



MEADOW PARK
SCHOOL

Child Protection and Safeguarding Policy

Policy last reviewed: September 2022

Reviewed by: Stephen Darby

Agreed by governors:

Shared with staff: September 2022

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Headteacher: Bernadette Pettman

Designated Safeguarding Lead: Stephen Darby – Deputy Headteacher

Deputy Designated Safeguarding Leads:

Bernadette Pettman – Headteacher

Paul Rule – Child Protection Officer

Catherine Harding – Inclusion Manager

Kimberley Burbidge – Deputy Head of House

Katie McDougall – Deputy Head of House

Lisa Batiste – Deputy Head of House

Lisa Webster – Deputy Head of House

David Cremin – Fulmen Head of House

Shaun Hunt – Sol Head of House

Emma Reynolds- Orbis Head of House

Luke Billyeald – Lunar Head of House

Jeremy Butt – Stellae Head of House

Poppy Azad – Home School Liaison Officer

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Chair of Governors: David Kershaw

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Kerrie Holdback (EHAC)

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1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2022) 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.

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

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

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

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Meadow Park School.

1.6 Within this policy, we use the term 'victim', although it is recognised that not everyone considers themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

2 Introduction

2.1 We recognise that safeguarding, child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

2.2 The purpose of this policy is to;

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

2.3 Meadow Park School is committed to the following principles;

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

2.4 Safeguarding aims

2.4.1 The safeguarding aims of Meadow Park School, in line with Keeping Children Safe in Education (September 2022) are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBTQ+, etc);
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Meadow Park School understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.4.2 Meadow Park School will therefore ensure the following arrangements are in place to safeguard and promote the welfare of children:

- Prevention: Meadow Park School will provide an environment and establish and maintain an ethos and culture where all students feel secure, are encouraged to talk and in which they are listened to carefully. Staff and volunteers will be trained regularly to understand their responsibilities with regard to reporting safeguarding or child protection concerns. Students are taught about safeguarding, including online, through various teaching and learning opportunities as part of a broad and balanced curriculum. Students are taught to recognise when they are at risk and how to get the help they need through PSHE, Wellbeing and mental health work and Anti-Bullying activities.

- Protection: Meadow Park School will ensure that each member of staff, governor and other visitor involved in regulated activity with students have an up to date DBS check and are sufficiently trained and supported to respond appropriately and sensitively to Child Protection concerns.
- Support: The Meadow Park School ethos provides structured systems of support for all students. This includes teaching students, as part of the curriculum, to keep themselves safe from all forms of abuse and appointing appropriately qualified and experienced staff (DSLs and DDSL's) to provide advice, training and support around safeguarding concerns.
- Working with parents and external agencies: Meadow Park School will work closely with parents to ensure appropriate communications and actions are undertaken. The school will develop and maintain links with relevant external agencies in all matters relating to safeguarding and child protection. Meadow Park school assess the risks and issues in the wider community as part of the safeguarding curriculum.
- Commitment: Meadow Park School expects that everyone shares this commitment, creating a culture of vigilance.

2.5 This policy adheres to the following documents;

2.5.1 Statutory Guidance

- Keeping Children Safe in Education (KCSIE) (September 2022)
- Working Together to Safeguard Children (2018) (updated 2022)
- Multi-agency statutory guidance on female genital mutilation (July 2020)
- Teachers' Standards July 2021

2.5.2 Legislation

- The Children Act 1989 and The Children Act 2004
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015
- The Rehabilitation of Offenders Act 1974
- Safeguarding Vulnerable Groups Act 2006
- Counter-Terrorism and Security Act 2015 (and the Prevent Duty guidance)
- The Education Act 2002
- The Academy Staffing (England) Regulations 2009
- Part 1 of the schedule to the Non-Maintained Special Academies (England) Regulations 2015.
- The Equality Act (2010)
- The Childcare (Disqualification) Regulations 2009 (and 2018 amendment)

2.5.3 Meadow Park School also has regard relevant to **non-statutory guidance relating to safeguarding, including:**

- Working Together to Safeguard Children 2018 (updated 2022)
- Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)
- Guidance for Safer Working Practice for those working with children and young people in education settings addendum (April 2020)
- What to do if you are worried a child is being abused: Advice for practitioners (2015)
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (September 2021)
- Dealing with Allegations of Abuse Against Teachers and Other Staff (March 2012)
- Information Sharing: Guidance for Safeguarding Services (July 2018)
- Teaching Online Safety in schools (2019)

- DfE Guidance on Relationships education, relationships and sex education (RSE) and health education (July 2020)
- Laming Report 2003, Victoria Climbié, and “Baby Peter” Review 2009
- Bichard Inquiry 2003 - the Soham murders
- Jay Rotherham enquiry 2015
- Protecting Children From Radicalisation: The Prevent Duty 2015 Education (Independent Academy Standards) (England) Regulations 2014

2.6 We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children during the coronavirus outbreak.

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex B of Keeping Children Safe in Education (September 2022).

2.8 This policy should be read in conjunction with the following policies all found in the staff handbook on the Q drive: /

Behaviour policy
 Prevent Extremism/ Radicalisation Policy
 Attendance policy
 Prevent policy
 Anti-bullying Policy
 ICT Acceptable User Policy
 Internet Safety and Cyber-bullying Policy
 Physical Restraint policy

2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Meadow Park School and the Finham Park Multi Academy Trust including the board of trustees, Trust Chairman Mr. Peter Burns MBE, Executive Headteacher Mark Baillie and Headteacher Mrs. Bernadette Pettman. All references in this document to ‘staff’ or ‘members of staff’ should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 Rather than duplicating content from Keeping Children Safe in Education (September 2022) in this policy, it should be understood that Meadow Park School will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the governing body

3.1.1 Meadow Park School has a named Governor to take leadership responsibility for safeguarding. This role is carried out by David Kershaw. Part 2 of Keeping Children Safe in Education (September 2022) sets out the responsibilities of the governing body. As part of these overarching responsibilities the governing Body will;

- Have a strategic leadership responsibility for Meadow Park School’s safeguarding arrangements;
- Ensure all Governors and trustees receive appropriate safeguarding and child protection training (including online safety) at induction and that it is regularly updated.

