

Karen Bradshaw	Director of Children's Services	Shropshire Council
Kevin Purcell	Chief Superintendent	West Mercia Police
Christine Morris	Chief Nurse	Shropshire & Telford & Wrekin CCG

Date: 20th June 2019

Review Date: June 2020

2. Background

In 2017 following the "Review of the role and functions of Local Safeguarding Children Boards", the Government Response and in anticipation of the changes to legislation (Children and Social Work Act 2017), Shropshire Council and its partners commissioned a review of the Local Safeguarding Children Board and relationship with other partnership boards.

The review considered:

- The function and effectiveness of the Shropshire Safeguarding Children Board (SSCB). This included reviewing the governance arrangements of SSCB and all related documents, including the constitution, sub group terms of reference, business plan and risk register.

- The function of all the partnership boards within Shropshire. This took into account cross cutting issues, shared understanding, and the opportunities for improved efficiency through joined up and complimentary working and business and administrative support.

The review led to the establishment of the Shropshire Strategic Partnership (SSP) which has strategic oversight of the safeguarding arrangements for adults and children, and places Shropshire in a strong and advanced position to respond to the requirements of Working Together 2018.

The SSP gives strategic direction to, oversees and drives forwards the business of both adult and children safeguarding activity, supported by a Business Manager and dedicated business unit and an Independent Chair.

The legislative framework The Children Act 2004 section 10, requires each local authority to make arrangements to promote co-operation between the authority, each of the authority's relevant partners and such other persons or bodies who exercise functions or are engaged in activities in relation to children in the local authority's area as the authority considers appropriate.

Detailed guidance is contained within Working Together 2018. The duty to make arrangements to safeguard and promote the welfare of all children in the local area rests with the three safeguarding partners, who should also consult and work with other agencies known as 'relevant partners' to help and support children and families in need. Education partners also have a vital role to play in the multiagency arrangements.

3.   Local Safeguarding Arrangements - Shropshire's Safeguarding Partnership (SSP)

The 'Safeguarding Partners' are defined by the Children Act 2004 (as amended by the Children and Social Work Act 2017) as the Local Authority, the CCG and a Chief Officer of Police, each having 'joint and equal responsibility for local safeguarding arrangements'.

The Shropshire Safeguarding Partners are:

1. Shropshire Council
2. Shropshire Clinical Commissioning Group
3. West Mercia Police

The SSP membership consists of the most senior representatives from each of the above, and is:

1. Director of Children's Services, Shropshire Council
2. Director of Adult Services, Shropshire Council
3. Chief Nurse, Shropshire & Telford & Wrekin Clinical Commissioning Groups
4. Chief Superintendent, Telford and Wrekin and Shropshire, West Mercia Police
5. Independent Chair
6. SSP Business Unit Manager.

Whilst the SSP has strategic oversight of both adults and children's safeguarding this document focusses on the local safeguarding arrangements for children, the 'published arrangements' as required by Working Together 2018.

The SSP and the comprehensive range of relevant agencies (see section 7) will continue to work together as the Shropshire Safeguarding Children's Network (SSCN). The SSP is supported by a business delivery sub structure as shown in diagram 1.

4.   Independent Scrutiny

Working Together 2018 states that the role of independent scrutiny is 'critical to provide assurance in judging effectiveness of services.

The SSP collectively agreed to retain an Independent Chair with chairing functions, but with emphasis on the scrutiny and challenge roles.

The key functions of the Chair are:

- To Chair the SSP meetings to provide scrutiny and challenge through objective agenda setting with the SSP business manager and observation and questioning.
- To work with the business unit to develop the structure of assurance reporting to challenge days to scrutinise the effectiveness of safeguarding arrangements.
- To develop an environment of robust scrutiny and effective challenge.
- To represent SSP at other meetings and events locally, regionally and nationally and to feedback on matters for local consideration and development.
- To speak with authority on safeguarding including representing SSP with the media.
- To scrutinise recommendations, decision making and terms of reference with regard to Child Safeguarding Practice Reviews.
- To provide holistic leadership and parity to the safeguarding of children and adults with care and support needs.
- To provide a significant role on maintaining communication with the SSCN and to inform development day agendas.

