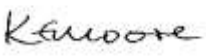


## Safeguarding Children and Child Protection Policy

Last reviewed: September 2023

Next review: September 2024

Person responsible for Policy: JDB

Signature: 

(Chair of Governors)

Print Name: Mrs Karen Moore

## Section 1 Child Protection and Safeguarding Key Staff

Governor Committee Responsible: Mrs Tracy Hogan

Governor Lead: Karen Moore

Designated Safeguarding Lead (DSL): Jamie Broughton

Prevent Lead: Jamie Broughton

Child Exploitation GET SAFE lead: Jamie Broughton

## Section 2 Droitwich Spa High School (DSHS) Safeguarding Statement

At DSHS we seek to foster an environment within which our students are confident in approaching an adult with any matter relating to safeguarding. We will equip those who work here with the awareness and sensitivity needed to respond appropriately to any indications of a safeguarding issue, be they explicit or indirect.

The school's policy for Safeguarding /Child protection draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2020 Education Act, and the guidance contained in Working Together to Safeguard Children 2018, the DfE's statutory Guidance - Keeping Children Safe in Education

### Key People

**The Designated Safeguarding Lead (DSL) is Jamie Broughton**

Email: [broughtonjd@droitwichspahigh.worcs.sch.uk](mailto:broughtonjd@droitwichspahigh.worcs.sch.uk)

Telephone: 01905 774421

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**The deputy DSLs are: Mrs Gemma Lloyd-Davies, Mr Andrew Ward, Mr Edward Rollit and Mrs Yvonne Hemming**

Contact details: Gemma Lloyd-Davies

email: [LloydDaviesG@droitwichspahigh.worcs.sch.uk](mailto:LloydDaviesG@droitwichspahigh.worcs.sch.uk)

Telephone: 01905 774421

Contact details: Andrew Ward

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Contact details: Edward Rollit

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Contact details: Mrs Yvonne Hemming

email: [HemmingY@droitwichspahigh.worcs.sch.uk](mailto:HemmingY@droitwichspahigh.worcs.sch.uk)

Telephone: 01905 774421

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The nominated safeguarding governor is Karen Moore

email: Mooreke@droitwichspahigh.worcs.sch.uk

Headteacher: Mr Jonathan Brook

email: BrookJM@droitwichspahigh.worcs.sch.uk

Chair of Governors: Karen Moore

email: MooreKE@droitwichspahigh.worcs.sch.uk

Other Staff and useful contacts:

- Designated Teacher for Children in Care: Jamie Broughton
- Online safety Co-ordinator: David Corbett
- Safeguarding in Education Adviser, WCF: Denise Hannibal
- Local Authority Designated Officer / Position of Trust: 01905 768054
- Channel Chair: Paul Kinsella, Advanced Public Health Practitioner
- Family Front Door: **01905 822666** (core working hours) Out of hours or at weekends: **01905 768020**

## Section 3 - Introduction

The aim of this policy is to create an honest, open and supportive and environment which safeguards promotes our students' welfare, safety, health, and well-being.

This policy is also based on the following legislation:

- Keeping Children Safe in Education 2023
- The Education and Training (Welfare of Children) Act 2021 which amends the Education Act 2002 and the Apprenticeships, Skills, Children and Learning Act 2009 and places safeguarding duties on 16 to 19 academies to ensure that safeguarding responsibilities are understood.
- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of students
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- The Rehabilitation of Offenders Act 1974, which defines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which defines schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- West Midlands procedures: (Within the West Midlands, there are twelve local areas that collaborate with regards to child safeguarding procedures. With the introduction of *Working Together to Safeguard Children 2018 (updated on 7<sup>th</sup> July 2022)*, each local area's multi-agency safeguarding arrangements are led by the statutory safeguarding partners/organisations: local authorities, clinical commissioning groups and the police).

- Working Together to Safeguard Children (2018) requires the safeguarding partners to publish a threshold document which sets out the local criteria triggering an early help response and the criteria for making a referral to local authority children's social care. The threshold guidance is used to support this decision-making process and can be accessed via the following link:
- WCF levels of need guidance
- **Human Rights Act**  
The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms of everyone in the UK and embodies the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) which apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them. Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any of these rights, depending on the nature of the conduct and the circumstances.

## Section 4 - Management of Safeguarding

This policy applies to all staff, governors, volunteers, and visitors to the school. Child protection is the responsibility of every adult. The school will ensure this policy and procedures are effective and remain compliant with the law. This includes annual training for all staff.

The school will ensure that all parents and working partners are aware of this policy, displaying appropriate information in reception and on the school website and raising awareness at meetings with parents/carers.

The governors will ensure a whole school approach to safeguarding. All the school's systems, processes and policies will operate with the best interests of students at their heart.

Where there is a safeguarding concern, school leaders will ensure the young person's wishes and feelings are sought and considered when determining what action to take and what services to provide.

### Raising concerns / complaints

The school responds robustly when concerns are raised or complaints made (from children or adults including parent/carers). It will act and seek to resolve the concerns in a timely way, keeping people informed as to progress wherever possible. The school's complaints procedures are available on the website via the following:

<https://website.droitwichspahigh.worcs.sch.uk/wp-content/uploads/2021/10/Complaints-Policy.pdf>.

All staff are aware of their duty to raise concerns, should they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy,  
<https://website.droitwichspahigh.worcs.sch.uk/wp-content/uploads/2021/10/Whistleblowing-Policy.pdf>

Whistleblowing concerns about the headteacher should be raised with the Chair of Governors.

## Section 5 - Whole school Approach to Safeguarding

### *What school staff will do if they have concerns about a child*

The school's staff are advised to maintain an attitude of *'it could happen here'* where safeguarding is concerned.