- Aware of the obligations under the [Human Rights Act 1998](#) , the [Equality Act 2010](#) and the [Public Sector Equality Duty](#).
- Ensure that they comply with their duties under legislation;
- Ensure a whole school approach to safeguarding, including the use of mobile and smart technology in school;
- Ensure that policies, procedure and training in Meadow Park School are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure we consider local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure we have a staff Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors undergo safeguarding and child protection training on induction (including online safety) and this is regularly updated;
- Ensure we contribute to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety as a whole school approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Put in place and follow appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of designated safeguarding lead;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the Headteacher whilst ensuring there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure Safer working practice is embedded and effective within policies.

3.2 The Role of the Headteacher:

3.2.1 The Headteacher will;

- Ensure that this policy is reviewed annually at minimum and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the designated safeguarding lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;

- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After Children and previously looked after children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)
- Promote a whole school approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;
- Ensure that Meadow Park School collaborates with Children's Services, the Police, Health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's services (from the host local authority or placing authority) have access to Meadow Park School to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2022).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead for Meadow Park School is Stephen Darby. Our Deputy Designated Safeguarding Lead in the DSL's absence is Paul Rule.

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including Online Safety) in Meadow Park School;
- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2022)
- Always be available during term time school hours for staff in Meadow Park School to discuss safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role and update a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from early help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children have been harmed or are at risk of significant harm;
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;

- Support Meadow Park School with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Ensure all staff have read and understood Part 1 and/or Annex A of Keeping Children Safe in Education (September 2022);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Meadow Park School;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team;
- Promote a 'culture of safeguarding', in which every member of Meadow Park School community acts in the best interests of the child;
- Ensuring Meadow Park School knows who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half-term at a minimum) with the safeguarding link governor and/or Chair of Governors to review safeguarding in Meadow Park School; and
- Liaise with the Headteacher regarding safeguarding cases and issues.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health.
- Be aware of the requirement for children to have an Appropriate Adult – PACE code C 2019

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex C of Keeping Children Safe in Education (September 2022).

3.4 The Role & Responsibilities of all Staff within School

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

- Have a responsibility to provide a safe environment, where children can learn;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/ or recognise their experience as harmful;
- Will be aware of indicators of child-on-child abuse and procedures to deal with this;

- All staff, but especially the DSL and Deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in Meadow Park School that support safeguarding and child protection;
- Will be provided with a copy of Part 1/ Annex A of Keeping Children Safe in Education (September 2022) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Will receive regularly updated safeguarding and child protection training including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Will be made aware of the early help assessment process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's services (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.5 Multi-Agency Working

3.5.1 The school is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.

3.5.2 The school will work with Children's Services, the police, health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.5.3 We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help Assessments via our Early Help Assessment Co-ordinator **Kerrie Holdback (EHAC)**.

Contact Details: **Kerrie Holdback**

South Area Help and Protection,
Aspire Family Hub (Gosford Park School Site),
Humber Avenue,
Coventry,
CV1 2SF

Tel: 024 7697 8100 Office / 024 7697 6075

Teams / Mobile: 07534168445

3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named ‘relevant agency’. As such, the school is under a statutory duty to co-operate with published CSCP arrangements.

3.5.5 Meadow Park School actively promotes collaborative working with partnership agencies and Coventry Children’s Services. Meadow Park School has entered an agreement for Coventry Children’s services Educational Link Claire McElroy (claire.mcelroy@coventry.gov.uk) to have permission and access to our safeguarding database (CPOMS) during all Half-term/ Easter, Summer and Winter breaks. This is to provide contextual information for Children’s services during non-school time when partnership agencies may have experienced a delay in gathering information for assessment and partner agency discussions.

4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don’t fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of the school as well as the multi-faceted occurrence of factors causing emotional harm.

The four main types of abuse that staff are trained to recognise are;

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

4.2 Types of abuse (Taken from Keeping Children Safe in Education, 2022)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only

Type of abuse	Information
	<p>insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</p>
Sexual abuse	<p>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.</p> <p>The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of Meadow Park School's policy and procedures for dealing with this.</p>

Type of abuse	Information
Child sexual exploitation (CSE)	<p>CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, (b) for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p> <p>(Further information about Child Sexual Exploitation can be found on page 125 of Keeping Children Safe in Education 2022)</p>
Neglect	<p>The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.</p>

4.3 Indicators of abuse can be found in Appendix B.

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

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

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

- 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 a risk of modern slavery, trafficking, sexual or criminal exploitation;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of the school day;
- is a privately fostered child.

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

- bullying, including cyberbullying; prejudice based and discriminatory
- child criminal exploitation (including involvement in county lines);
- child sexual exploitation;
- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- mental health;
- neglect;
- Child on Child abuse;
- physical abuse;
- radicalisation;
- relationship abuse;
- serious violence and harassment;
- sexual abuse;
- sexual violence or sexual harassment (including Child on Child abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- So-called 'honour-based' abuse;

- trafficking and modern slavery.

4.8 Meadow Park School will also take action to protect;

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

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

We work with other agencies in line with Keeping Children Safe in Education (2022) to support children and families in the following circumstances;

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

4.9 Child potentially at greater risk of harm

4.9.1 Meadow Park School recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.9.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in the school.

4.9.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

4.10 Children missing from Education

4.10.1 Meadow Park School understands that children missing from education can be a vital warning sign to a variety of safeguarding concerns including neglect, child sexual and criminal exploitation.

4.10.2 Meadow Park School will report information to the Local Authority when problems are first emerging and always should this result in the removal of a child from roll.

4.11 Elective Home Education

4.11.1 Meadow Park School recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart.

4.11.2 Since 2016, Meadow Park School has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside Meadow Park School to coordinate a meeting with parents where possible ideally before a final decision is made.

4.12 Mental Health

4.12.1 Meadow Park School recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

4.12.2 All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

4.12.3 Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

4.11.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should report it to the safeguarding team within Meadow Park School through CPOMS or via the safeguarding@meadowparkschool.com alert of non-immediate concerns. Immediate concerns are to be raised immediately with a member of the safeguarding team in person.

4.12.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately.

4.12.6 Stephen Darby (DSL + Deputy Headteacher) is the designated member of staff responsible for the promotion of mental health and wellbeing across the school, Eve Fraiser is the school's designated Mental Health First Aider.

4.12.7 Further information, guidance and advice regarding mental health can be found in paragraph 44 of Keeping Children Safe in Education 2022.

4:13 - Children who are Lesbian, Gay, Bi or Trans (LGBT+)

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

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse

5 Responding to signs of abuse

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

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to Children's services or to the police, they should inform the DSL as soon as possible.

