



Date of issue: September 2018

Date of review: September 2019

Safeguarding and Child Protection Policy

Ocker Hill Infant and Nursery School

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Ratified: September 2018

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Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on 13th September 2018.

It is due for review in September 2019.

Signature

Date

Head Teacher

Signature

Date

Chair of Governors

Contents

1 Introduction	4
2 Statutory Framework.....	8
3 The Designated Safeguarding Lead.....	11
4 The Governing Body	14
5 School Procedures.....	15
6 Dealing with a Disclosure	17
7 Making a Referral.....	19
8 Confidentiality	20
9 Communication with Parents.....	21
10 Record Keeping	22
11 Allegations Involving School Staff/ Volunteers	24
12 Safer Recruitment	26
13 Statutory Policies	27
14 Other Recommended Policies.....	28
15 Useful Telephone Numbers.....	28
Appendix A: Definitions of Abuse and Neglect including specific Safeguarding issues	
Appendix B: SAFER Guidelines	
Appendix C: Referral Flowchart	
Appendix D: Safeguarding and Promoting Children’s Welfare Procedural Flowchart	
Appendix E: Indicators of Vulnerability to Radicalisation	

Appendix F: Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)

1. Introduction

- 1.1 This document is the Safeguarding and Child Protection Policy for Ocker Hill Infant and Nursery School and any extended services that it provides.
- 1.2 This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the school's Leadership and Management and the requirements of the Local Multi Agency Safeguarding Arrangements
- 1.3 The principles embedded in this policy link into other policies relating to: Health and Safety, PSHE, Sex and Relationship Education, Anti-bullying, Equal Opportunities, Special Educational Needs, Confidentiality statement, Attendance, Substance Misuse (including drugs and alcohol), Educational visits, E-safety, Prevent Policy, CCTV, staff code of conduct.
- 1.4 Safeguarding and promoting the welfare of children is defined by the Department for Education as:
 - protecting children from maltreatment
 - preventing impairment of children's health or development
 - Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
 - Taking action to enable all children to have the best outcomes.
- 1.5 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.
- 1.6 Safeguarding and promoting the welfare of children is everyone's responsibility. All those who come in to contact with children and their families have a role to play in keeping children safe. In order to fulfil this responsibility effectively all professionals should make sure their approach is child centred and have the best interests of the child at the heart of all action.
- 1.7 This Safeguarding and Child Protection Policy forms one part of the schools safeguarding responsibilities and should be read in conjunction with Safer Recruitment Procedure Behaviour Policy, Attendance Policy, Physical Intervention Policy, Anti-Bullying Policy and any other relevant policies as defined in the Termly Report to the Governing Body.

Purpose of a Safeguarding and Child Protection Policy	To inform all members of staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and their responsibilities therein
Local Multi Agency Safeguarding Arrangements	The school follows the procedures agreed by Sandwell's Multi- Agency Safeguarding Arrangements.
School Staff & Volunteers	<p>School staff are well placed to observe the outward signs of abuse. The school will therefore:</p> <p>Ensure that all school staff and volunteers receive safeguarding children training, to help identify concerns in accordance with What to do if you are worried a child is being abused – Advice for practitioners</p> <p>Ensure that all staff are aware of this policy and those relating to the safeguarding of children</p>
Principles	<p>Our school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this school/college. (For some special schools this age range goes beyond 18).</p> <p>Our school creates a culture of safe recruitment and has adopted robust recruitment procedures outlined in Keeping Children Safe in Education Sept 2018 statutory guidance for schools.</p> <p>Our staff and Governing Body are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. Our school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.</p> <p>We ensure children know that there are adults in the school whom they can approach if they are worried.</p> <p>Our school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Sandwell Children's Trust, Child and Adolescent Mental Health Services, Attendance &</p>

Prosecution Service, Inclusion Support Service and other agencies/services coming into school to support individual pupils/groups of pupils. This includes providing a coordinated offer of early help.

To ensure that all staff understand the early help process and take timely action to support early intervention if they have concerns.

All staff (this includes volunteers) are aware of the safeguarding procedures in our school and these are explained to as part of staff induction. This includes:

- the child protection policy;
- the behaviour policy for pupils/students
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- part one and Annex A- Keeping Children Safe in Education

To ensure that children who are subject to multi-agency plans are supported by the school as defined in that plan.