If staff have any concerns, no matter how apparently trivial, about a child's welfare, they will act on them immediately by submitting a report. They do this by:

- Accessing CPOMS which is password protected.

- Typing the name of the student and clicking on 'add incident' following the proforma with facts, logging concerns in the subcategories, alerting / assigning the Safeguarding Team.
- The Safeguarding Team will then make decisions using the threshold guidance on further actions, keeping the referrer informed of the response.

Other members of staff who do not have an @droitwichspahigh.worcs.sch.uk domain name or access to the internet can use a Form 1, collected from Jeanette Lowe and Pauline Richard's office or from the Safeguarding notice board in the staffroom. Once completed, the referral form is placed into a confidential tray in Jeanette and Pauline's office ready for collection by the DSLs.

Once the referral has been received, options will then include:

- managing any support for the young person internally via the school's own pastoral support processes. (Full records, including the decision-making process, will be maintained in CPOMS)
- if appropriate, undertaking an early help assessment; or
- making a referral to statutory services

### *Opportunities to teach Safeguarding.*

In our school, children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Our school provide a broad and balanced curriculum including Relationships and Sex Education and Health Education. The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\)and health education.](#)

### *Early Help*

Staff are appropriately trained to identify the potential need for early help for a young person who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory EHCP)
- is known to have a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day

Our 'Early Help' Family and Student Support Offer and Safeguarding contacts are accessible via the following link:

<https://website.droitwichspahigh.worcs.sch.uk/index.php/early-help-offer/>

Further information can be found: [Worcestershire Children First Early Help information page](#)

## Section 6 – The Headteacher

The headteacher will ensure that:

- The Safeguarding policies and procedures adopted by the Governing Body are followed by all staff.
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities.
- The LADO is notified in a timely manner of allegations of abuse or concerns that a member of staff or adult working at the school may pose a risk of harm to a young person.
- All staff know of their individual responsibility to report safeguarding concerns and that if all else fails to report these directly to Children’s Social Care (Children’s Services) or the Police.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).

## Section 7 - School Governors/Trustees

In accordance with the Statutory Guidance: Keeping Children Safe in Education September 2023, Droitwich Spa High School’s Governing Body will ensure that:

- A section 128 check is carried out for school governors, as a listed person is disqualified from becoming a governor.
- Governors have an enhanced criminal records certificate from the DBS.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers/ people in a position of trust.
- Child protection/safeguarding policy, procedures and training are in place which are always effective and compliant with the law. The policy is made available publicly.
- **All** governors receive appropriate safeguarding and child protection (including online) training at induction. This training allows them to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the school are effective and robust.
- The policy is reviewed at least annually or more often, for example in the event of new guidance or a significant incident.
- The school operates safer recruitment practices, including appropriate use of references and checks. Furthermore, the headteacher, a nominated Governor or other staff involved in the recruitment process have undertaken Safer Recruitment Training. For more information on Safer Recruitment, including, as part of the shortlisting process, online searches as part of due diligence checks, please see standalone policy: <https://website.droitwichspahigh.worcs.sch.uk/wp-content/uploads/2023/10/Recruitment-and-Selection-Policy.pdf>
- A senior member of Droitwich Spa High School’s leadership team is designated to take lead responsibility for dealing with child protection and has two deputies. There is always cover for this role with appropriate arrangements for before/after school and out of term activities.
- The DSL undertakes Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at least annually via safeguarding e-briefings etc.
- The headteacher, and all other staff and volunteers who work with young people undertake appropriate training which is updated at least every year. New staff and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities (including this policy and Part 1 of Keeping Children Safe in Education 2022).
- Any deficiencies or weaknesses in these arrangements are brought to the attention of the Governing Body and will be rectified without delay.
- The Acting Chair of Governors, Karen Moore, deals with any allegations of abuse made against the headteacher, with advice and guidance from the LADO.

- Effective policies and procedures are in place and updated annually including a Code of Conduct for staff based on “Guidance for Safer Working Practice for those who work with children in education settings February 2022”. Staff are expected to read The Code of Conduct annually and confirm that they have understood its contents.
- Information is provided to the Local Authority (on behalf of the WSCP) when requested, for example through the Annual Safeguarding Return (e.g. section 175 audit)
- Students are taught about safeguarding, including online safety.
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance “**Working Together to Safeguard Children**” 2018 including providing a co-ordinated offer of Early Help for young people who require this. Early Help may be offered directly through the school’s early help provision or via referral to an external support agency. Safeguarding arrangements consider the procedures and practice of the local authority and the Worcestershire Safeguarding Children Partnership (WCSP). DSHS’s Early Help offer can be access by clicking the following link:  
<https://website.droitwichspahigh.worcs.sch.uk/index.php/student-development-and-support/mental-health-wellbeing-and-safeguarding/support-for-parents-and-staff/>
- Governors are aware that the Data Protection Act 2018 and GDPR place duties on organisations and individuals in their processing and holding of personal information.
- DSHS complies with all legislative safeguarding duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism.

The school will:

- Establish and maintain an ethos where students feel secure and are encouraged to talk and are listened to.
- Ensure that students know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities (specifically through PHSE/ ICT / RSE), which equip students with the skills they need to stay safe from abuse (including online) and to know where to get help.
- Ensure every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies.
- Liaise with the three safeguarding partners in line with Working Together 2018.
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with young people.

## Section 8 - The Designated Safeguarding Lead (DSL)

The school will appoint a senior member of staff as the DSL, Mr Jamie Broughton. He has lead responsibility for safeguarding and child protection (including online safety).