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

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;

- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures/ allegations of abuse that children have shared.

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

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

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

- Manage support for the child internally within school;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for consideration for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Meadow Park School is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but Meadow Park School believes that a child is at significant risk of harm, a referral will still be made to Children's Services.

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

5.7 See page 24 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2022).

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

- are informed by a girl under 18 that an act of FGM has been carried out on her; or

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

If you believe a child is at risk of FGM, a referral to the MASH is also required.

5.9 Meadow Park School have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or the school are aware the 28 days has been exceeded.

5.10 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on Meadow Park School's Prevent duty.

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

5.12 Child on Child Abuse

5.12.1 Meadow Park School understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child-on-child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images or videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. Meadow Park school recognise that safeguarding issues can manifest as child-on-child abuse.

5.12.2 All members of staff will be made aware of the school's policy and procedures with regards to child-on-child abuse. Meadow Park School will ensure staff understand what is meant by child-on-child abuse by highlighting this in the staff safeguarding booklet which is given to every staff member as part of their induction, revisited on inset days and updated annually.

5.12.3 Meadow Park School will work to prevent child-on-child abuse by adhering to a zero-tolerance approach to all forms of child-on-child abuse including but not limited to; homophobic/transphobic/biphobic language and/or behaviour, bullying, racism, sexually inappropriate language and/or behaviour, and physical/verbal abuse. Meadow Park School will follow our behaviour and E-safety policies in conjunction with safeguarding protocols.

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, Meadow Park School will investigate this in accordance with our safeguarding protocols and behaviour/E-safety policies. The investigating staff member (usually a DSL/DDSL) will ensure that both the alleged victim and the alleged perpetrator are spoken to separately and statements are recorded appropriately. Parents/carers and relevant external agencies (if appropriate) will be informed of the outcomes of the investigation and Meadow Park School will take appropriate measures to ensure that the alleged victim and perpetrator are safeguarded following any allegation.

- 5.12.5 In the event that an allegation of child-on-child abuse is made, victims and alleged perpetrators and any other children affected will be supported by a pastoral member of staff who may offer them 1:1 mentoring and/or counselling in school. Appropriate measures will be taken where necessary to minimise the risk of the alleged victim and perpetrator coming into contact during the school day where there is police involvement and/or a criminal investigation is ongoing. Mediation is an intervention Meadow Park School may suggest where appropriate and a referral to the MASH will be considered.
- 5.12.6 Meadow Park School will never pass off child-on-child abuse as ‘banter’, ‘having a laugh’, ‘part of growing up’ or other such termination that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all child on child abuse is unacceptable and will be taken seriously.
- 5.12.7 Meadow Park School recognises the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), and that children with special educational needs (SEN) or LGBTQ+ are more likely to be the victims of child-on-child abuse. All child-on-child abuse is unacceptable and will be taken seriously.
- 5.12.8 Meadow Park School will adhere to guidance set out in Keeping Children Safe in Education (2022) and Sexual Violence and Sexual Harassment in Schools (Sept 2021) when responding to incidents of child-on-child abuse.
- 5.12.9 All staff will be made aware that ‘upskirting’ is a criminal offence.

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

- 5.13.1 Both CSE and CCE are forms of abuse that occur when an individual or group take 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 through violence or threat of violence. CCE and CSE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).
- 5.13.2 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.
- 5.13.3 Meadow Park School is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the harm they have experienced even if they appear to have consented to the criminal activity.
- 5.13.4 CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.
- 5.13.5 Meadow Park school recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

5.14 Sharing of consensual or non-consensual nude and semi-nude images or videos

5.10.1 “Sharing of consensual or non-consensual nude and semi-nude images or videos” refers to any sharing of youth-produced sexual imagery between children. This includes;

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

5.14.2 The school has a responsibility to educate children in the risks relating to ‘sharing consensual or non-consensual nude images or videos’ and how to keep themselves safe online.

5.14.3 Any incidents or suspected incidents of ‘sharing consensual or non-consensual nude images or videos’ should be reported to the DSL without delay.

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

- Referrals to the MASH in regards to all parties involved (also the police if urgent response required);
- Confiscation of mobile phones in line with guidance ‘Searching, Screening and Confiscation, (January 2018);
- Support for young people involved to prevent reoccurrence;
- Sanctions in accordance with behaviour policy;

5.14.5 Any incidents of ‘sharing consensual or non-consensual nude images or videos’ involving the following will result in a MASH and sometimes a Police referral;

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

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

5.14.7 We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

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

5.15 Domestic Abuse

5.15.1 Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

5.15.2 Meadow Park School recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships.

These all have a detrimental impact on children's health, well-being, development and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The DSL/DDSL's Operation Encompass notifications to inform them when an incident of domestic abuse and/or violence has been reported to the police following an incident involving either of the child's parents, regardless of whether the child resides with them, or was present at the address at the time. This information is logged on the child's safeguarding log and the DDSL will advise pastoral staff to monitor the student closely for any signs of emotional distress/out of character behaviour or have a well-being check in with the student. If deemed appropriate, the student will be offered mentoring and/or counselling. They may also be signposted/referred to relevant external agencies that can offer specialist support. If the student already has social care involvement, the DV notification will be shared with the allocated social worker. The school's Home School Liaison Officer will also be informed and a home visit may be taken by them or a DDSL to ensure that a professional has seen that child to ensure their safety or assess their wellbeing.

5.16 Child on Child Sexual Violence and Sexual Harassment

5.16.1 Sexual Violence and sexual harassment, just like the above types of Child on Child abuse, can occur both in and out of school (online and face to face) between children of any age and sex and is never acceptable. This includes children from Primary school through to Secondary and higher. Examples of this are:

- rape;
- assault by penetration;
- sexual assault;
- causing someone to engage in sexual activity without consent;
- sexual comments including on social media;
- sexual jokes;
- physical behaviour;
- online sexual harassment;
- sharing of unwanted explicit content;
- upskirting;
- sexualised online bullying;
- sexual exploitation, coercion and threats.

All members of staff at Meadow Park School maintain the attitude of 'It can happen here' to ensure all children are safeguarded. One way this is done is by addressing inappropriate behaviour following the behaviour policy. All staff understand that by not addressing this promptly, children's educational attainment may be impacted if the alleged perpetrator attends the same setting.