To develop and deliver the PSHE curriculum to create opportunities for children to develop the skills they need to recognise and stay safe from harm including domestic violence and abuse (DVA), child exploitation including sexual and criminal trafficking (county lines), gangs and knife crime, radicalisation, female genital mutilation (FGM), honour based violence/abuse (HBV) and forced marriage (FM), online/social media safety. Our staff will be supported to calculate risk and be made aware of the range of support available to them.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have

	<p>been taken to offer a balanced presentation of opposing views to pupils</p> <p>To contribute to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic well-being.</p> <p>Our school will ensure that parents understand the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. The school's child protection policy is made available to parents on request and published on the school website.</p>
<p>Implementation, Monitoring and Review of the Safeguarding and child protection Policy</p>	<p>Our Designated Safeguarding Lead (DSL) will ensure that the school's child protection policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal. In this way the Governing Body authorises the DSL for Child Protection to carry out their responsibilities as outlined in the statutory Guidance</p>

2. Statutory Framework

2.1 In order to safeguard and promote the welfare of children, our school will act in accordance with the following legislation and guidance:

[The Education Act 2002](#) (section 175/157) Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

- [The Children Act 2004](#)
- [Sandwell Safeguarding Children's Board - Inter Agency Procedures – regional Procedures](#)
- [Working Together to Safeguard Children 2018](#)
- [What to do if you're worried a child is being abused: advice for practitioners 2015](#)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Keeping Children Safe in Education 2018](#)
- [Information sharing advice for safeguarding practitioners 2018](#)
- [Mental Health and Behaviour in Schools: Departmental Advice 2018](#)
- [Section 26 of the Counter-Terrorism and Security Act \(2015\)](#)
- [The Prevent Duty](#) The UK faces a severe and continuing threat from international terrorism. The Government is taking tough security measures to keep people safe but action at a local level is also essential to stop people becoming or supporting terrorists or violent extremists. Local authorities and the police need to take a lead in ensuring that local partnerships have been clearly tasked with driving delivery of a jointly agreed programme of action. From 1 July 2015 all schools must have regard to the statutory guidance around the Prevent Duty (this also applies to registered early years childcare providers and registered later year's childcare providers). They 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”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.
- [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 social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM

appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. From October 2015, there is a 'mandatory reporting duty' for all education providers.

Child and Social Work Act 2017

Requires all schools to ensure:

- (a) relationships education be provided to pupils of compulsory school age receiving primary education at schools in England
- (b) relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.
- (c) that pupils learn about—
 - (i) safety in forming and maintaining relationships,
 - (ii) the characteristics of healthy relationships, and
 - (iii) how relationships may affect physical and mental health and well-being, and
- (d) the education is appropriate having regard to the age and the religious background of the pupils.

2.2 [“Working Together to Safeguard Children”](#) (2018) requires all schools to follow the procedures for protecting children from abuse which are defined by Sandwell Multi Agency Safeguarding Arrangements and have appropriate procedures in place for responding to all concerns of actual or suspected abuse including allegations against members of staff in a position of trust. The best way to safeguard a child is through effective early help and prevention so it is important to carry out effective early help assessment and take on the role of the Lead Professional. Our DSL is a trained Lead Professional. Sandwell’s multi-agency Threshold Document explains early help and expectations more in depth.

2.3 [‘Keeping Children Safe in Education’](#) (2018) places the following statutory duties on all schools:

- Schools should be aware of and follow regional and local policies and procedures
- Staff should be vigilant to signs of abuse and to whom they should report any concerns on to
- Schools should have procedures in place which are disseminated to all staff for handling suspected or actual cases of abuse of pupils, including procedures to be followed in the case of allegations against persons in a position of trust including knowing local referral processes

- Every school should have Designated Safeguarding Lead who is a member of the senior management team and responsible for co-coordinating safeguarding/child protection work within the school and liaising with other agencies as appropriate
- Staff with designated responsibility for safeguarding and child protection should receive appropriate single agency and multi - agency training approved by local safeguarding arrangements at least every two years and their knowledge and skills should be refreshed regularly, but at least annually, via briefings, newsletters
- Respond to all National, regional and local updates.
- All other staff in school should receive training to raise their awareness of signs and symptoms of suspected or actual abuse and the procedures they should follow at least every three years They should also be given regular updates on safeguarding issues
- All staff should be prepared to identify children who may benefit from early help
- That all schools and FE colleges should share information and work in partnership with other agencies when there are concerns about a child's welfare.
- School will maintain safeguarding responsibility when a child is attending Alternative provision
- Children missing from education - schools' have a duty to inform the local authority (LA) if a pupil fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more.