The Chair will also be challenging the effectiveness of agencies by:

- Ensuring the voices of children, young people and their families inform the work of the partnership.
- Working with safeguarding partners to develop a robust performance monitoring framework, which includes contextual narrative against data where required.
- Contribute to the SSP's annual report on the effectiveness of the safeguarding partnership.
- Assessing whether the safeguarding partners are fulfilling their statutory duties.
- Reviewing membership of the SSCN and making recommendations regarding the relevant agencies.
- Supporting and ensuring leadership by the safeguarding partners on action plans from reviews.
- Ensure appropriate working relationships with key partnerships including the Community Safety Partnership, Keeping Adults Safe in Shropshire Board, Early Help Partnership Board and Health and Wellbeing Board.
- Engage with the Local Authority Scrutiny Committee.

- Ensure that the SSP takes account of relevant learning from any Domestic Homicide Review, MAPPA serious case review or Safeguarding Adult Review.

5. Geographic Boundary

These safeguarding arrangements apply to the area defined by the local authority, Shropshire Council. It is acknowledged that whilst one safeguarding partner, West Mercia Police, cover four local authority areas, these arrangements apply only to the local authority area of Shropshire.

It is however acknowledged, that there may be cross cutting themes with neighbouring authorities and these will be explored where appropriate.

6. SSP Business Delivery

The SSP is responsible for setting strategic direction and providing leadership, to services and professional groups to ensure effective working and cooperation to safeguard children throughout Shropshire and, for making sure that arrangements work effectively to promote better outcomes for children.

The SSP will hold agencies to account through quality assurance and performance information. It will scrutinise the effectiveness of what is done by all partners individually and collectively to safeguard and promote the welfare of children and young people.

The SSP will seek assurance that the safest possible practices are in place in relation to the recruitment and selection of all those who work with children in a statutory and voluntary capacity; that all agencies adopt safe working practices and; that any allegations against adults who work with children are properly investigated.

The SSP does not commission or deliver direct front line services. Each partner organisation retains its own existing lines of accountability and responsibility.

The SSP strategic plan is based upon local needs assessment and robust scrutiny of performance and case audit information; current priorities are Neglect and Exploitation. The strategic plan is delivered through annual business plans which are progressed through the work of sub groups and overseen by the Executive Group, which reports directly into the SSP.

The SSP will also support the Director of Children's Services in coordinating the partnerships' approach to Ofsted Inspections and Joint Targeted Area

inspections (JTAI) and will support the embedding of any learning that arises from these.
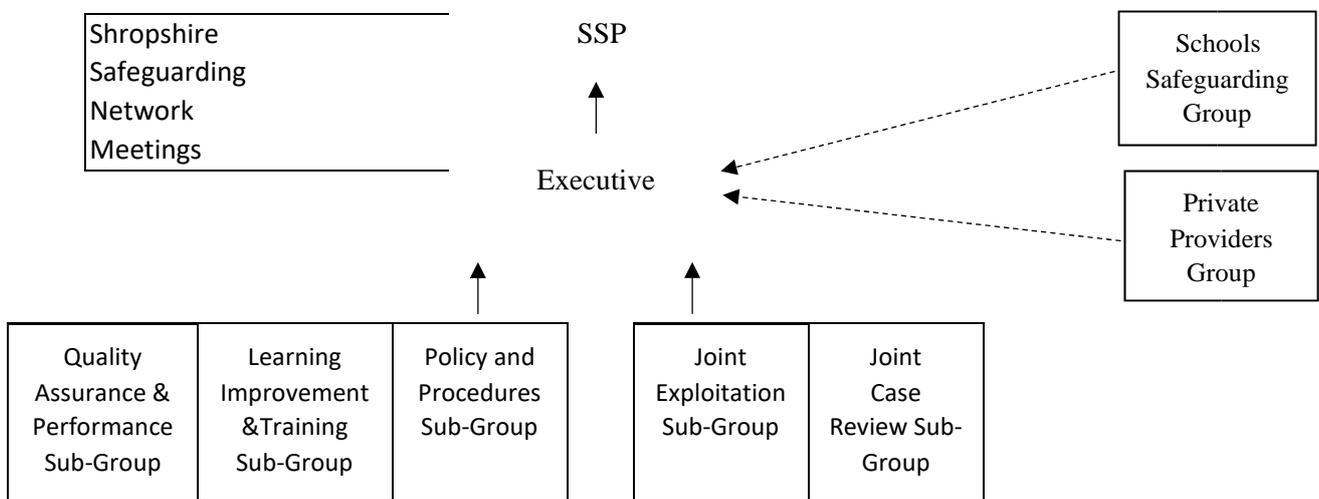
The SSP will also oversee any media responses in relation to learning reviews.