5.16.2 Meadow Park School will reassure the victim that they are being taken seriously and will be support and kept safe. The Designated Safeguarding Lead (or deputy) will take a lead role on reports whilst using their professional judgement, and liaising with other agencies by following the below protocol;

- when possible, two members of staff will be present where the report includes an online element. Staff will not view illegal images of children;
- will not promise confidentiality as reports will need to be passed onto Children's Service (and in some cases, the Police);
- recognises that a child is more likely to disclose to a member of staff they have the strongest relationship with;
- an initial disclosure may be the first incident that is reported rather than a singular event;

- some children may face barriers to disclosing such as, additional needs, vulnerability, sex, ethnicity and possibly sexual orientation;
- will always listen carefully to the child whilst being non-judgemental;
- write up the factual parts of the disclosure as soon as the child has finished disclosing;
- liaise with the MASH (and police if urgent response required).

5.16.3 Nevertheless, the victim will never be given the impression that they are creating a problem by reporting sexual violence and/or harassment. Staff will be aware of the importance of challenging inappropriate behaviours; making it clear it is never accepted, tolerated and is not a part of growing up or banter.

5.17.4 In some cases, a risk assessment may be required but will be kept under constant review.

5.18 Serious Violence

5.18.1 All staff will be made aware of indicators, which may signal that children are at risk of, or are involved with serious violent crime such as absence from school, a change in friendship/relationship, a significant decline in performance, signs of self-harm or change in wellbeing, or sign of unexplained injury.

5.18.2 All staff will be made aware of the range of risk factor which will increase the likelihood of involvement in serious violence, criminal networks and gangs and understand the measures in place to prevent these.

5.18.3 All staff will have an awareness of Child Criminal Exploitation and behaviours linked to Child Criminal Exploitation. Further information about Child Criminal Exploitation can be found on pages 125-127 of Keeping Children Safe in Education (2022).

5.19 Searching, Screening and Confiscation

5.19.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Meadow Park School

5.19.2 Meadow Park School adheres to the Searching, Screening and Confiscation Advice for Schools (2022) [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101424/Searching_Screening_and_Confiscation_Advice_for_Schools_2022.pdf)

5.20 Extra-Familial Harm

5.20.1 Meadow Park School recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We also recognise that safeguarding incidents or behaviours can occur between children outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.20.2 All staff will be made aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside these environments.

5.21 Online Safety

5.21.1 The school recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe In Education 2022:

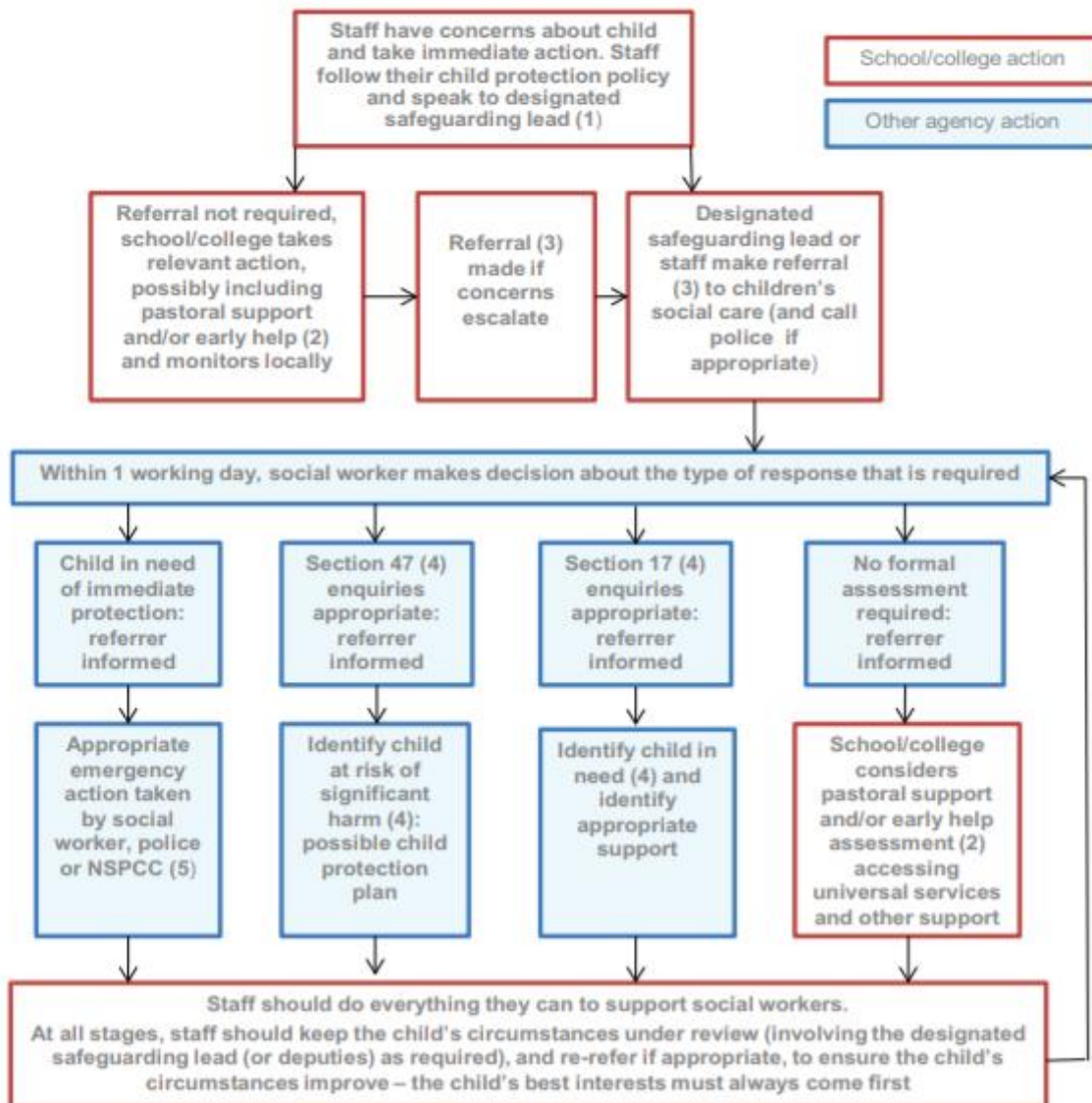
- Content – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism)

- Contact – being subject to harmful online interaction with other users (child to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)
- Conduct – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)
- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams

5.21.2 Meadow Park School understand that the above can take place on a student's phone or smart device (including smart watches) whilst at school/college or elsewhere. The school have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology through the ICT Acceptable Use Policy and the practices covered through the Internet Safety and Cyber-Bullying document.