The school also has four deputy DSLs who have been trained in the same way as the DSL. Whilst the activities of the DSL can be delegated to deputies, the ultimate responsibility for safeguarding and child protection remains with the DSL. That responsibility will not be delegated.

The DSL and his deputies will liaise with safeguarding partners, and work with other agencies in line with Working Together to safeguard children.

During term time, the DSL and/or a deputy will always be available during school hours for staff to discuss any safeguarding concerns. Where appropriate the DSL will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

In addition to their formal training, the knowledge and skills of the DSL and his/her deputies will be updated (for example via e-bulletins, meeting other DSLs, or allowing time to read and digest safeguarding developments), at frequent intervals, and at least annually.

## Section 9 - Multi-agency working

Governors ensure that the school contributes to multi-agency working in line with statutory guidance *Working Together to Safeguard Children*.

School leaders work with partners from Worcestershire Children's Safeguarding Partnership (WCSP) to safeguard and promote the welfare of local children. The Worcestershire Children First (WCF) headteacher safeguarding steering group, is part of the WCSP. [Worcestershire Children First \(worcschildrenfirst.org.uk\)](http://worcschildrenfirst.org.uk)

The school works with WCF social care, the police, health services and other services. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. Representatives from children's social care from the host local authority (according to where the child lives) and, where appropriate, from a placing local authority, are allowed to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

## Section 10 - What School Staff Need to Know

### a) Polices, Systems and Managing Disclosures

All staff are familiar with documents and systems within the school that support safeguarding. They are given updates as necessary during the academic year. These include:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Code of Conduct
- Safeguarding response to children who go missing from education.
- Role of the DSL (including the identity of the DSL and any deputies)
- A copy of Part One of this document (or Annex A in Keeping Children Safe in Education)
- All staff will receive appropriate safeguarding and child protection training (including online safety) at induction. The training is regularly updated.
- In addition, all staff receive safeguarding and child protection (including online safety) training annually, with updates and reminders throughout the year.
- All staff are aware of the local early help process and understand their role in it.
- All staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, in particular section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with their possible role in such assessments.
- All staff know what to do if a child tells them he/she is being abused, exploited, or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL (or a deputy) and children's social care. Staff never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if



they have concerns about a young person. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

- All staff are able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

#### b) Signs and Indicators

- As part of their training all staff are made aware of indicators of abuse and neglect and know what to look for to identify early signs of abuse and neglect and specific safeguarding issues such as sexual abuse, child criminal exploitation and child sexual exploitation (See Definitions in ANNEX A)
- Staff are aware that behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, sharing nudes and semi-nude images can be signs that young people are at risk.
- Recognising signs and indicators of Extremism and Radicalisation are covered in Safeguarding training.

## Section 11 -Children with Additional Vulnerabilities

There are many children whose additional needs or living arrangements make them more vulnerable to harm, for example children with special educational needs, disabled children, children in public care or privately fostered children. It is essential that the school knows who shares parental responsibility for children and has effective relationships with partner agencies in relation to these particular children (for example, Virtual School for Children in Care).

The school will ensure that staff have sufficient knowledge and guidance of the additional challenges faced by these children and their potential impact. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration;
- no single point of contact for the school as a child has a number of caregivers and involved professionals;
- assumptions that state-approved caregivers are providing safe care for the child;
- communication needs of a child which can lead to over reliance on parental accounts and interpretations.

## Section 12 - Online Safety

It is essential that young people are safeguarded from potentially harmful and inappropriate online material and contact with others.

Staff know that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently online and in daily life. However, staff are aware that abuse can take place solely online.

The breadth of issues classified within online safety can be categorised into four areas of risk:

**CONTENT:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

**CONTACT:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

**CONDUCT:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

**COMMERCE:** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. Concerns can be reported to the Anti-Phishing Working Group [APWG | Unifying The Global Response To Cybercrime](#)

These classifications have been summarised for parents/carers to help them protect their child and can be found via the following link:  
<https://website.droitwichspahigh.worcs.sch.uk/index.php/student-development-and-support/mental-health-wellbeing-and-safeguarding/e-safety/>

Governors ensure online safety is a high priority. This includes considering how online safety is reflected in all relevant policies and ensuring that online safety is included in curriculum planning, teacher training and the responsibilities of the DSL.

### **Use of Mobile Electronic devices during the School Day**

We understand that many children have unlimited and unrestricted access to the internet via mobile phones. This access means some children could, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually and view and share pornography and other harmful content. We therefore have a clear policy on the use of mobile and smart technology. Mobile devices should not be used during the school day and, if seen, will be confiscated, stored in a safe and only returned at the end of the school day.

#### **Information for Parents and Carers**

The school uses its communications with parents/carers are to reinforce the importance of students being safe online. Parents and carers are told what systems schools use to filter and monitor online use and are made aware of what students are being asked to do online, including the sites they will be asked to access. They are also told who from the school (if anyone) their child is going to be interacting with online.

Support is provided for parents when they express concerns about their child online:

<https://website.droitwichspahigh.worcs.sch.uk/index.php/student-development-and-support/mental-health-wellbeing-and-safeguarding/e-safety/>.

This includes facilitating access to an OSA Online Safety Course:

[https://website.droitwichspahigh.worcs.sch.uk/wp-content/uploads/2022/07/parent\\_course\\_DroitwichSpa\\_00\\_00.png](https://website.droitwichspahigh.worcs.sch.uk/wp-content/uploads/2022/07/parent_course_DroitwichSpa_00_00.png)

### **Online Safety as part of the Curriculum**

To address keeping safe online, our curriculum includes:

- Tailored and age-appropriate series of lessons in KS3 to help provide advice and guidance in keeping safe online
- 4 stand-alone sessions on online safety with a focus on: Commerce, Content, Conduct and Contact
- PSHE / RSE curriculum includes further input on keeping safe online.
- Tutor time activities also address this matter.