The SSP holds four members only meetings and two challenge days per year.

Business Delivery Sub Structures

The SSP is supported by a business delivery sub structure as outlined below.

Diagram 1

Shropshire Safeguarding Network Meetings	SSP ↑ Executive ← ←	Schools Safeguarding Group / Private Providers Group

Quality Assurance & Performance Sub-Group	Learning Improvement &Training Sub-Group	Policy and Procedures Sub-Group		Joint Exploitation Sub-Group	Joint Case Review Sub-Group

Executive Group

The Partnership Executive Group has responsibility for reviewing the progress against the SSP priorities through a business plan.

The Executive Group identifies issues to be scheduled for the SSP agenda. The SSP Business Manager, on behalf of the chair of the Executive Group, provides a report to the SSP for reflection, discussion and consideration of any recommendations for strategic decision making or direction.

The group meet four times per year and report directly to the SSP.

Members of the Executive Group also form part of the wider network meetings held twice a year.

Quality Assurance and Performance Sub-group

This group meets four times per year and through a designed performance framework which collates data and intelligence from across the broader

safeguarding partnership, informs progress or identifies areas for challenge on the SSP priorities.

This group also carries out and tracks progress of quarterly multi-agency audits to objectively scrutinise, evaluate practice and provide assurance reporting or recommend areas for further challenge to SSP. The group is currently chaired by the Service Manager for Quality Assurance and Performance (PSW) from Shropshire Council. The chair updates the Executive Group of the work progress and any issues that need escalating to the SSP. The group also coordinates and provides the s.11 response on behalf of the SSP.

Policy and Procedures Sub-group

This group operates in conjunction with the regional procedures group[3]. The group adopts regional policy and coordinates local feedback to ensure this is suitable at a local level. It also reviews policies at the appropriate time, ensuring appropriate multi agency procedures, pathways and guidance are in place in response to legislation, government guidance and local needs. The group meets twice per year and is currently chaired by the Children's Safeguarding Lead for the CCG.

Learning, Improvement and Training Sub-group

This group co-ordinates the delivery and quality assurance of safeguarding training in Shropshire for all those working with children, or within safeguarding, or child protection. It is also responsible for the dissemination of any learning and provision of related training that arises from Child Safeguarding Practice Reviews or learning reviews.

The group is currently chaired by Shropshire Council's Children's Workforce and Learning Manager and meets four times per year.

Exploitation Sub-group

In recognition of the fact that the SSP and the Keeping Adults Safe in Shropshire Board have agreed Exploitation as a joint priority this sub-group brings together representation from agencies working with children and adults. The sub-group focusses on the agendas of sexual exploitation, missing, human trafficking, criminal exploitation, county lines and modern-day slavery. The group does not have operational responsibility for this, but reports to the Executive Group on the effectiveness of agencies safeguarding children in

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[3] The regional procedures group consists of 9 of the 14 local authorities within the West Midlands region who work together to produce regional procedures which are then supported by local pathways.

these circumstances. The group works closely with the Community Safety Partnership (CSP) and receives direct updates from the Serious Organised Crime Joint Action Group (SOCJAG). The group is currently chaired by a Chief Inspector from West Mercia Police.

<u>Safeguarding Training</u>

The SSP Training Strategy along with SSP Training Schedule is designed to assist all employers, voluntary organisations and partner organisations to meet the minimum requirements for the provision of safeguarding children training.

This strategy sits within SSP Learning and Improvement Framework and applies to the training and development necessary for both staff and volunteers for them to develop the right knowledge and skills to enable them to effectively safeguard and promote the welfare of children.