3. The Designated Safeguarding Lead

3.1 Our Designated Safeguarding Lead (DSL) will co-ordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the DSL is and that they are aware of their individual responsibility to be alert to the signs of abuse and should consider the context within which specific safeguarding issues within the wider environment (contextual safeguarding) – see appendix to discuss any concerns with the DSL.

3.2 NAME: Rebecca Strange is the DSL for Child Protection and is a member of the senior leadership team and the Deputy Head Teacher.

3.3 Our school has deputy designated safeguarding leads to act in the absence/unavailability of the DSL. Whilst the activities of our DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility is not delegated.

3.4 Our Deputy DSL for Child Protection in our school is Heidi Faulkner. Our Assistant DSL, for Child Protection in our school is Megan Henderson.

3.5 In the absence of our DSL and the deputy DSL and the Assistant DSL, the most senior member of staff in school will assume responsibility for any child protection matters that arise. Any deputies should be trained to the same standard as the DSL.

3.6 Our DSL will:

- Ensure that they receive refresher training at least every two years
- Keep their knowledge and skills up to date (for example via e-bulletins, meeting other designated safeguarding leads) at regular intervals, but at least annually, to keep up to date with any developments relevant to their role.
- Ensure that all our staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children with regular updates at least annually which will enable them to recognise the signs and symptoms of abuse including domestic violence and abuse (DVA), child exploitation, spiritual abuse, female genital mutilation (FGM), honour based violence/abuse (HBV) and forced marriage (FM).
- Ensure that all our staff understand the statutory duty to report to police when they suspect a child has had FGM carried out on a girl under 18.
- Ensure all our staff understand the PREVENT Duty.
- Ensure there is effective induction for safeguarding and child protection for all adults working in our school, be they staff or volunteers, including supply agency staff which are to be undertaken no longer than 10 working days of commencement of their contract
- Make sure that concerns are raised by our staff/volunteers when necessary
- Offer support and guidance to all adults working within our school on matters of safeguarding and child protection.

- Ensure that the names and contact details of the DSL and Deputy and Assistant DSL's are on display for all staff, parents, pupils and visitors to the school
- Ensure that (whenever possible) the DSL's are not out of school (e.g. at training events) at the same time. If they are absent we will put in place arrangements to ensure their duties are covered during their absence
- Ensure that the telephone number for the Contact Centre is available and easily accessible to staff in case, for any reason, the DSL and deputy and assistant DSL are not contactable, in order to ensure there is no unwarranted delay in referral
- Discuss concerns as required with outside agencies e.g. specific agency for single need (e.g. speech and language, Inclusion Support), early intervention multi-agency (e.g. early help process) or Multi Agency Safeguarding Hub (MASH) /existing social worker (child protection/significant harm concerns)
- Complete all necessary paperwork and correspondence including referral forms to the Early Help team or MASH in regard to safeguarding and child protection referrals
- Ensure that our school is represented by a DSL at child protection conferences, core groups and multi-agency meetings about 'Children in Need'. It is the DSL who should attend Child Protection Conferences. If this is not possible, the deputy DSL should attend. If neither can attend apologies must be given and a written report will be submitted prior to the conference
- Compile and submit a written report regarding children who are subject to child protection conferences. This should be shared with parents before the conference takes place. Ensure there is appropriate representation on Core Groups when a child is on a child protection plan. If the most appropriate person is a class teacher, there will be joint working with the DSL.
- Ensure there is appropriately trained staff to lead on and that all staff are aware of the early help process
- Ensure that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan
- Ensure that safeguarding records are kept securely and confidentially (locked and with limited access)
- Ensure that safeguarding and child protection records are chronologically recorded, with significant incidents or events clearly highlighted. These records should be reviewed regularly and focus on outcomes for the child/children.
- Ensure that records are transferred when a child changes school via secure courier.
- Keep our school's SLT, Governors, Local Authority and SSCB informed about safeguarding and child protection issues as requested
- Provide guidance to parents, children and staff about obtaining suitable support

- Discuss with new parents the role of the DSL and the role of safeguarding in our school. Make parents aware of the safeguarding procedures used and how to access the safeguarding and child protection policy.
- To arrange adequate and appropriate cover arrangements for any out of hours/out of term activities including onsite day care provision.

