Child Protection Policy

Governing Body Committee responsible:		Ethos, Inclusion and Care	
Approval granted:	14 November 2022	Review date:	Autumn Term 2023

"God sends showers on earth and waters the fields. He protects the sorrowful and lifts up those who have been disgraced."

Job 5: 10-11

"Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos."

Valuing All God's Children, Church of England, 2014

"The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God."

SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012

Aim

Walkwood Church of England Middle School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

Terminology

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

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Introduction

The school has a full safeguarding policy that covers all areas of this important aspect of our work with children. This particular policy covers aspects of child protection that are part of the school's pastoral work. These include

- bullying;
- child-on-child abuse;
- sexual harassment;
- protecting Children within IT systems
- provision for children with additional vulnerabilities.

Walkwood encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, and in the measures that are considered or implemented.

Our staff are trained to understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain harmful conducts can lead to a culture of unacceptable behaviours and an unsafe environment for children, and we do not wish such to be seen it as normal. Staff are advised to maintain an attitude of **'it could happen here'** where safeguarding and child protection are concerned. When worried about the welfare of a child, staff should always act in the best interests of the child.

There will be training for staff on matters of child protection as well as updates when appropriate given the demands of the school's other commitments. When staff make suggestions about the school's pastoral provision, including matters of child protection, these are taken on-board and discussed by the appropriate team.

Pastoral Strategy

The school actively promotes its core values – the Fruits of Faith.

inquisitiveness   inclusiveness
achievement   tolerance
aspiration   thankfulness
forgiveness   honesty
friendliness   honour

The ten Fruits of Faith are Walkwood's interpretation of character education. Character should also be taught: direct teaching of character provides the rationale, language and tools to use in developing character elsewhere in and out of school. Character is communicated through role modelling and emotional influence, therefore a strong school culture and ethos are essential. Indeed, "Education for character is already integral to the work of excellent schools. In these schools there is no tension between a rigorous and stretching academic education on the one hand and outstanding wider personal development on the other" *(Character Education Framework Guidance, DFE November 2019, para 5).*

Walkwood's Fruits of Faith allow pupils and staff with the opportunities for example sharing and positive influences which motivate and promote character education. Our school provides educational

experiences in and out of the classroom that equip pupils with the language, knowledge, understanding, skills and attributes that enable character development. Additionally, our school provides varied opportunities that generate the formation of good character, allowing pupils to seek and freely pursue their application of the Fruits of Faith into their own belief system. "These opportunities help young people to explore and express their character and build the skills they need for resilience, empathy and employability" *(Op. cit, para 13)*.

All our staff should be 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 Designated Safeguarding Lead 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.

Child on Child Abuse

Staff who work with pupils are aware that children can abuse other children, often referred to as 'Child on Child abuse'. Such abuse can happen both inside and outside of school and online.

Staff can report such matters through the pastoral structures within the school and the use of Edukey.

Pupils are able to report using ePraise.

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers. All staff should be aware of issues from peer abuse including:
- bullying (including online bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

This abuse can:
- be motivated by perceived differences e.g., on grounds of race, religion, gender, sexual orientation, disability or other differences;
- result in significant, long lasting and traumatic isolation, intimidation or violence to the victim - vulnerable pupils are at particular risk of harm.

Children or young people who harm others may have additional or complex needs e.g.:
- Significant disruption in their own lives exposure to domestic abuse or witnessing or suffering abuse.
- Educational under-achievement.
- Involved in crime.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and Alternate Designated Safeguarding Leads, have to make their own judgements about each specific case and should use this policy guidance to help.

Bullying

Bulling is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.
In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Online Bulling
Online Bullying is the use of technology (social networking, messaging, text messages, e- mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.
Online bullying can take many forms:

- abusive or threatening texts, emails or messages;
- posting abusive comments on social media sites;
- sharing humiliating videos or photos of someone else;
- stealing someone's online identity;
- spreading rumours online;
- trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games;
- developing hate sites about another person;
- prank calls or messages;
- group bullying or exclusion online;
- anonymous messaging;
- encouraging a young person to self-harm;
- pressuring children to send sexual messages or engaging in sexual conversations.

Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidently before considering the action or punishment to be undertaken.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to

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a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Teenage relationship abuse

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

Gathering information

We shall endeavour to speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. Staff shall:
- Ask the young people to tell you what happened.
- Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?).
- Do not interrogate or ask leading questions.

Record the information as soon as possible, preferably using Edukey. There is a reporting form for use by visitors, this being available from the PAs' Office as well as Reception.

Once the outcome of the incident(s) has been established it is necessary to reduce the chance that future incidents occur and consider the support and intervention required for those involved.

Considerations

- The situation – deliberate or contrived.
- Chronological and developmental ages of everyone involved.
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability.
- All alleged physical and verbal aspects of the behaviour and incident.
- Whether the behaviour involved inappropriate sexual knowledge or motivation.
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery.

- The effect on the victim.
- Any attempts to ensure the behaviour and incident is kept a secret.
- The child's motivation or reason for the behaviour, if they admit that it occurred.
- Whether this was a one-off incident, or longer in duration.

Is there need to refer to an external agency?

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

Child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include
- inappropriate sexual language;
- inappropriate role play;
- sexual touching;
- sexual assault/abuse.

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

Sexting / Sharing nude or indecent imagery

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.

Upskirting

Where someone takes a picture under a person's clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Our school shall carefully consider any report of sexual violence and/or sexual harassment, these being reported through Edukey. The safeguarding team, or a member thereof, may consider the initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. We will support victims to be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's/ college's duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty;
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature).

Children sharing a classroom: Initial considerations when the report is made

Any report of sexual violence or sexual harassment is likely to be traumatic for the victim. Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school or college should also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or site (including during any before or after school-based activities). These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

We will consider every report on a case-by-case basis. Where a report is going to be made to children's social care and/or the police, then, as a general rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not us from taking immediate action to safeguard children, where required.

Safeguarding and supporting the alleged perpetrator(s)

We recognise that, as a school, we have a difficult balancing act to consider. On one hand, we need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, we will safeguard and support as appropriate and implement any disciplinary sanctions.

We will consider the age and the developmental stage of the alleged perpetrator(s) and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

We will consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are96) a symptom of either their own abuse or exposure to abusive practices and or materials. More information on harmful sexual behaviours can be found at paras 16-20 of the detailed advice, Sexual violence and sexual harassment between children at schools and colleges. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.

If an alleged perpetrator does move to another educational institution (for any reason), we will inform the new educational institution of any ongoing support needs and where appropriate, potential risks to other children and staff. The Designated Safeguarding Lead will take responsibility to ensure this happens as well as transferring the child protection file.

We understand the importance that all victims are taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. We know that evidence shows girls, children with SEND and LGBTQ+ children are at greater risk.

Sexual harassment

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

Whilst not intended to be an exhaustive list, sexual harassment can include:
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include non-consensual sharing of sexual images and videos.

The response to a report of sexual violence or sexual harassment.

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

We recognise the term 'victim' to refer to those who have been subjected to abuse. But we recognise that not every victim will view themselves as such, also we use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s).' Though they caution the use of this term as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

Protecting Children within IT systems

Walkwood Church of England Middle School is doing all we reasonably can to limit children's exposure to risks from the school's IT system. As part of this process, our IT agents, Lourdes IT, has appropriate filters and monitoring systems in place.

We will safeguard and promote the welfare of children and provide them with a safe environment in which to learn, while taking into consideration the age range of pupils, the number of pupils, how often they access the IT system and the proportionality of costs versus risks.

Mobile phones are not to be used by pupils on the school site. The setting of filters on such devices are the responsibility of the parent or carer as pupils can be accessing the internet via 3G, 4G and 5G on individual phones.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
- **content**: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;
- **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes';
- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, can be reported to the Anti-Phishing Working Group (https://apwg.org/).