SSP has a training pool of 90 trainers multi-agency in it's make up. The training pool members assist in the development and delivery of SSP targeted multiagency training. Membership includes Shropshire Community Health Trust, Clinical Commissioning Group, SaTH NHS Trust, Education settings (Early Years,
Primary, Secondary, Academy, Maintained, Independent, Special schools, and FE Colleges), Shropshire Council (Targeted and Early Help Children's Services, Education Improvements, Learning and Skills, Independent Review Unit, Joint Training, Family Information Service), Enhance, Young Addactions, Shropshire Youth Association, Shire Services, Public Protection, Independent Care Providers, SERCO.

Safeguarding training is reviewed regularly and is responsive to emerging national and local safeguarding themes, publications, statutory frameworks, research and legislation. All training includes how to identify and respond early to the needs of all vulnerable children.

Training reviews are informed by:

- Post course initial and impact evaluations;
- Learning from SSP activity, multi-agency case file audits;
- Safeguarding and post course conversations;
- Trainers feedback – observations;
- Emerging local and national safeguarding themes;
- SSP Quality Assurance and Performance (QAP) Sub Group and the SSP Learning & Improvement & Training Sub-group (LIT)

7.   Relevant Agencies

The latest Ofsted Inspection in 2017 highlighted that Shropshire Council has consolidated and built 'effective partnerships to address key local issues'.

The SSP recognises the need to maintain the existing and strong partnership arrangements in Shropshire by identifying the following key relevant agencies:

- Shropshire Council - (incorporating children's services; adult services, and Public Health)
- West Mercia Police
- National Probation Service
- Community Rehabilitation Company
- Youth Justice Service
- Health –Shropshire Community NHS Trust; Shropshire and Telford Hospital Trust; Robert Jones & Agnes Hunt Orthopaedic Hospital, Midlands Partnership Foundation Trust
- Shropshire's Clinical Commissioning Group (CCGs)
- NHS England
- CAFCASS
- Local school representation from a primary, secondary, and college ☐ The Voluntary Sector.

The SSP and these relevant agencies work together as the SSCN. These agencies are integral to the safeguarding arrangements in Shropshire, in particular through attendance at business delivery groups, contributing to multi agency audits and by the provision of performance information.

In addition, two SSCN meetings will be held per year; a September meeting which will focus on the Annual Report feedback, updates and awareness raising and a development session will be held in February to inform the priorities for the forthcoming financial year.

8.   Early years settings, schools and other educational establishments

SSP have identified education partners as relevant agencies, recognising the importance of education in the welfare of children and young people. SSP has a strong legacy of working with the Schools Safeguarding Group (SSG) and is determined to retain these established links. The group is currently chaired by the Education Access and Safeguarding Officer.

The SSG is made up of representatives from primary, secondary and independent schools. The SSP Business Manager attends the Schools

Safeguarding Group, and reciprocally the chair of the Schools Safeguarding Group is the educational representative on the SSP Executive Group.

This provides a regular and seamless system of updating both the SSG and SSP on Shropshire's safeguarding arrangements within education. It also provides an opportunity for two-way dialogue between early years and school setting and the SSP to discuss concerns and feedback.

The Independent Schools Safeguarding Group (ISSG) is also aligned to the SSP and will provide updates to representatives from Independent Schools, but report to the SSP via the SSG.

Schools also have access to the training courses offered by SSP and educational partners are also part of the training pool, delivering consistent safeguarding training across Shropshire.

9.   Youth custody and residential homes

Shropshire currently has in excess of 80 residential care homes run by private providers and a as consequence has a significant number of out of county looked after children placements. The local authority has positive working relationships with private providers including a private provider forum chaired by the DCS. At an operational level there is a combined Police and Children's Services team specifically focussed on children who go missing. This work focusses on reducing missing episodes and reducing the likelihood of these children being exploited or coming to harm.

Similarly, Youth Justice, which includes supervision of children subject to detention in youth custody, have been identified as a 'relevant agency' and forms an integral part of the wider partnership arrangements. They too provide assurance reporting to the SSP.

10.   Child Safeguarding Practice Reviews (CSPRs)

Shropshire has adopted the regional practice guidance on commissioning and undertaking CSPRs.

Members of the safeguarding partners or wider SSCN will notify the SSP Business Unit of any serious incident they feel may meet the criteria for review.