### **Filters and Monitoring**

The governors ensure that the school limits students' exposure to the above risks from the school's IT system by having appropriate filters and monitoring systems in place and regularly reviewing their effectiveness. The leadership team and the ICT support team manage these systems and know how to escalate concerns when identified.

At Droitwich Spa High School, all internet traffic is monitored by market leading SENSO software. It generates immediate reports of any infringements or concerns on any school device. The software screenshots any inappropriate activity, producing a Word Cloud enabling the DSL and other Pastoral staff to drill down into the context of the issue and take appropriate action.

Our school follow the advice and guidance set out by the Department for Education publication on filtering and monitoring standards, summarised below:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems: Mr Roger Wylde and Mr Matthew Gwilliam
- Annual review of filtering and monitoring provision
- Ensure the blocking of harmful and inappropriate content without unreasonably impacting teaching and learning.

When appropriate, we review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

## Section 13 - Safeguarding in the Curriculum

Students are taught about safeguarding, including online safety. Staff recognise, however, that a one size fits all approach may not be appropriate for all young people, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

All students are provided Relationships and Sex Education and Health Education. The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\)and health education.](#)

The following areas are among those addressed in **PSHE/RSE** and in the wider curriculum.

- **Bullying/Cyber Bullying**
  - Anti-bullying materials for tutor discussion are included in the Tutor Booklet. An example of activities in year 8 is accessible in the link below.
  - <https://droitwichspahighschool4005.sharepoint.com/sites/HousesandTutorTime/Year%208%20Tutor%20Time/Forms/AllItems.aspx?id=%2Fsites%2FHousesandTutorTime%2FYear%208%20Tutor%20Time%2FTutor%20Programme%20Booklet%20%2D%20Year%208%202021%2Epdf&parent=%2Fsites%2FHousesandTutorTime%2FYear%208%20Tutor%20Time>
  - We actively take part in Anti-bullying week with themed whole school assemblies.
  - Posters are evident around school and on our TVs.
  - Trained staff deliver PSHE / RSE lessons that cover the following areas linked to bullying / cyberbullying: anti-bullying and discrimination, sexual harassment, racism, cyberbullying, feminism, equality, stereotypes, pornography and its impact, healthy and unhealthy relationships.
- **Drugs, Alcohol and Substance Abuse**
  - PSHE / RSE lessons have themed sessions on Drugs, alcohol and substance Abuse, legal and illegal drugs and risk taking.
  - Allocated Time4U with opportunities for referrals from school to address any concerns about drugs, alcohol and substance abuse.

- **Child on Child / Sexual Violence and Sexual Harassment / Peer to Peer Abuse / Child Exploitation of Children Domestic Abuse / Consent / Extremism and Radicalisation**
  - Child on child abuse / sexual harassment / Healthy Relationships / Consent materials for tutor discussion are included in the Tutor Booklet.
  - There is a whole school assembly on Child on Child abuse / sexual harassment / consent delivered annually and additional assemblies when appropriate throughout the academic year.
  - Posters are evident around school and on our TVs advertising our No! campaign
  - Trained staff deliver PSHE / RSE lessons that cover the following areas linked to Child on Child / Sexual Violence and Sexual Harassment: anti-bullying and discrimination, sexual harassment, racism, cyberbullying, feminism, equality, stereotypes, pornography and its impact, healthy and unhealthy relationships.
  - DSHS is part of Operation Encompass, communicating with staff to support students who may experience or witness domestic abuse.

## Section 15 - Information Sharing

The school recognises the importance of information sharing between practitioners and local agencies. We have ensured arrangements are in place for sharing information within our school and with WCF children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

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

The governors are aware that the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The governors are confident of the processing conditions which allow the school to store and share information for safeguarding purposes, including information, which is sensitive and personal, and is treated as 'special category personal data'.

They understand that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent if the sharing of information will enhance the safeguarding of a child in a timely manner or if to gain consent would place a child at risk. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

When students transfer from DSHS, the DSL will ensure their child protection file is transferred to the new setting as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term, allowing the new school to have support in place when the young person arrives. Using CPOMS greatly facilitates this process as Safeguarding information is automatically transferred to the receiving establishment once they go on roll. The DSL will ensure secure transit and obtain confirmation of receipt.

## Section 15 – Keeping Records

All staff accept the importance of recording and reporting concerns about students within the school. Staff know to include the young person's words as far as possible. Reports should be timed, dated and signed or

entered on the CPOMS system. The DSL is responsible for such records and for deciding at what point these records should be passed over to other agencies.

Records relating to actual or alleged abuse or neglect are stored apart from normal student or staff records.

Child protection records are stored securely, with access confined to specific staff, e.g. DSLs, designated administration and the headteacher.

Child protection records are reviewed regularly. The Safeguarding team, headteacher, deputy headteacher and heads of house attend a weekly meeting to ensure all incidents throughout the week are reviewed and assessed and the DSL is appropriately challenged to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals (e.g. child who repeatedly goes missing) and ensuring these are acted upon. Each file should have a chronology of significant events, all facilitated through CPOMS.

A record of any allegations (proven) made against staff is kept in a confidential file by the headteacher.

All concerns, discussions and decisions made, and the reasons for those decisions, are recorded in detail in CPOMS. This information is confidential and password protected. Records include:

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

## Section 16 - Procedures for Managing Concerns

DSHS adheres to child protection procedures that have been agreed locally through Safeguarding Worcestershire [www.safeguardingworcestershire.org.uk](http://www.safeguardingworcestershire.org.uk).

Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the West Mercia Consortium inter-agency procedures and the WSCP Levels of Need Guidance.

The first point of contact for concerns and queries regarding any safeguarding concern is the DSL. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to one of the deputies. In the absence of all of the above, the matter should be brought to the attention of the most senior member of staff.

All concerns about a young person are to be reported without delay and recorded in writing using CPOMS or the proforma attached in Annex D.

If, at any point, there is an imminent risk of serious harm to a child the school will call 999 and make an immediate referral to Children's Services. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the headteacher.

Staff follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the DSL, their deputies and the headteacher are all unavailable.
- they are convinced that a direct report is the only way to ensure the student's safety.

Any member of staff who believes that concerns about a child have not met an appropriate response in accordance with the procedures outlined in this policy should raise the matter with the headteacher or the Chair of Governors. If any member of staff continues to believe that the situation has not been addressed appropriately, they should contact Children's Services directly with their concerns.

## Section 17 - Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

If staff have concerns about community safety, they will report them to the DSL, who will work with parents/carers and involve other agencies where appropriate.

## Section 18 - Children Missing from Education

The law requires all children between the ages of 5 and 16 to be in full time education. Children Missing Education are children of compulsory school age who are:

- not on a school roll
- not being educated other than at school
- identified as having been out of any educational provision for a substantial period of time (4 weeks)

Absence from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues, including neglect, sexual abuse, and child sexual and criminal exploitation. It is important the school's response to children missing from education is alert to the risk of such abuse and also reduces the risk of their going missing in the future. This includes cases which are first emerging and those already known to local authority children's social care (such as on a child in need or child protection plan, or as a looked after child).

The school provides information to WCF when removing a student from the school roll at standard and non-standard transition points. Guidance on this can be found in the department's statutory guidance:

[Worcestershire children first children missing from education guidance.](#)

[Missing Children and Adults Strategy.](#)  
[Keeping children safe in out-of-school settings](#)  
[Statutory guidance children missing in education](#)

General information and advice for schools can be found in the [Government's Missing Children and Adults Strategy.](#)

## Elective Home Education

We expect parents' decision to home educate to be made in the best interest of their child. However, this is not the case for all; home education can leave some children less visible to the services that are there to keep them safe. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will coordinate a meeting with them, where possible completing the Exit Interview Form. Worcestershire Children First must be informed of all deletions from the admission register.

## Section 19 - Children with Family Members in Prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of consequences such as poverty, stigma, isolation, and poor mental health. [NICCO](#)

provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## Section 20 - County Lines (See Appendix A – Definitions)

Episodes of absence from school or home may be an indication that a victim has been trafficked for the purpose of transporting drugs. Use of the National Referral Mechanism should be considered. If a child is thought to be involved in county lines, a safeguarding referral should be considered as well as use of local services/third sector providers offering support to victims of county lines exploitation.

On identifying a young person at risk of exploitation, the DSL will work with the young person and the family. The DSL will consider completion of a GET SAFE risk assessment which will be referred to Worcestershire Children First Get Safe Team for further assessment and support. The DSL will also consider referral to Worcestershire Children First Family Front Door.

More information can be found here:

[Get Safe - keeping children and young people safe from criminal exploitation](#)

[Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.](#)

## Section 21 - Domestic Abuse (See Appendix A – Definitions)

The school is alert to the specific risks which Domestic Abuse could present to its students. Where a high risk of domestic abuse is identified the school will consider a referral to MARAC (multi agency risk assessment conference). The purpose of MARAC is to share information and establish a multi-agency action plan to support the victim and to make links with other public protection procedures. MARAC does not replace a referral to children social care.

[Worcestershire children first Domestic abuse guidance](#)

### Operation Encompass

Operation Encompass is the system used to inform the school that the police have been called to a Domestic Abuse Incident. This is usually done before the child or children arrive at school the following day. After the notification, all staff are alerted and encouraged to report any changes in behaviour through CPOMS.

## Section 22 - Homelessness

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should take place, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a legal duty on English councils to provide access to meaningful help to everyone who is homeless or at risk of homelessness. The following factsheets usefully summarise these duties: [Homeless Reduction Act Factsheets.](#)

In most cases the school will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, in some cases 16- and 17-year olds could be living

independently from their parents or guardians, for example after their exclusion from the family home, and will require a different level of intervention and support. Children's Services will be the lead agency for these young people and the DSL (or a deputy) should ensure appropriate referrals are made. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17-year olds who may be homeless and/or require accommodation: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/712467/Provision\\_of\\_accommodation\\_for\\_16\\_and\\_17\\_year\\_olds\\_who\\_may\\_be\\_homeless.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/712467/Provision_of_accommodation_for_16_and_17_year_olds_who_may_be_homeless.pdf)

## Section 23 - Honour-Based abuse (including Female Genital Mutilation and Forced Marriage)

If staff suspect a child might be at risk of HBA or to have suffered from HBA, they should make a Safeguarding concern referral through CPOMS or speak to the DSL (or a deputy). As appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. The school will not contact the parents before seeking advice from children's social care or make any attempt to mediate between the child/young person and parents. It is important to keep in mind that the parents may not see FGM or Breast Ironing as a form of abuse; however, they may be under a great deal of pressure from their community and or family to subject their daughters to it.

### The 'one chance' rule

As with young people sharing fears that they may be forced into marriage, young people disclosing fears that they are to be sent abroad for FGM are taking the 'one chance', of seeking help. It is essential that the school takes such concerns seriously and responds without delay.