Identifying and reporting a concern

All concerns about will be taken seriously and investigated appropriately. Pupils may not report an issue. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absence or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. All school staff will be alert to such signs and act promptly and firmly against it in accordance with this policy.

Alleged perpetrators others also need support to help them understand and change their behaviour.

Pupils who are aware of acts that will be of concern ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way. All pupils will be encouraged to report concerns by:
- Talking to a member of staff of their choice
- Reporting a 'bullying concern' through ePraise
- Contacting local and national support agencies for advice/support

Pupils are able to speak to a member of staff to report a concern, including the College Leaders and Pastoral Managers. Pupils are also able to report issues through ePraise.

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A member of staff, who believes that he or she is being bullied or harassed, will be encouraged to report it to a colleague of their choice.

Parents will be encouraged to report a concern and to support the school in tackling it. Trying to resolve such matters directly with the alleged perpetrator or their families can lead to problems escalating.

Responding to a report of a concern

School
The school will take the following steps when dealing with concerns:
- If any of the issues noted within this policy is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it, or it may be shared with pastoral staff who have time to respond more promptly.
- A clear account of the concern will be recorded and given to a College Leader or Pastoral Manager.
- Pastoral staff will interview everyone involved and keep a record. This will be held in line with the school's data protection policy/practice.
- Parents and other relevant adults will be kept informed.
- Where the concern regarding any of the issues within this policy occurs outside school, any other relevant schools or agencies will be informed, and advice/support obtained.
- The relevant staff will then decide on the next course of action to be taken and sanctions will be used as appropriate.
- Parents of individual pupils, victim(s) and perpetrator(s) will be kept informed at all times.

Pupils & Staff
Pupils who have been victims may be supported by:
- discussing what happened;
- discovering why the pupil became involved;
- informing parents;
- establishing the wrongdoing and need to change;
- the use of special interventions and/or referrals to other agencies, where appropriate.

Staff who have been bullied, harassed or intimidated may be supported by:
- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- providing reassurance that the bullying will be addressed;
- offering continuous support;
- the use of specialist interventions and/or referrals;
- help and advice on how to remove online material.

The following disciplinary steps can be taken:
- official warnings to cease offending;

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- restorative work, either within a group or 1-to-1, to help the individual(s) understand the negative effects of bullying to the perpetrators.
- detention;
- time in the Reflection Room;
- prohibition from certain areas of the school premises;
- group or 1 to 1 work to explain the negative effects of their actions to the perpetrators.
- fixed term exclusion;
- permanent exclusion.

Parents

- Most concerns will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.
- Where a pupil is involved targeting others outside school, i.e., in the street or through the use of internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example, restricting/monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies will be made, where appropriate.

Preventative measures

The school will:
- Raise awareness of the nature of bullying, harassment and intimidation through inclusion in Spiritual and Social Education, tutorial time, assemblies, subject areas, Deep Days and informal discussion, as appropriate, in an attempt to eradicate such behaviour.
- Give care and support to create and maintain a safe learning environment where all pupils feel safe, secure and valued and know they will be listened to and taken seriously in line with the school ethos.
- Consider the use of specific strategies which address the specific circumstances for the bullied pupil and the perpetrator.
- Refer to guidelines on 'Bullying in the Workplace' where an adult in the community believes that he/she is being bullied by another adult.

Children with Additional Vulnerabilities

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

Our school will ensure that appropriate staff have sufficient knowledge and guidance so that they are aware of the additional challenges faced by these children and the impact of their additional vulnerabilities. These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration;

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- no single point of contact for the school as a child has a number of care-givers and involved professionals;
- assumptions that state approved care-givers are providing safe care for the child;
- communication needs of a child which can lead to over reliance on parental accounts and interpretations.

We will contact Family Front door when there is a concern about a child, and the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister – schools should make a child protection referral and inform the Police as required by the mandatory reporting duty.