5.21.3 The school has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns.

Actions where there are concerns about a child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

5.22 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. Meadow Park School will follow up referrals if we do not receive feedback from Children's Services to ascertain the outcome of all referrals.

MASH Telephone number: 02476 788 555

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

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to MASH (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.22.1 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the [Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy LINK UPDATED](#). to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 All concerns, discussions and decisions made will be recorded in writing and kept confidential and stored securely.

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

6.3 Meadow Park School keeps all safeguarding files electronically, using a system called CPOMs.

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

6.5 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file in a timely manner (5 days). Once received by the new school, this school will not retain the information.

6.6 Meadow Park School will seek to hold at least two emergency contacts for every child.

6.7 All data processed by Meadow Park School is done so in line with the General Data Protection Guidelines. Please see FPMAT Data Protection Policy 2022.

6.8 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part One of Keeping Children Safe in Education (September 2022).

7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Meadow Park School. Consent will be sought annually from parents/carers.

7.2 Parents can withdraw consent at any time and must notify Meadow Park School if they do not wish their child's photographs to be used.

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

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

8 Early Help Assessment

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

Aspire Family Hub – Humber Avenue - CV1 2SF Tel: 024 7697 8100

Kerrie Holdback – Meadow Park School’s Allocated Early Help Assessment Co-Ordinator (EHAC)

8.2 Meadow Park School works within the Coventry Safeguarding Children Partnership’s [‘Right Help, Right Time’](#) framework, available on the CSCP website.

9 Staff training

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

- This ‘Safeguarding and Child Protection Policy’;
- The staff Code of Conduct
- Copies of Part 1 and/or Annex A of Keeping Children Safe in Education (September 2022)
- School procedures for Children Missing Education
- The Behaviour Policy
- Complete HM Governments’ online prevent training

9.2 Staff at Meadow Park School will;

- Have safeguarding and child protection refresher training at least annually.
- Receive a comprehensive Staff Handbook with up to date information on dealing with disclosures, types of abuse and other safeguarding concerns (i.e FGM/ Fabricated Illness/ Breast Ironing/ Extremism and Radicalisation)
- All Staff (including governors) will be given the KCSIE 2022 Annex A information as well as Meadow Park School’s policies on Children missing in education, Child protection + Safeguarding, Behaviour and Staff code of conduct .
- All Staff including Governors will have completed an online Extremism awareness Module recognised by HM Government
- All Staff including Governors will have completed an online module on Channel awareness in relation to extremism and reporting concerns.
- Receive weekly safeguarding notices via the staff bulletin.
- Receive training on mental health and emotional well-being.
- DDSL will attend ALL Safeguarding Leads Briefings and disseminate information between the DSL and fellow DDSL’s – implementing suggestions and actions.

- All visitors/ short-term supply/ volunteer staff are given a Safeguarding Leaflet upon arrival at school with our school's procedures and DSL contact details as a minimum.
- All long-term volunteers (1week +) will receive the staff safeguarding and child protection information booklet and KCSIE 2022 annex A information as well as Meadow Park School's policies on Children missing in education, Child protection + Safeguarding, Behaviour and Staff code of conduct.
- DSL refresher Training for DSL/ DDSL's will be completed in accordance to our compliance with CSCP recommendations of it being refreshed every 2 years.
- Specific CSCP training such as Signs of Safety training will be attended by the DSL/ DDSLs and targeted Pastoral/ inclusion staff whom will actively lead on early help
- Additional CSCP training will be identified for staff's ongoing professional CPD throughout the year and allocated according to the needs of our students/ staff

9.3 Meadow Park School recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and the sharing of consensual or non-consensual nude images or videos. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

9.4 - 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 child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

10 Safer Recruitment

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

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).
- Verification on the candidate's mental and physical fitness may also be checked.

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

10.3 All new members of staff will be required to obtain DBS clearance. Meadow Park School reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children and may ask candidates to be registered on the DBS update service.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training which will be refreshed every 2 years.

10.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.

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

10.7 All safer recruitment practices at Meadow Park School comply with Keeping Children Safe in Education (September 2022). See Part 3 of Keeping Children Safe in Education (September 2022) for further information.

11 Allegations of abuse against staff

11.1 Meadow Park School takes all safeguarding matters including low-level concerns and/or allegations that harm to a child has occurred against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2022) and the CSCP Guidance, [‘Allegations Against Staff and Volunteers’](#).

11.2 Allegations or concerns may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates they may not be suitable to work with children; (including behaviour outside of work). This is known as ‘Transferable risk’.
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children.

11.3 If a concern or allegation of abuse arises against the Headteacher, or should there be a conflict of interest to the Headteacher, it must be immediately reported to the Chair of the Governing Body without delay. The DSL will also report concerns directly to the LADO (Local Authority Designated Officer)

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

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

11.6 The Headteacher or Chair of Governors should consider if the concern or allegation meets the harms threshold for Designated Officer intervention and seek guidance/ advice if unsure by emailing lado@coventry.go.uk. ‘Low-level’ concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door. Or;

- Humiliating pupils.

The details of the LADO can be found at the front of this policy. Immediate referrals can be made via the following link:

https://www.coventry.gov.uk/info/206/coventry_safeguarding_children_partnership/2628/local_authority_designated_officer_lado

11.7 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with *Keeping Children Safe in Education 2022*, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

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

11.9 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Meadow Park School in managing the allegation.

11.10 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, irrespective of whether they have resigned.

11.11 Supply Teachers and all contracted staff

11.11.1 Although the school does not directly employ supply teachers and contractors, the school will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer

11.11.2 The school will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching a suitable outcome.

11.11.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.11.4 The school will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies. The school will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to gather information.

11.12 Governors

11.12.1 If an allegation or concern is about a Governor, Meadow Park School will follow local procedures.

11.13 Volunteers

11.13.1 Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer prior to satisfactory checks being completed be alone with children unsupervised or allowed to work in regulated activity.

11.14 Whistleblowing

11.14.1 Meadow Park School operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Meadow Park School's safeguarding processes to the senior leadership team.

11.14.2 Appropriate whistleblowing procedures are in place whereby the senior leadership team will take all concerns seriously.