It will be the responsibility of the Local Authority to notify Ofsted of any such serious incident in Shropshire, as required by Ofsted. The Local Authority will share that notification with the other safeguarding partners via the SSP Business Unit.

A meeting of the Joint Case Review Sub-group (JCR Sub-group) will be convened on each occasion to consider the information provided by individual agencies in line with the regional rapid review process; co-ordinated by the SSP Business Unit.

The sub-group will provide a recommendation to the Independent Chair, who on behalf of the SSP, will scrutinise the recommendation and make the final decision on whether or not a CSPR should be commissioned.

The terms of reference for such a review will be set by the panel and the Independent Chair on behalf of SSP.

If a CSPR is to be commissioned, this will be done via the West Midlands regional process. Decisions to publish any such report will be made by the SSP and any published reports will be placed on the SSP website.

Any decision not to recommend a review by the case review panel will also be subject to review by the Independent Chair.

The JCR Sub-group will have oversight of the review process, the reviews being delivered and managed by convened CSPR panels.

The JCR Sub-group will be responsible for sharing the learning from reviews with the Learning, Improvement and Training sub group, who in turn have responsibility for ensuring learning is disseminated, training flexed accordingly and oversight of learning becoming embedded in practice.

The JCR Sub-group is currently chaired by the Head of Strategic Safeguarding from Midlands Health Partnership Foundation Trust.

11.   Resourcing

SSP is supported by a business unit with a dedicated manager, two development officers, an inter-agency training coordinator and three administrators. Whilst the development officers are dedicated to adults and children's safeguarding work they undertake cross cutting thematic work where necessary. The SSP training coordinator also supports the adult social care training provider, Joint Training, where opportunities arise for cross cutting themes, for example; Domestic Abuse Awareness training. This ensures consistent messages are delivered on issues that affect the whole family.

The three statutory safeguarding partners in Shropshire have agreed a budget which identifies proportionate contributions. This is agreed in October of the preceding financial year and is reviewed annually. The wider partners (relevant

agencies) are also provide an agreed contribution to the children's proportion of the budget. Full details of the budget will be published with the Annual Report. The SSP also generates income through the training offer.

12. How the arrangements will include the voice of children and families

SSP will continue to gather evidence of hearing the voice of children and families through the work of its sub-groups and partner agencies. Some examples of this include:

- Multi-agency audits – there is current evidence of practitioners hearing the voice of children and families; this will be strengthened through direct engagement with children and families as part of the audit process.
- Section 11 audits – Standard 7 focusses on agencies' safeguarding arrangements in 'Listening to Children and Young People'.
- Child Safeguarding Practice Reviews and Local Case Reviews – the voice of children and families is gathered as part of the review process to inform learning across the partnership safeguarding system.
- Return Interviews – intelligence is shared with relevant partners and contributes to both the Missing and Exploitation profiles across Shropshire.

13. Threshold Framework

Shropshire's threshold framework 'Accessing the Right Service at the Right Time' is a guide for practitioners and managers who work with or are involved with children, young people and their families. It is a tool to help them ensure that the needs of all children, young people and families are being met, for those who may require low levels of support to those who are at risk of significant harm.

This framework is designed to support professional practice and is not a substitute for professional judgement. The threshold matrix contained within this document is to be used as guidance only, they should be used in conjunction with single and multi-agency safeguarding children procedures, best practice guidance and protocols for specific issues. They do not replace children's assessments but they can be used to aid the identification of strengths and protective factors for a child at an early stage, as well as any additional unmet needs or welfare concerns. The framework is designed to help everyone to:

- Focus on the lived experience of the child and hear their voice

- Understand the child and young person in the context of their family and the wider community
- Think clearly and achieve a holistic approach
- Develop relationship based practice
- Be non-discriminatory on the grounds of age, ethnicity, religious belief, faith, culture, class, sexual orientation gender or disability.

When thresholds are understood by all professionals and applied consistently this will ensure that the right help is given to the child at the right time.

14.   Annual Report

The safeguarding partners will publish an annual report outlining what we have done as a result of these new arrangements, our progress against our identified priorities and any child safeguarding practice reviews we have undertaken.