Appendix 1: Key Personnel

Chair of Governors:	Mrs J Power
Safeguarding Governor:	Mrs J Power
Designated Safeguarding Lead:	Mr S West
Alternate Designated Safeguarding Leads:	Mrs G Mckenna
	Mr A Hewitt
	Mrs L Laszcz
	Rev C Leach
Prevent Lead:	Mr S West
Child Sexual Exploitation Lead:	Mrs G Mckenna

Family Front Door: **01905 822666** (core working hours)
                       Out of hours or at weekends: **01905 768020**
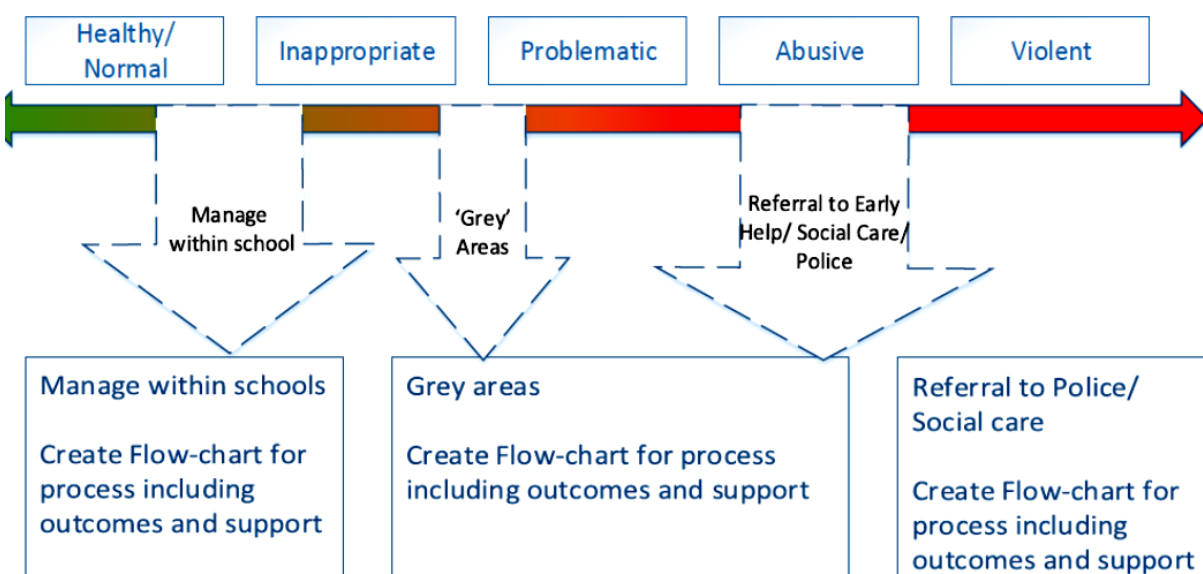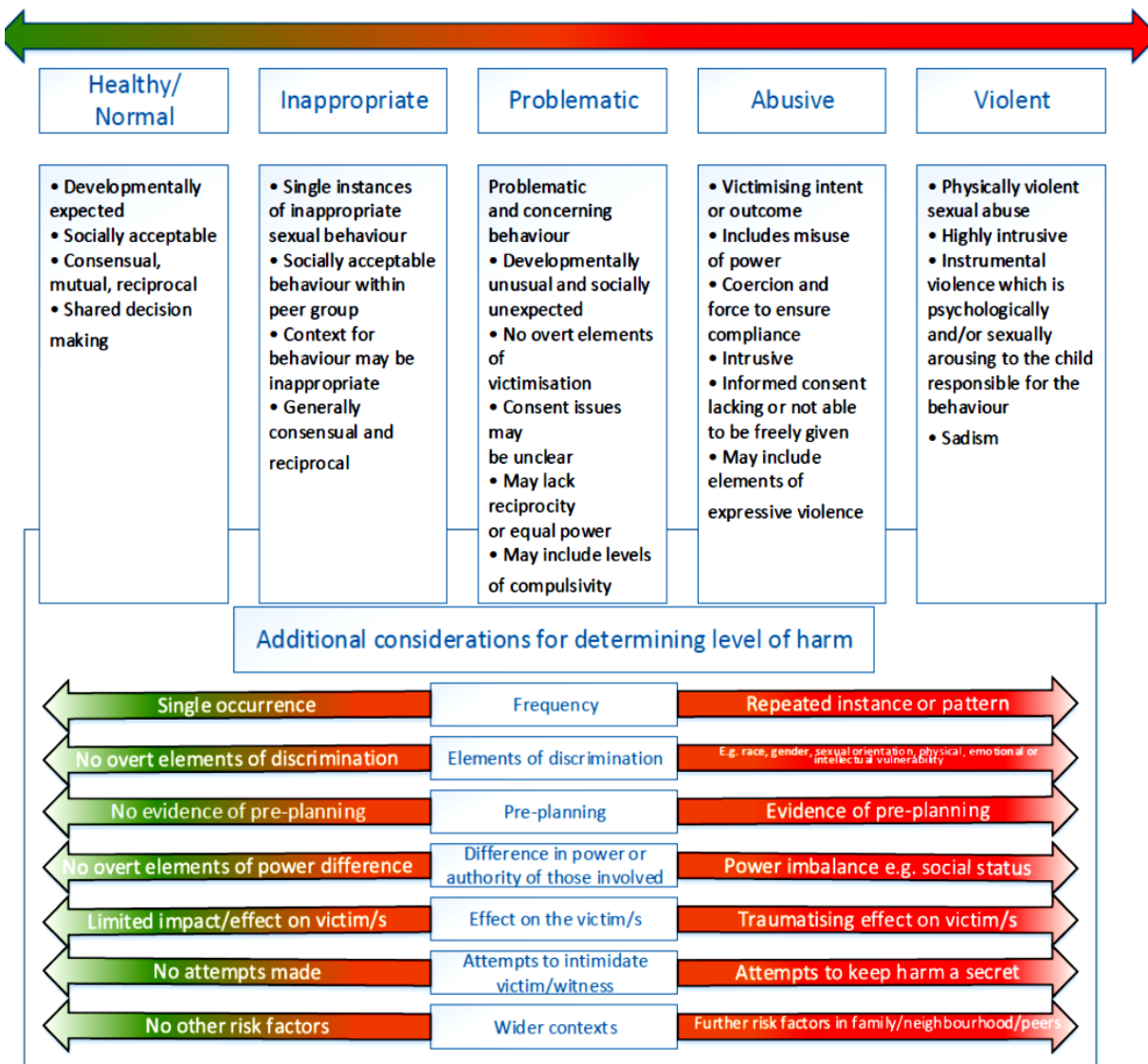
To submit an online Cause for Concern notification log onto:
www.worcestershire.gov.uk/