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

11.15 Complaints Procedure

The School operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures. Any relevant concerns are logged on the Low-Level Concern register.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

12 Promoting safeguarding and welfare in the curriculum

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

12.2 The school will teach children about safeguarding, including online safety. This will be through the PSHE programme, assembly and tutor-time programme and through taught curriculum subjects.

As part of a broad and balanced curriculum, the school will cover relevant issues in line with government guidance on Relationships Education, Relationships and Sex Education and Health Education.

12.3 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE).

12.3 Children at Meadow Park School will receive the following as part of our promotion of safeguarding across the curriculum:

- Mental health awareness
- Online safety and digital footprint awareness
- Protective behaviours/ keeping yourself safe
- Sexual Health/ STI's – Symptoms, treatment and HIV including Statistics and Risks
- Relationships, Condom usage and demonstration how to use safely
- Sexting
- Consent
- Social media awareness + Location Setting

- Cyber Bullying
- Reducing risks and online gaming
- Self-esteem and mental resilience

Meadow Park School will also look for opportunities for external speakers/ partner organisations to feed into the school's provision for safeguarding education.

12.4 Education at home and remote education

12.4.1 Where students have graduated transition plans and therefore some education is done at home. The Home Liaison Officer (HSLO) and Inclusion Manager will complete the paperwork required by Coventry LEA and also do a home visit and risk assessment.

12.4.2 Meadow Park School continues to operate under the Safeguarding Policy and adheres to the guidance set out in the Keeping Children Safe in Education (Sept 2022) and Working together to Safeguard Children (2018) when children are learning at home or on site.

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Meadow Park School recognises that children looked after may have additional vulnerabilities by virtue of this. The Designated Lead for Looked-After and Previously Looked-After Children is Stephen Darby.

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

13.3 Meadow Park School will work with Personal Advisors when children leave care (where applicable).

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

14 Children with Special Educational Needs and Disabilities or physical health needs

14.1 As outlined in Keeping Children Safe in Education (2022), Meadow Park School is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Being able to understand the difference between fact and fiction in online content.

14.2 Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead and SENCO. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

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

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

15 Use of physical interventions

15.1 There is an absolute ban on the use by any member of staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a student, or which is primarily intended to cause pain, injury or humiliation.

15.2 It is important to allow children to do what they can for themselves, but depending on age and circumstances, it may be necessary for some physical contact to take place; (e.g. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.).

15.3 Section 93 of the Education and Inspections Act 2006 enables Academy staff to use 'reasonable force' to prevent a student from:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student) ;
- causing personal injury to, or damage to the property of, any person (including the student themselves); or
- prejudicing the maintenance of good order and discipline at the Academy or among any students receiving education at the Academy, whether during the teaching session or otherwise.

15.4 Academy staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by Academy staff must be in accordance with guidance and procedures at all times. In the event of searches or physical restraint being needed, parents will be informed the same day. There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is proportionate and necessary.

15.5 A log of any incidents will be kept on CPOMS and reviewed by the Headteacher and DSL regularly.

16 Work Experience

16.1 Meadow Park School will continue to be responsible for the safeguarding of students placed with an alternative provision provider or work experience and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

16.2 The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by the school. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between the school and

alternative/external providers.

16.3 The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

17 Children staying with host families (see Annex E KCSIE)

17.1 Meadow Park School has a responsibility for the safety and welfare of children during any exchange visits arranged by Meadow Park School and for considering how best to minimise risk of harm to those children involved. This would include when organising for the care and accommodation of a child with a host family (known as homestays) as part of the exchange. When arranging a homestay,

17.2 Meadow Park School will consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay. Whilst there is no legal requirement for Meadow Park School, as regulated activity providers to check the barred list status of an adult who will provide homestay, Meadow Park School will obtain a DBS enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but will also allow Meadow Park School to consider whether any criminal record information shown on the certificate would indicate the adult was an unsuitable host for a child.

17.3 In addition to those engaging in regulated activity, Meadow Park School may choose to also obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household where the child will be staying. It is not possible for Meadow Park School to obtain criminality information from the DBS about adults who provide homestays abroad.

17.4 Meadow Park School will liaise with partner schools abroad, to establish a shared understanding of the arrangements in place both before and during the visit. Meadow Park School will need to be satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange.

17.5 Additional action for extended homestays

Where a period of UK homestay lasts 28 days or more, for a child aged under 16 years of age (under 18 years of age if the child has disabilities), this may amount to private fostering under the Children Act 1989. In these cases Meadow Park School will notify the local authority of the arrangements.

18 Summary

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

Appendix A

Meadow Park School's safeguarding policy is intended to be used in conjunction with the policies identified in Section 2.8. These policies can be found on the Staff Q: drive.

Meadow Park School adheres to Coventry Safeguarding Children Partnership Policies, which can be found here: <http://www.proceduresonline.com/covandwarksscb/contents.html>

Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.4, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education (2022), Annex A.

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

Bullying, including cyber- or online-bullying

Meadow Park School takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their tutor, pastoral progress manager, mentor (if applicable), the Inclusion Manager, to the DSL or to any trusted member of staff and we will work to resolve it.

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

Criminal exploitation (including involvement in county lines)

Meadow Park School understands that key to identifying potential involvement in criminal exploitation (including involvement in county lines) are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and like any other form of abuse or exploitation, Meadow Park School will adhere to our safeguarding procedures as outlined in this policy. If a member of staff or a student is concerned about possible criminal exploitation they should inform the DSL/DDSL immediately, who will then liaise with Coventry social services and a referral to the National Referral Mechanism may also be considered.

We teach the children about the dangers of criminal exploitation through our curriculum.

The victims of criminal exploitation, or, those deemed to be at high risk of being exploited will be supported through the offer of 1:1 mentoring and/or protective behaviours group work.

Domestic abuse

Meadow Park School understands that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impacts 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. The DSL receives Operation Encompass notifications to inform them when an incident of domestic abuse and/or violence has been reported to the police following an incident involving either of the child's

parents, regardless of whether the child resides with them, or was present at the address at the time. This information is logged on the Child Protection log and the DDSL will advise the Pastoral Progress Manager to monitor the student closely for any signs of emotional distress/out of character behaviour. If deemed appropriate, the student will be offered mentoring and/or counselling. They may also be signposted/referred to relevant external agencies that can offer specialist support. If the student already has social care involvement, the DV notification will be shared with the allocated social worker.