Where FGM has taken place there is a mandatory reporting duty placed on teachers.

### FGM mandatory reporting duty for teachers

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless a teacher has good reason not to, he/she should discuss any such case with the school's DSL (or a deputy) and involve children's social care as appropriate. This duty does not apply to suspected cases or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. A useful summary of the FGM mandatory reporting duty is: [FGM Fact Sheet](#).

### Forced Marriage

Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

## Section 24 - Preventing Radicalisation

Staff are aware that young people are vulnerable to extremist ideology and radicalisation. There is no single way of identifying vulnerability to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to an individual's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk from being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may need help or protection. Staff use their judgement in identifying students who might be at risk of radicalisation and act proportionately. This may include the DSL (or a deputy) making a Prevent referral.



The school's DSL (and deputies) are aware of local procedures for making a Prevent referral.

### The Prevent Duty

All schools have a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in exercising their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This is known as the Prevent duty.

The Prevent duty is part of our wider safeguarding obligations. The DSL and deputies are familiar with the revised [Prevent duty guidance: for England and Wales](#),

### Channel

Channel is a confidential and entirely voluntary support programme providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will determine whether the person is vulnerable to being drawn into terrorism and consider the appropriate support required. The DSL may be asked to attend the Channel panel to help with this assessment.

Guidance on Channel is available here: <https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

## Section 25 - Relationships and Sex Education

The school delivers Relationships and Sex Education and Health Education. The statutory guidance can be found here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The generic areas covered for all students, including the sixth form, are:

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and Sexual relationships, including sexual health

### Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a young person may be LGBT is not in itself an inherent risk factor for harm. However, young people who are LGBT can be targeted by others. In some cases, a young person who is perceived by others to be LGBT (whether they are or not) can be just as vulnerable as those who identify as LGBT. Risks can be compounded where young people who are LGBT lack a trusted adult with whom they can be open. The school endeavours to reduce the additional barriers these students face and provide a safe space for them to speak out or share their concerns with members of staff.

## Section 26 - Child on Child Abuse

All staff are aware that children can abuse other children and that this may occur inside and outside school and online. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally).

Staff are expected to reinforce the message that sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an inevitable part of growing up.

Staff understand that the absence of reports does not mean abuse is not happening - it may be the case that it is just not being reported. Any concerned staff are required to complete a Safeguarding Referral.

All staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boy being boys” supports a culture of unacceptable behaviours, an unsafe environment for young people and in the worst cases a culture that normalises abuse. Staff should always report behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Staff know the indicators (for example; going absent without consent, decline in performance, changes in behaviours, links to CSE) and risk factors (for example; being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery).

## Responding to Reports of Sexual Violence and Sexual Harassment

In responding to a report, the DLS will follow the DfE Guidance in Part 5 of KCSIE 2023:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1161273/Keeping\\_children\\_safe\\_in\\_education\\_2023\\_-\\_statutory\\_guidance\\_for\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf)

He/she will consider the following:

- that there may be ongoing risks to the victim, other young people or school staff
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature).
- the importance of taking all victims seriously and offering appropriate support. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will the victim ever be made to feel ashamed for making a report.
- the wishes of the victim as to how they want to proceed. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support offered. This will need to be balanced with the duty and responsibilities to protect other children. The school recognises those who have been subjected to abuse as victims but also recognises that not every victim will view themselves as such.
- The terms ‘alleged perpetrator(s)’ and where appropriate ‘perpetrator(s)’ are used.
- Support for the alleged perpetrator
- the need to separate the victim and alleged perpetrator in class

## Section 27 - Safeguarding concerns and allegations made about staff, including supply teachers, volunteers, and contractors

(See Policy- **Managing Allegations of Abuse Against Staff, Volunteers or Supply Teachers, including Low Level Concerns**).

The school promotes an open and transparent culture in which all concerns about any adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. In doing this it aims to:

- identify inappropriate, problematic or concerning behaviour early

- minimise the risk of abuse by ensuring that adults working in or on behalf of the school are clear about professional boundaries and act within them, and in accordance with the ethos and values of the institution.

The school will respond if an adult has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If staff have safeguarding concerns or an allegation is made about an adult posing a risk of harm to children this should be referred to the headteacher. Concerns/allegations about the headteacher, this should be referred to the Chair of Governors. Students' allegations or concerns about staff conduct will be taken seriously and followed up in a transparent and timely way.

The school will also respond if staff have Low Level Concerns about the behaviour of an adult. All low-level concerns should be shared with the headteacher. The concern will be dealt with swiftly and fairly, protecting those involved from becoming the subject of potential false low-level concerns or misunderstandings.

### **Contractors**

The service level agreement with contractors using the school site, should provide evidence of their safeguarding processes and procedures. If an allegation is made against a contractor, the school is committed to informing the employer and supporting their processes and procedures.

### **Supply teachers**

Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the Governing Body when working at DSHS. The school will ensure allegations are dealt with properly.

### **Governors**

If an allegation is made against a governor, the school Safeguarding Policy will be followed. Where an allegation is substantiated a governor may be removed them from office.

## **Section 28 -Managing Professional Disagreements**

On occasions there will be disagreements between professionals as to how concerns are handled. The school will support staff to promote positive relationships within school and with other agencies and will ensure that staff know how to escalate concerns and disagreements if necessary.

## **Section – 29 The Use of 'reasonable force' in Schools**

There are circumstances when it is appropriate for staff of our school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

## **Section 30 -Private fostering - LA notification when identified**

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done

so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of DSHS staff through the normal course of their interaction with students. In such cases, staff will complete a safeguarding referral through CPOMS or by submitting a Form 1. The school will then notify the local authority to allow it to check the arrangement is suitable and safe for the child.