http://www.worcestershire.gov.uk/info/20559/refer_to_childrens_social_care/1658/are_you_a_professional_and_worried_about_child

Appendix 2: Actions where there are concerns about a child

Healthy/Normal	Inappropriate	Problematic	Abusive	Violent
• Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making	• Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal	Problematic and concerning behaviour • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity	• Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure compliance • Intrusive • Informed consent lacking or not able to be freely given • May include elements of expressive violence	• Physically violent sexual abuse • Highly intrusive • Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour • Sadism

Additional considerations for determining level of harm

	Frequency	
Single occurrence		Repeated instance or pattern
No overt elements of discrimination	Elements of discrimination	E.g. race, gender, sexual orientation, physical, emotional or intellectual vulnerability
No evidence of pre-planning	Pre-planning	Evidence of pre-planning
No overt elements of power difference	Difference in power or authority of those involved	Power imbalance e.g. social status
Limited impact/effect on victim/s	Effect on the victim/s	Traumatising effect on victim/s
No attempts made	Attempts to intimidate victim/witness	Attempts to keep harm a secret
No other risk factors	Wider contexts	Further risk factors in family/neighbourhood/peers

Healthy/Normal	Inappropriate	Problematic	Abusive	Violent
	Manage within school	'Grey' Areas	Referral to Early Help/ Social Care/ Police	