4. The Governing Body

4.1 The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility.

4.2 The nominated governor for child protection is Davina Da-Bear

4.3 In particular the Governing Body will ensure that:

- Safeguarding and child protection policy and procedures are in place and reviewed annually
- Safe recruitment procedures are in place and reviewed annually
- All staff (paid and unpaid) have an up to date enhanced Disclosure and Barring service (DBS) certificate. All those carrying out teaching roles will require an additional check to ensure they are not prohibited from teaching.
- DBS certificates will be in place for all serving governors and newly appointed governors within 21 days of their appointment
- A single central record is monitored to ensure it meets statutory requirements
- Position of trust procedures are in place and reviewed annually
- The DSL who is a senior member of school leadership team is appointed and notifies the LA of any changes in personnel to this role
- There is a dedicated teacher for Looked after Children who is also the DSL (and previously looked after children) who have been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked after Children and engaging with the Headteacher.
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- Relevant safeguarding/child protection training is accessed by all school staff/volunteers according to their role and responsibilities
- That they receive an annual report from the DSL regarding safeguarding/child protection work including details of early help involvement and the lead professional role which has been undertaken in the year which is shared with the LA or other appropriate body. The DSL submits a report termly to the Governing Body.
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required
- The governors support the DSL in carrying out their responsibilities as outlined in 'Keeping Children Safe in Education', (September 2018) and role in job description.

5. School Procedures – Staff Responsibilities

5.1 All our school staff and volunteers are alert to the potential abuse of children both within their families and from other sources including members of the school community.

5.2 A child going missing from education is a potential indicator of abuse or neglect. Our school will follow the procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future, in accordance with KSIE (2018). Consideration should be given if a referral to children services if there are safeguarding concerns or there has been no contact with school. If a child stops attending altogether this will be reported to attendance and prosecution service with information regard off rolling the child.

5.3 If any member of staff is concerned about a child the DSL (or the deputy/assistant in their absence) must be informed immediately. There is an absolute responsibility for all members of the school to respond to any suspected or actual abuse of a child in accordance with these procedures.

5.4 The member of staff will record information regarding the concerns and ensure the written record is passed to the DSL immediately. The recording must be a clear, precise, factual account of the observations.

5.5 There may be emerging needs or adversities faced by children and their families that could be addressed through early help. [Sandwell's Multi Agency Threshold document](#) (available on the [SSCB Website](#)) will guide us on what is the most appropriate level of support for families based on their level of need. The COG Teams are available for early advice and support prior to getting to the point when concerns will be escalated to MASH.

5.6 Our school will robustly monitor the attendance of children on roll in school in line with our Attendance Policy. When a safeguarding/child protection concern is raised, attendance concerns will be shared with partner agencies in accordance with local information sharing protocols.

5.7 Our school will ensure we have systems in place to regularly update contact numbers for parents/carers and that there are at least two emergency contact numbers on file for every child on roll.

5.8 Our DSL will normally decide whether concerns should be referred to children's social care via the MASH. If it is decided to make a referral to children's social care this will be discussed with the parents and consent sought, unless to do so would place the child at further risk of harm, place a vulnerable adult at risk or compromise any enquiries that may need to be made. However, any member of staff has the right to contact Childrens Services regarding concerns, but ensure the DSL is made aware.

5.9 When concerns have been raised regarding a child or they are subject to any multi-agency work a written record will be kept securely and separately from the child's main pupil record.

5.10 Whenever a child transfers to another school all school records, including safeguarding/child protection files will be sent to the receiving school in a secure manner and relevant agencies will be informed of the new school that the child has moved to.

5.11 Our DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

5.12 All staff and volunteers should be aware that the main categories of abuse are:

- **Physical, emotional, sexual abuse and neglect**

5.13 Our staff will be informed of the risks posed by adults or young people who use the internet to bully, groom or abuse children.

5.14 Our staff will oversee the safe use of electronic and social media by staff and pupils and take immediate action if they are concerned regards any bullying or risky behaviours.

5.15 All our staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm as described in Appendix A.

5.16 The role of the designated teacher for looked after children and children who were previously looked after.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our Governing body will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. A previously looked after child potentially remains vulnerable and all our staff will have the skills, knowledge and understanding to keep previously looked after children safe.