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

NSPCC- UK domestic-abuse signs symptoms effects

Refuge- what is domestic abuse/effects of domestic abuse on children

Fabricated or induced illness

Fabricated or induced illness is often, but not exclusively, associated with emotional abuse. There are a number of factors that teachers and other school staff should be aware of that can indicate that a pupil may be at risk of harm. Some of these factors can be:

- frequent and unexplained absences from school, particularly from PE lessons;
- regular absences to keep a doctor's or a hospital appointment; or
- repeated claims by parent(s) that a child is frequently unwell and that he/she requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which teachers/ early years staff have not themselves noticed e.g. headaches, tummy aches, dizzy spells, frequent contact with opticians and/or dentists or referrals for second opinions.

Children who have had illness fabricated or induced are likely to require co-ordinated help from a range of agencies such as health, Children's services or Adult social care, education, schools and the voluntary and independent sectors over a sustained period of time. The nature of this input is likely to change as the child develops and his or her needs change; over time, therefore, the types of services required may differ considerably. Where a member of staff has concerns that a child has had illness fabricated or induced, they must report this to the DSL/DDSL. It is helpful if, prior to referral to the designated senior staff member, the member of staff concerned can present a diary of events, including a record of absences and the reasons for absence given by the parent (where known). The DSL will share information with children's services so that an informed assessment can be made of the child's needs and circumstances.

The victims of fabricated or induced illness, or, those deemed to be at risk of this form of abuse will be supported through the offer of 1:1 mentoring and/or counselling and/or protective behaviours group work. They may also be signposted/referred to relevant external agencies who can offer specialist support.

Statutory guidance around fabricated or induced illness can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

Faith-based abuse

Meadow Park School recognises the importance of tackling child abuse linked to belief alongside other types of abuse including child trafficking and abuse related to culture and faith, such as female genital mutilation, honour-based abuse and forced marriage. Meadow Park School's safeguarding procedures apply and will always be followed in all cases where abuse or neglect is suspected

including those that may be related to particular belief systems. If a member of staff has concerns that a child may be the victim of faith-based abuse they will report it to the DSL/DDSL. The DSL will then refer these concerns to children's services so that a multi-agency initial assessment can be conducted to identify the risks and the child's needs.

The victims of faith-based abuse, or, those deemed to be at risk of this form of abuse will be supported through the offer of 1:1 mentoring and/or counselling and/or protective behaviours group work. They may also be signposted/referred to relevant external agencies who can offer specialist support.

National action plan around faith-based abuse can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action Plan - Abuse linked to Faith or Belief.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf)

Female genital mutilation *(A form of so-called 'honour-based' abuse)*

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. 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. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out, and discuss any such case with the DSL. The duty for teachers to personally report does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should report concerns to the DSL/DDSL immediately. All staff will have received training on FGM including the signs and risk indicators to look out for as part of their induction as well further information and guidance within their safeguarding handbook. Any direct disclosure of FGM will be reported to the police and Children's Services immediately.

Statutory guidance around FGM can be found here:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Forced marriage *(A form of so-called 'honour-based' abuse)*

Meadow Park School understands that the school can play an important role in safeguarding children from forced marriage. If a member of staff has a concern regarding a student they should firstly speak to student and then report concerns to the DSL/DDSL immediately. The DSL will gather information required and refer to children's services and the police. Meadow Park School may also seek advice from the Forced Marriage Unit.

The victims forced marriage, or, those deemed to be at risk of this form of abuse will be supported through the offer of 1:1 mentoring and/ or protective behaviours group work. They may also be signposted/referred to relevant external agencies who can offer specialist support. This will be discussed with Children's services and/ or Police.

Gangs or youth violence

Meadow Park School work with the local community safety partnership, the youth offending team, and the neighbourhood police team regarding any gang or youth violence in their area. Meadow Park School responds to any individual or group violence with a zero-tolerance approach and any

perpetrators will be dealt with in accordance with our behaviour policy and safeguarding protocols. Incidences of violence will be reported to our linked community police officer who may want to speak with the perpetrator and victim.

The students learn about gang or youth violence and joint enterprise through our curriculum.

Student who are identified as at risk of being involved and or exposed to gang or youth violence may also be referred into external services (I.e. Police or St Giles) to provide some direct work as well as benefit from additional protective behaviours work delivered with Meadow Park School

Guidance on gangs or youth violence can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Gender-based violence

Meadow Park School will address any reports of gender-based violence in accordance with safeguarding protocols.

The home office strategy to address gender based violence can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/522166/VAWG_Strategy_FINAL_PUBLICATION_MASTER_vRB.PDF

The victims of gender-based violence, or, those deemed to be at risk of this form of abuse will be supported through the offer of mentoring or protective behaviours group work. They may also be signposted/referred to relevant external agencies who can offer specialist support.

Hate

Hateful behaviours and/or language will not be tolerated at Meadow Park School and will be dealt with in accordance with our Behaviour policy, Prevent policy, E-Safety Policy and safeguarding procedures. Any incidences of hateful behaviour and/or language will be reported to the Progress Managers, Inclusion Manager and where appropriate the DSL/DDSL. Meadow Park School may also report any incidences of this nature to our police liaison officer and any other external relevant agencies.

The students are taught about hate through our curriculum.

Information on hate for teachers, parents and school leaders can be found here:

<https://educateagainsthate.com/school-leaders/?filter=guidance-and-training-school-leaders>

Homelessness

When any member of staff at Meadow Park School becomes aware that a young person is at risk of homelessness or is homeless, they will report it to the DSL/DDSL. The DSL will speak to the parents/carers and refer to children's services so a multi-agency assessment can be carried out to determine risk to the child and their needs. Meadow Park School will endeavour to work closely and cooperatively with parents/carers (unless doing so would be deemed as putting the child at risk of harm) and external agencies.

Any student that is identified as homeless or at risk of homelessness will be supported through the offer of 1:1 mentoring and/or counselling and/or protective behaviours group work. They may also be signposted/referred to relevant external agencies who can offer specialist support.

The homelessness code of guidance for local authorities can be found here:

https://assets.publishing.service.gov.uk/media/5a969da940f0b67aa5087b93/Homelessness_code_of_guidance.pdf

(So-called) ‘Honour-based’ abuse – *(For FGM and Forced Marriage, types of so-called ‘honour-based’ abuse, see above)*

All forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. If staff have a concern regarding a child that might be at risk of HBV, they will speak to the DSL/DDSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s services. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section)

Radicalisation and Extremism

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

More information about the Prevent duty can be found in Meadow Park School’s Prevent policy.