Manage within schools	Grey areas	Referral to Police/ Social care
Create Flow-chart for process including outcomes and support	Create Flow-chart for process including outcomes and support	Create Flow-chart for process including outcomes and support

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The grey areas

Falling out	**1. Teasing**	When there is a relationship between the two people but one of them does not feel comfortable.
	2. Tiffing	When one person is not talking to another; breaking friends, one person ignores another person to make them feel upset.
	3. Taunting	When someone says things to another person that is designed to cause them distress; when someone says things behind another person's back. This could go on for a while.
Bullying	**4. Intimidation**	When a person uses their size as well as taunting someone; pushing and pulling can be examples of intimidating force, these being actions on numerous occasions.
	5. Threatening	When someone casts words in anger that threaten someone else's safety, backed up by force, doing so on a series of incidents.
	6. Taking	When a person or persons take the property or money of someone else, whether or not stealing was intended, this being a serial behaviour.
	7. Attacking	When someone is hit or kicked by someone else, this being severe and repeated over several incidents despite mitigations and/or interventions.

Appendix 3: Visitor's report form

Concern about a Child's Safety and Welfare

Pupil's name:	d.o.b.	Year group:
Date:	Time:	
Name of visitor (*please print*):	Signature:	
Organisation:	Position:	

Note the reason(s) for recording the incident.

Details of concern/incident - record the **who / what / where / when / how** factually (use reverse or if necessary):

Any other relevant information (witnesses, immediate action taken)

Check to make sure your report is clear now - and will also be clear to our staff member reading it next	
Action taken	Staff signature: Date:
Designated Safeguarding Lead – **Response/Outcome**	Staff signature: Date:

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Appendix 4

Pupil Witness Report (white)

Name of witness:	Incident recorder:
Date of incident:	**Time of incident:**	**Location of incident:**

Pupils involved:

Record of what was observed:

Signature of recorder:

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Appendix 5

Pupil Incident Report (pink)

Name of pupil:	Incident reported to:

Date of incident:	Time of incident:	Location of incident:

Other pupils involved:

Record of incident:

Action:

Signature of recorder:

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Appendix 6
Bullying Incident Report (blue)

Investigated by (initials):

Details of incident	Incident summary
Date: Location: Physical ☐ Verbal ☐ Biphobic ☐ Homophobic ☐ Transphobic ☐ Cyber ☐ Racial ☐	
Victim Name:	Statement attached ☐ Contact with parent? ☐ *Note any parents' comment:*
Perpetrator(s) Name(s):	Statement attached ☐ Contact with parent? ☐ *Note any parents' comment:*
Witness(es) Name(s):	*Statement(s) attached* ☐
Agreed next steps / sanctions	 Recorded on epraise? ☐ Demerit logged? ☐
Meetings	Meeting with pupils? ☐ *Details:*
Signed: *College Leader* **Date:**	Any other information:

- Please indicate with which pupil statements are filed with (*)
- Front Sheet to be copied and filed will all other pupils involved- excluding witnesses.

Pastoral and safeguarding personnel

All Walkwood staff have responsibility for Safeguarding:
Vertical Tutors, Pastoral Managers, middle and senior leaders, Teaching Assistants, and all support staff.

"Show your wonderful love. Your mighty arm protects those who run to you for safety."
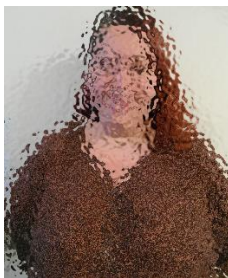
Psalm 17: 7

Their care   SEE IT   STOP IT   in our hands

We have trained members of staff who safeguard our children:

Mr S West
Designated Safeguarding Lead

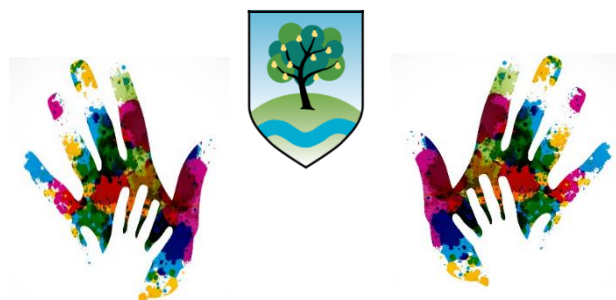**Mrs G Mckenna**
Alternate Safeguarding Lead

Mrs L Laszcz
Alternate Safeguarding Lead

Mr A Hewitt
Alternate Safeguarding Lead

Pastoral and safeguarding personnel

All Walkwood staff have responsibility for Safeguarding:
Vertical Tutors, Pastoral Managers, middle and senior leaders, Teaching Assistants, and all support staff.