Our designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Our governing body has appointed a designated teacher to promote the educational achievement of children who are looked after or previously looked after and ensure that this person has appropriate training. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

5.17 All staff and volunteers are able to raise concerns about poor or unsafe practice and potential failures in our schools safeguarding regime and concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the schools senior leadership team.

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

- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

<https://www.gov.uk/whistleblowing> and <https://www.gov.uk/whistleblowing>

6. Dealing with a Disclosure

6.1 Where a pupil actually discloses that he/she has been abused the following guidelines will be followed:

RECEIVE

6.2 If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.

6.3 Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.

6.4 Listen carefully to the child. Do not stop a child who is freely recalling information.

6.5 Where a child is visibly upset or has an obvious injury, It is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

REACT

6.6 If you need to clarify information ask open-ended questions e.g. "Is there anything you'd like to tell me?", "Can you explain to me..." "Can you describe to me...."

6.7 Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'

6.8 Never ask 'accusing' questions e.g. "Why didn't you tell someone earlier?"

6.9 Never criticise the alleged perpetrator, it may be someone that they will continue to live with.

6.10 Never ask the pupil to repeat their disclosure for any other member of staff; it is your responsibility to share the information

6.11 These four factors may compromise enquiries that need to be made later by children's social care or Police.

REASSURE

6.12 Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.

6.13 If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

RECORD

6.14 Make notes as soon as possible afterwards using the words that the child has used.

6.15 Do not record your assumptions and interpretations, just what you heard and saw.

6.16 Do not destroy original notes even if you later write things up more neatly and fully.

6.17 Record the date, time and place of the disclosure.

6.18 Sign any written records and identify your position in the school setting.

6.19 Do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.

REFER

6.20 Immediately inform the DSL or in their absence the deputy DSL who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Community Operating Group Social worker for advice.

6.21 To consult with your DSL does not mean a referral has been made. This decision is the responsibility of the DSL for child protection who will contact the appropriate agency as and when required.

6.22 If you are unhappy about the response you receive from your DSL contact the Locality Community Operating Group (COG) for your area (numbers below) or, in their absence, contact Sandwell Children's Trust Contact Centre on 0121 569 3100 where you may be put through to speak to a qualified social worker.

**UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT
DISCUSSING YOUR CONCERNS WITH SOMEONE.**

7. Making a Referral

7.1 A referral involves sharing information in line with Multi Agency Threshold Document to either the Targeted Services Team, with the consent of the parents/carers, Multi Agency Safeguarding Hub (MASH) or the Police in matters of immediate risk (see Appendix C).

7.2 Parents/carers will be informed if a referral is being made except in the circumstances outlined in communication with parents (It puts a child at further risk of harm)

7.3 However, inability to inform parents for any reason should not prevent a referral being made to children's social care via the MASH Service. It will then become a joint decision with Children's Services about how and when the parents should be approached and by whom.

7.4 If low level multi agency support is required for a child and/or their family, the DSL will, with consent of the parent/carer, refer to the Early Help Team to enable the most appropriate services and support to be identified. This may be targeted multi-agency support to help the family resolve any identified concerns.

7.5 If the concerns are more complex and require statutory intervention then the DSL will refer the matter to children's social care via the MASH service where a decision will be made whether any enquiries are needed under Section 17 (child in need enquiry) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at Appendix D detailing the referral procedure.

How to make a referral to Childrens Social Care if a child is at risk of significant harm

7.6 Step 1 - Complete a Multi Agency Referral Form (MARF) and send in to the MASH secure email address on the front of the form. Be prepared to give as much of the following information as possible using the SAFER guidelines (see Appendix B). If there are any Child Sexual Exploitation (CSE) concerns then a CSE screening tool should always be completed and submitted to Sandwell Children's Trust

7.7 Step 2 - If a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a MARF is completed) the referrer should consider telephoning 999 and Sandwell Children's Trust contact centre (0121 569 3100). A MARF will also need to be completed within an hour of reporting the concern

7.8 Accurately record the action agreed following the referral or that no further action is to be taken and the reasons for this decision noting with whom discussions were held and who made the decisions on the appropriate school form.