## **Section 31 -Children Looked After or Previously Looked After**

The most common reason for children becoming looked after is abuse and/or neglect.

The school will ensure that appropriate staff know a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order). The child's contact arrangements with birth parents or those with parental responsibility will also be known as well information about the child's care arrangements and the levels of responsibility delegated to the carer by the authority looking after them. The DSL will have details of the child's social worker and the virtual school head in the authority that looks after the child.

## **Section 32 -Statutory Children's Social Care Assessments and Services**

Where a child is suffering, or is likely to suffer from harm, an immediate referral to children's social care and, if appropriate, the police will be made. As much information as possible will be divulged as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to be developed.

## **Section 33 - Mental Health**

The school is aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff are able to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

There is a range of advice to help in identifying students in need of extra mental health support, this includes:

- A qualified Senior Mental Health Lead - Jamie Broughton (Assistant Head teacher - Head of Student Welfare).
- Pastoral Liaison Manager - Yvonne Hemming, provides school counselling and family liaison to support positive mental health for students and their families.
- The school hosts an Onside Advocacy counsellor who provides 6 sessions of therapy / counselling after referrals from the DSL.
- Laura Proust - provides mental health and wellbeing strategies with struggling students, including students with SEND needs
- A Qualified Mental Health Team whose names publicised internally via posters and on the school's TVs.

If a student's mental health suggests an imminent threat to their own safety the school will take immediate action. Staff must make a referral directly to the DSL via CPOMS.

## **Section 34 -Children Potentially at Greater Risk of Harm**

*Children who need a social worker (Child in Need and Child Protection Plans)*

Sometimes young people may be entitled to a social worker due to safeguarding or welfare needs. Young people may need this help due to abuse, neglect and complex family circumstances.

Local authorities should share the fact a child has a social worker, and the DSL may hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. Sharing information in this way is consistent with existing duties of both local authorities and schools to safeguard and promote the welfare of children.

The school will be especially alert to the circumstances of any student who has a social worker for example, in responding to unauthorised absence and in considering the provision of pastoral and/or academic support, alongside action by statutory services.

*What school staff look out for.*

The staff will be particularly alert to the potential need for early help for a student who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child;
- is persistently absent from education.

## Section 35 - Use of School Premises for Non-School Activities

When its facilities are hired by outside organisations or individuals, the school will check that appropriate safeguarding and child protection policies and procedures are in place, including inspecting these as needed. It will ensure that there are arrangements to liaise with the school on these matters where appropriate.

The school uses the online booking platform called School Hire. When an organisation or individual makes a booking, it requires them to confirm that they have:

- Public liability insurance
- An up to date Safeguarding and Child Protection Policy
- A Risk Assessment for their particular activity

Compliance with this is a condition of the agreement.

When services or activities are provided by the school under the direct supervision or management of its own staff the arrangements in this policy will apply.

More detailed information can be found in the Casual Lettings policy:

<https://website.droitwichspahigh.worcs.sch.uk/wp-content/uploads/2022/06/Casual-Lettings-Policy-2022-.pdf>

## Section 36 - Alternative Provision

The school is aware that alternative provision may carry an additional risk of harm. This is managed in accordance with two pieces of statutory guidance:

- [Alternative provision](#) - DfE Statutory Guidance
- [Education for children with health needs who cannot attend school](#)

More information can be found in the Alternative Provision policy:

<https://website.droitwichspahigh.worcs.sch.uk/wp-content/uploads/2023/05/Safeguarding-Policy-for-Students-Undertaking-Alternative-Provision.pdf>

## Section 37 - Other Relevant Policies

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond compliance with child protection procedures. The safeguarding duty is relevant for the discharge of all functions and activities. This policy needs to be considered in conjunction with the following policies which can be found here: <https://website.droitwichspahigh.worcs.sch.uk/index.php/school/our-ethos/governing-body-governance/school-policies/>

- Anti-bullying (including Cyber Bullying)
- Behaviour and Discipline
- Child on Child Abuse (Including sexual violence and sexual harassment between children)
- Casual Lettings
- Drugs
- Droitwich Spa High School Safeguarding Guidance and Procedures to follow for Contractors Working in School – this document contains information about school procedures and how contractors can log concerns whilst working on the school premises.
- E-Safety
- Education for Looked After Learners
- Educational Visits
- Equal Opportunities
- First Aid
- Health and Safety
- Mobile Phone
- Managing Allegations of Abuse against Staff, Volunteers or Supply Teachers (including low level concerns)
- Recruitment and Selection
- Safeguarding for Students Undertaking Alternative Provision
- Sex and Relationships
- Supporting Students with Medical Conditions
- Transgender
- Special Educational Needs
- Work Experience and Extended Work Placements
- Whistleblowing

## Annex A Definitions

### Sexual Abuse

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

### Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

### Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

### Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

## County Lines

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”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, student referral units, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. 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.

## Domestic Violence and 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 sex or sexuality. The abuse can encompass but is not limited to: psychological, physical, sexual, financial, and emotional.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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.

## Honour-Based abuse (HBA)

Honour-Based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as **breast ironing**. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators.

[The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/the-right-to-choose)

## Female Genital Mutilation

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



## Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Staff at DSHS understand we could potentially play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

## Extremism, Radicalisation and Terrorism

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

As defined in the Government's Counter Extremism Strategy

<https://www.gov.uk/government/publications/counter-extremism-strategy>.