"Show your wonderful love. Your mighty arm protects those who run to you for safety."

Psalm 17: 7

Their care   SEE IT   STOP IT   *in our hands*

- **Vertical Tutors** are first-line for pastoral matters, and accurately mark the register in the morning and afternoon. They demonstrate the Fruits of Faith by word and action.

- **Subject teachers** mark the register each lesson and ensure all pupils who are marked present are there. The Superhero skills keep learning safe and provide challenge. Teachers demonstrate the Fruits of Faith by word and action.

- **Teaching Assistants** support pupils in learning and assist in promoting the learning skills and Fruits of Faith.

- Simon West – **Designated Safeguarding Lead, Co-ordinator of Looked After Children provision.**

- Gemma McKenna, Laura Laszcz, Ashley Hewitt and Clive Leach as **Alternate Designated Safeguarding Leads**.

- Rich Macdonald, Paul Cockram, Chris Hunt and Katie Reeves as **College Leaders** – lead on everyday care and support of pupils in the Colleges, including the Looked After Children.

- Dani Timmins is **SENDCo**.

- Deb Brotherhood, Sami Ellis, Deb Langstone, Mel Russell and Helen Hands as **Pastoral Managers.**

- Sophie McKeon as the main **First Aider.**

- Ashley Hewitt, Harry Sharpe and Jason Laming ensure that the school site is safe.

- **Safeguarding Governor** is Jo Power.

Appendix 9: Where to go for further information

DfE: Statutory guidance: Working together to safeguard children, 2018
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

DfE: Statutory guidance: Keeping children safe in education, September 2020
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

DfE Guidance: Sexual violence and sexual harassment between children in schools andcolleges, May 2018 https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

DfE: Searching, screening and confiscation at school, January 2018
https://www.gov.uk/government/publications/searching-screening-and-confiscation

DfE: Preventing and Tackling Bullying, July 2017
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

DfE: Statutory guidance School exclusion, May 2020
https://www.gov.uk/government/publications/school-exclusion

DfE: Teaching Online Safety in Schools, June 2019
https://www.gov.uk/government/publications/teaching-online-safety-in-schools

DfE: Relationship Education and Relationship and Sex Education, July 2020
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

DfE: Behaviour and discipline in schools, July 2020
https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

DfE: Mental health and behaviour in schools, November 2018
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

DfE: Children Missing Education, September 2016
https://www.gov.uk/government/publications/children-missing-education

DfE: Cyberbullying: Advice for headteachers and school staff, November 2014
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

DfE: Mental health and behaviour in schools, November 2018
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

UKCIS: Sexting guidance for schools, 2016
https://www.gov.uk/government/publications/sexting-in-schools-and-colleges(An updated copy of this guidance is due autumn term 2020)

UKCIS: Tackling race and faith targeted bullying face to face and online. May 2017
https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face- to-face-and-online-a-guide-for-schools

UKCIS: Education for a connected world, June 2020

https://www.gov.uk/government/publications/education-for-a-connected-world

Brook Traffic Light Tool https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light- tool/

Gov.uk: Equality Act 2010: advice for schools
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Equality and Human Rights Commission: Public Sector Equality Duty Guidance for Schoolsin England
https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england

Key messages from research on children and young people who display harmful sexual behaviour (PDF) https://www.csacentre.org.uk/index.cfm/_api/render/file/?method=inline&fileID=E2C17C42-5084-47CC-902E94451079C6B6