As with other safeguarding risks, staff are alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme. In the first instance, if a member of staff is concerned that a child is at risk of radicalisation they must report their concerns to the DSL/DDSL immediately. The DSL will liaise with the appropriate external agencies so that the risk can be assessed.

Statutory guidance on preventing radicalisation and extremism can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

Further statutory guidance about the Channel programme can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Relationship abuse

Meadow Park School recognises that abuse in relationships can happen to anybody and is never acceptable. When a student shares with a member of staff that they are in an abusive relationship, the member of staff must share this information with a DSL/DDSL. The DSL/DDSL will work cooperatively with the parents/carers, unless doing so would be deemed as putting the child at further risk of abuse. The DSL will liaise with relevant external agencies where appropriate to ensure the child is effectively safeguarded.

The students are taught about relationship abuse through our curriculum.

Further information on relationship abuse can be found here:

<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

The victims of relationship abuse, or, those deemed to be at risk of this form of abuse will be supported through the offer of 1:1 mentoring and/or protective behaviours group work. They may also be signposted/referred to relevant external agencies who can offer specialist support.

Serious Violence

Meadow Park School recognises the risks associated with serious violence, criminal networks and gangs (including the exploitation of children and involvement within 'county lines' activity). Whenever Meadow Park School come into contact with a child whom we believe is at risk of serious crime involvement and exploitation we will report these concerns to Coventry children's services and where necessary the Police. Police intel gathered by Meadow Park School will be submitted via 5x5x5 referral form.

When a member of staff has concerns they will report these directly to the DSL/DDSL, who will refer to Coventry's Children's Services for an initial assessment to be carried out to determine risk and the child's needs.

The victims of serious crime, or, those deemed to be at risk of this form of abuse will be supported through the offer of 1:1 mentoring and/or counselling and/or protective behaviours group work. They may also be signposted/referred to relevant external agencies who can offer specialist support.

Statutory guidance for serious crime can be found here:

<https://www.gov.uk/government/publications/serious-violence-strategy>

Sexual violence or sexual harassment (including child on child abuse)

Sexual violence or sexual harassment will not be tolerated at Meadow Park School in any of its forms. It will never be dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys". Behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia will be dealt with in accordance to our Behaviour policy. Dismissing or tolerating such behaviours risks normalising them.

Meadow Park School recognises that children with SEND can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. Any child that is the victim of sexual violence or harassment should report it to a member of staff immediately. The member of staff will then report this disclosure to the DSL/DDSL who will follow Meadow Park School's Behaviour policy and refer any abuse to children's services and the police.

Victims and, where appropriate, perpetrators of sexual violence or sexual harassment will be supported through the offer of 1:1 mentoring and/or protective behaviours group work. Please refer to 'Child on Child abuse' section of this policy for further information regarding how incidents will be handled by Meadow Park School.

Statutory guidance on sexual violence or sexual harassment can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Sharing of consensual or non-consensual nude images and videos

Meadow Park School recognises the risk young people are exposed to regarding the sharing of consensual or non-consensual nude images and/or videos – We will respond to such reports and concerns around this sensitively and swiftly. Children will be reminded they can report any concerns to a trusted member of staff, highlighting those within the safeguarding team in order to resolve the

issue with minimum distress. Meadow Park School will liaise and discuss these concerns with the Police/ Coventry Children's Service as necessary. Please refer to paragraph 5.10 of this policy (Sharing of consensual or non-consensual nude and semi-nude images or videos) and the school's E-Safety Policy for further information.

The students are taught about online safety and the dangers of sharing nude images and videos within the curriculum.

Trafficking and modern slavery

Whenever Meadow Park School come into contact with a child who has arrived in the country unaccompanied and is not in contact with Coventry Children's Service's, or a child who is accompanied, but about whose safety or welfare we have concerns, Meadow Park School will report this to Coventry children's services.

When a member of staff has any trafficking concerns they will report their concerns to the DSL/DDSL, who will refer to Coventry's social services for an initial assessment to be carried out to determine risk and the child's needs.

The victims of trafficking and/or modern slavery, or, those deemed to be at risk of this form of abuse will be supported through the offer of 1:1 mentoring and/or counselling and/or protective behaviours group work. They may also be signposted/referred to relevant external agencies who can offer specialist support.

DFE guidance around trafficking and modern slavery can be found here:

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Children missing from education, home or care

Meadow Park School will also take action to protect;

- Children missing education
- Children missing from home or care

Children Missing Education

Statutory guidance around Children missing education can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Meadow Park School's attendance policy can be found on the Staff Q: drive and on the school website.

Meadow Park School takes children missing education seriously as this is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Meadow Park School follows our procedures for unauthorised absence which is to notify parents/carers of the absence and request further information. If the student is LAC, under a Child In Need or Child Protection Plan then Meadow Park School will notify the allocated social worker on the first day of unauthorised absence. Repeat unauthorised absence from education will trigger further attempts to make contact with parents/carers, but where Meadow Park School is unable to make contact via the telephone and/or email then a home visit will be conducted within a maximum of 5 school days from the first day of absence. Where a child has been missing from education for a

continuous period of 5 days or more (without Meadow Park School's permission), or, where a child is regularly missing education, Meadow Park School will inform the local authority.

Additional to home visits and telephone calls/text messages, other strategies used by Meadow Park School to address poor or irregular attendance include parental meetings, parental agreements / 6 week improvement plans, and preventative group sessions for identified students, 1:1 mentoring and/or counselling, and attendance monitoring cards.

Private Fostering

Meadow Park School have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MARF referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days. Where staff may become aware of a private fostering arrangement – this information will be shared with the DSL/ DDSL immediately for investigation and referral to Coventry Children's Services.

Appendix C – Indicators of Abuse

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

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

Meadow Park School recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

Appendix D – Safer recruitment and DBS checks

We will record all information on the checks carried out in Meadow Park School's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards. Please refer to the government right to work guidelines.
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at Meadow Park School has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at Meadow Park School.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

Governing Body

All Governing Body members/ Trustees will have an enhanced DBS check without barred list information and section 128 check [including local governors that have been delegated any management responsibilities]

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board of trustees will have their DBS check countersigned by the secretary of state.

All trustees, proprietors and local governors will also have the following checks:

- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Appendix E – Work Experience and Host Families

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where Meadow Park School makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where Meadow Park School is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.