As defined in the Revised Prevent Duty Guidance for England and Wales

(<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>) and as defined in the Terrorism Act 2000 (TACT 2000)

<http://www.legislation.gov.uk/ukpga/2000/11/contents>

## Child on Child Abuse

Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery);

- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## Child on Child Sexual Violence and Sexual Harassment

For detailed information on what sexual violence and sexual harassment constitutes, important context to be aware of, related legal responsibilities for schools and colleges, advice on a whole school approach to preventing child on child sexual violence and sexual harassment and more detailed advice on responding to reports see:

[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges.](#)

When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

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

## Sexual Harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual "jokes" or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- non-consensual sharing of sexual images and videos.
- sexualised online bullying.
- unwanted sexual comments and messages, including, on social media.
- sexual exploitation; coercion and threats; and upskirting.

## Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without

underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Annex B – The Safeguarding Team at Droitwich Spa High School



# Your Safeguarding Team

‘Safeguarding is EVERYONE’S responsibility’



 <p style="font-size: 0.8em; margin: 0;"><b>Mr Jamie Broughton</b> – Assistant Head teacher and Designated Safeguarding Lead</p> <p style="font-size: 0.7em; margin: 0;"><a href="mailto:broughtonj@draitwichtoshigh.worcs.sch.uk">broughtonj@draitwichtoshigh.worcs.sch.uk</a></p> <p style="font-size: 0.7em; margin: 0;">01905 774421</p>	 <p style="font-size: 0.8em; margin: 0;"><b>Mrs Gemma Lloyd-Davies</b> – Assistant Head teacher – Head of Behaviour and Discipline and Deputy Designated Safeguarding Lead</p> <p style="font-size: 0.7em; margin: 0;"><a href="mailto:LloydDaviesG@draitwichtoshigh.worcs.sch.uk">LloydDaviesG@draitwichtoshigh.worcs.sch.uk</a></p> <p style="font-size: 0.7em; margin: 0;">01905 774421</p>	 <p style="font-size: 0.8em; margin: 0;"><b>Mr Andrew Ward</b> – Senior Leader and Deputy Designated Safeguarding Lead</p> <p style="font-size: 0.7em; margin: 0;"><a href="mailto:wardam@draitwichtoshigh.worcs.sch.uk">wardam@draitwichtoshigh.worcs.sch.uk</a></p> <p style="font-size: 0.7em; margin: 0;">01905 774421</p>	 <p style="font-size: 0.8em; margin: 0;"><b>Mr Ed Rollit</b> – Sixth Form Pastoral Manager and Deputy Designated Safeguarding Lead</p> <p style="font-size: 0.7em; margin: 0;"><a href="mailto:RollitE@draitwichtoshigh.worcs.sch.uk">RollitE@draitwichtoshigh.worcs.sch.uk</a></p> <p style="font-size: 0.7em; margin: 0;">01905 774421</p>	 <p style="font-size: 0.8em; margin: 0;"><b>Mrs Yvonne Hemming</b> – Pastoral Liaison Manager and Deputy Designated Safeguarding Lead</p> <p style="font-size: 0.7em; margin: 0;"><a href="mailto:hemmingy@draitwichtoshigh.worcs.sch.uk">hemmingy@draitwichtoshigh.worcs.sch.uk</a></p> <p style="font-size: 0.7em; margin: 0;">01905 774421</p>
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If you feel unsafe in life, please tell someone: your teachers, your tutor or your Safeguarding team.



Keeping children safe is everyone's responsibility



DROITWICH SPA  
HIGH SCHOOL  
AND SIXTH FORM CENTRE



Keeping children safe is everyone's responsibility



Annex C – Form 1: Safeguarding referral form (for staff without a @droitwichspahigh.worcs.sch domain).

**APPENDIX 1  
FORM 1**

Logging a Concern about a Child's Safety and Welfare – all staff and visitors

Pupil's name: <span style="float: right;">9000 11 99</span>	
Date:	Time:
Name:	
Post:	Signature:
Position:	
What was the occasion for recording the incident?	
Details of circumstances – record the whole narrative in your narrative records (if records of what is necessary)	
Any other relevant circumstances (e.g. dates, times, dates, dates, dates)	
Action taken	
Reporting staff signature:	Date:
DSL – Name and Signature:	
DSL signature:	Date:

Check to make sure you report a case now – and do not be late to a manager meeting if not you!

PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD

**Continuation Sheet**  
Further Colours, other relevant information, Action Taken, Outcome

PUPIL NAME	
DATE	DETAILS

Signature:

Annex D – The No! campaign to bullying, sexual harassment, sexual violence / abuse and online abuse.



**NO to:**  
**Bullying**  
**Sexual Harassment**  
**Sexual Violence / Abuse**  
**Online Abuse**

**Do not accept it! Report it!**

**Tell someone.**

**Text—07779 788337**

**REPORT UNACCEPTABLE BEHAVIOUR**

**Email: NO@droitwichspahigh.worcs.sch.uk**

Droitwich Spa High School and Sixth Form Centre takes its responsibilities as a data controller and data processor seriously and are committed to using any personal data collected and held in accordance with the law. The schools policies, privacy notices and forms in relation to personal data are available for you to view on our web site at [www.droitwichspahigh.worcs.sch.uk](http://www.droitwichspahigh.worcs.sch.uk) or by using the <https://website.droitwichspahigh.worcs.sch.uk/index.php/communications/information-management-and-data-protection/>  
The School's Data Protection Officer is the *Governance Manager* who can be contacted at Droitwich Spa High School and Sixth Form Centre, Briar Mill, Droitwich, WR9 0AA or by email at [privacy@droitwichspahigh.worcs.sch.uk](mailto:privacy@droitwichspahigh.worcs.sch.uk)