Concerns re: Terrorism/Radicalisation

7.9 Our school will refer any incidents of suspected radicalisation or children deemed at risk on a Multi-agency referral form (MARF) to the MASH marked as PREVENT referral.

Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 or contact made with the LA Prevent Strategy Coordinator [Manjeet Pangli@sandwell.gov.uk](mailto:Manjeet_Pangli@sandwell.gov.uk) [Pardeep brar@sandwell.gov.uk](mailto:Pardeep_brar@sandwell.gov.uk) or sarfraz_khan@sandwell.gov.uk for further advice.

8. Confidentiality

8.1 Safeguarding children raises issues of confidentiality that are clearly understood by all staff/volunteers in our school.

8.2 All staff in our school, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly children's social care and the Police.

8.3 If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.

8.4 Staff/volunteers who receive information about children and their families in the course of their work should share that information within the expectations of the school's confidentiality policy and other relevant policies e.g. the safeguarding and safeguarding and child protection policy, SSCB inter-agency procedures.

9 Communication with Parents

9.1 Our school will always discuss concerns with parents/carers and consent for any referrals should be sought unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm.
- place a vulnerable adult at risk of harm
- compromise any enquiries that need to be undertaken by children's social care or the police

9.2 Our school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

10 . Record Keeping

10.1 The importance of good clear child welfare and child protection record keeping has been highlighted in the learning from serious case reviews. Good up to date record keeping of concerns and action taken is essential for two main reasons:

- It helps schools identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating safeguarding or child protection concern.
- It helps schools monitor and manage their safeguarding practices and provides evidence of robust and effective safeguarding policy and practice

10.2 A record of a concern, suspicion or allegation will be made at the time of or as soon as possible after the event. Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

10.3 A record should be made of any visible marks or injuries to a child that give cause for concern, this may be completed on a body map The child should not be examined intimately or pictures taken of any injuries/marks.

10.4 All records must be signed and dated clearly with the name of the signatory clearly printed.

10.5 When a child has made a disclosure, the member of staff/volunteer will:

- Make brief notes as soon as possible after the conversation using the appropriate form utilised by the school.
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Record statements and observations rather than interpretations or assumptions
- Distinguish fact from opinion

10.6 Children **WILL NOT** be asked to make a written statement themselves or to sign any records.

10.7 All records of a child protection nature (handwritten or typed) are given to the DSL before the end of the working day. These should be filed in individual pupil files in chronological order and a Chronology of significant events should be maintained at the front of the file.

10.8 No copies will be retained by the member of staff or volunteer

10.9 The DSL will ensure that all safeguarding records are managed in accordance with Data Protection Act 2018 and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.

11. Allegations Involving School Staff/ Volunteers

11.1 An allegation relates to an adult who works with children (in a paid or unpaid capacity) and they have:

- behaved in a way that has harmed or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

11.2 In these circumstances, the allegation should be taken seriously and the headteacher has the responsibility for managing allegations against persons in a position of trust in school, and will be informed immediately.

11.3 It is not the responsibility of the person receiving the allegation to make any enquiries or discuss the allegation with any one other than our Head Teacher.

11.4 As with all other concerns about the welfare of children, the member of staff receiving the allegation should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

11.5 Under no circumstances will the informant be asked to make a written record of the allegation or asked to sign any documentation. This is the responsibility of the person receiving the allegation.

11.6 The headteacher will not investigate the allegation itself, or take written or detailed statements, but will refer the incident to Sandwell Children's Trust via the Safeguarding Hub. A MARF for the child will be completed and a POT referral form for the person allegations have been made about.

11.7 If the Headteacher is implicated in the concerns, Chair of Governors should be informed immediately or, in their absence, the vice chair.

11.8 The Chair of Governors in this school is:

NAME: Davina De-Bear CONTACT NUMBER: 0121 556 1119

11.9 The Vice Chair in this school is:

NAME: Poornima Kataria CONTACT NUMBER: 0121 556 1119

11.10 The same process will be followed by the chair or vice chair of governors as that followed by the Head Teacher

11.11 To reduce the risk of allegations, all staff are aware of safer working practice and are familiar with the guidance contained in the staff handbook, school code of conduct or Government document '[Guidance for safer](#)

[working practice for those working with children and young people in an education setting](#)

- 11.12 If you have safeguarding or child protection concerns relating to the parents/carers of children and you are aware that they work with children, young people or vulnerable adults, you must inform the DSL. This will allow for consideration to be given as to whether the position of trust process needs to be applied.
- 11.13 If it is decided that the allegation meets any of the three criteria outlined above, procedures will be followed in accordance with Sandwell's inter-Agency Procedures
- 11.14 If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.
- 11.15 Our Head Teacher will, as soon as possible, and after consulting with the Local Authority Designated Officer inform the person against whom the allegation has been made of the concern.

12. SAFER RECRUITMENT

12.1 The school strives to employ 'safe' staff *by following the guidance issued in "Keeping Children Safe in Education" (2018) and guidance issued by the LA/LSCB along with the school's individual procedures.*

12.2 At least one member of each recruitment panel will have attended safer recruitment training to promote the welfare of our school community. School will follow our Safer Recruitment checklist.

12.3 All applicants will be expected to:

- Complete an application form including their full employment history.
- Provide two references, it is a given that at least one will comment on the applicant's suitability to work with children.
- Provide evidence of identity and qualifications to undertake the role in school.
- Be checked in accordance with the Disclosure and Barring Service (DBS) and regulations as appropriate to their role if offered employment, as well as undertake a prohibition check (if required)
- Provide evidence of their right to work in the UK.
- Provide information in relation to overseas checks
- Be interviewed, if shortlisted.

12.4 Before commencing employment, the school will verify the mental and physical fitness of teaching and catering staff to carry out their work responsibilities, which will, in turn, help to promote a safe learning environment for our children.

12.5 All staff members will be recorded on the schools single central record as aforesaid, which is the document that is maintained to evidence the recruitments checks that the school has undertaken.

12.6 On appointment, all new members of staff will undergo an induction that includes familiarisation with the school's child protection policy, supporting documents to maintain a safe learning environment and the Staff Code of Conduct policy

12.7 This process will also help identify and additional training needs in regard to child protection and maintaining a safe learning environment.

12.8 The school obtains written confirmation from supply agencies that agency staff have been appropriately checked to work in our school in line with the requirements above.

Volunteers

12.9 Volunteers, including governors will undergo suitable and sufficient checks commensurate with their work in the school and contact with pupils.

Supervised volunteers

12.10 Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

12.11 The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

13. Statutory School policies

13.1 A full list of statutory policies can be found at <https://www.gov.uk/government/publications/statutory-policies-for-schools> .
Note that none of these policies relate to safeguarding and child protection.

13.2 School Circular link -
[http://www.sandwell.gov.uk/extranetforschools/downloads/file/4267/063-p1_important_data_collection_dates_and_deadlines - - summer 2016](http://www.sandwell.gov.uk/extranetforschools/downloads/file/4267/063-p1_important_data_collection_dates_and_deadlines_-_summer_2016)

14. Other Recommended Policies

Anti-bullying	PSHE curriculum
Drugs and substance misuse	Race, Disability and Equality Policy
E-Safety (including Acceptable Use Policies and Use of Digital Images)	Recruitment and selection
First aid (including management of medical conditions, intimate care)	Physical Intervention
Management of allegations against staff	Whistle blowing
Data Protection and Freedom of information	Supporting Children with medical conditions
Health and Safety	

15. Useful Telephone Numbers

Sandwell Contact Centre – 0121 569 3100

West Midlands Police – 101

Local Authority Child Protection Officers for Education – 0121 569 8144

Local Authority Designated Officer – 0121 569 4770

CSE Team – 0121 569 2524

Prevent (Extremism) Coordinator Manjeet Pangali – 0121 569 2322

Tipton COG – 0121 5697291

Wednesbury COG – 0121 569 7294

West Bromwich Central COG – 0121 569 7293

Oldbury COG – 0121 569 7295

Rowley COG – 0121 569 7296

Smethwick COG – 0121 569 7297

NSPCC Helpline 0808 5000

NSPCC Whistleblowing Helpline 0800 028 0285

Appendix A: Definitions of Abuse and Neglect - Specific Safeguarding Issues (including possible indicators)

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

Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside school. All our staff, especially the designated safeguarding lead (or deputy) will be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

All staff are aware of safeguarding issues and aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

Physical abuse: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or

- Isolation from peers

Emotional Abuse: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

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

other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

Neglect: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;

- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

FURTHER SPECIFIC RISKS

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

Annex A Keeping Children Safe in Education Sept 2018 will be read and understood by all staff/volunteers outlining risk as below:-

CHILDREN AND THE COURT SYSTEM

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

We will recognise these vulnerabilities and offer early help where necessary for the children, young people and their families to safeguard emotional wellbeing; we will access resources as defined in Keeping Children Safe in Education Sept 2018,

CHILDREN MISSING FROM EDUCATION

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect.

Our staff will follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Our school has in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. Where reasonably possible we will hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and is good practice to give us additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Our school will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Our school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

CHILDREN WITH FAMILY MEMBERS IN PRISON

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We will work with the children and their families as much as possible to mitigate the harm by offering early help and emotional wellbeing support where necessary and recognise additional risks such as witnessing arrests, trauma of prison visits, concerns regarding an offenders release and return home.

CHILD SEXUAL EXPLOITATION

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child

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

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

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;

- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Our school refers to Sandwell Safeguarding Children Board procedures to consider completion of the screening tool and/or NWG risk assessment.

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

CHILD CRIMINAL EXPLOITATION: COUNTY LINES

Our staff/volunteers are aware that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

We are aware:-

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

CHILDHOOD MENTAL HEALTH

All our staff and volunteers are aware that mental illness and suicidal thoughts can affect anyone, of any age, of any background, at any time. Like with physical illnesses, people don't choose to have a mental health problem.

It can be difficult to know if a child is suffering as they often keep it to themselves but we know some characteristics for childhood mental *may* be:-

- Becoming withdrawn from family and friends
- Persistent low moods and unhappiness
- Tearfulness and irritability
- Worries that stop them carrying out day to day tasks
- Sudden outbursts of anger directed towards others or themselves
- Loss of interest in activities that they used to enjoy
- Problems eating or sleeping

Any member of staff or volunteer who suspects a child or young person is suffering mental health will record, consult and share their concerns with the DSL (or their deputies).

Further advice can be found via

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

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

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;

- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

DOMESTIC ABUSE

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

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

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

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Further information can be accessed via:-

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

NSPCC- UK domestic-abuse signs symptoms effects

Refuge what is domestic violence/effects of domestic violence on children

Safelives: young people and domestic abuse

EXTENDED SCHOOL AND OFF SITE ARRANGEMENTS

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site the school will undertake checks to ensure that they provide adequate safeguarding arrangements.

When pupils attend off-site activities, including day and residential visits and work related activities, the school will ensure that the proprietors of the activity/venue operate safe practices to maintain the safety of our children/young people and liaise with investigating agencies in the locality relevant to where the concern has taken place.

HOMELESSNESS

Our staff/volunteers understand that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our designated safeguarding lead (and deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. We understand that a referral into children's social care where a child has been harmed or is at risk of harm may still be made to Childrens Services.

We are aware that indicators may be:-

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour
- the family being asked to leave a property

We recognise in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a level of intervention and support.

Further explanation is found at Homeless Reduction Act Factsheets

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

HONOUR BASED ABUSE

So-called 'honour-based' abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Our staff/volunteers understand that abuse committed in the context of preserving "honour"

often involves a wider network of family or community pressure and can include multiple perpetrators.

If our staff/volunteers have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they will speak to our designated safeguarding lead (or deputies). We understand that if FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach as below.

- Female Genital Mutilation

The definition of Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

We know that where a teacher (including HLTA's and cover supervisors) discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. We know teachers (including HLTA's and cover supervisors) **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless our teachers (including HLTA's and cover supervisors) have good reason not to, they will still consider and discuss any such case with our schools designated safeguarding lead (or deputies) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where teachers (including HLTA's and cover supervisors) do 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 (including HLTA's and cover supervisors) will follow our safeguarding procedures and those set out in Walsall's procedures.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

- Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. We can play an important role in safeguarding children from forced marriage, our staff have been briefed on the indicators of possible forced marriage and honour based violence and will refer any concerns to the Designated Safeguarding Lead immediately

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

PEER ON PEER ABUSE

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

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

Our staff will record and report all issues of peer on peer abuse to our designated safeguarding lead (or deputies) and ensure the best action is taken to safeguard children and young people in our school. Our curriculum endorses peer on peer abuse is not acceptable and our actions are supported by associated safeguarding policy and procedures in our school (Anti Bullying, Pupil Behaviour, E Safety, Acceptable Use and broader child protection procedures).

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

PEER ON PEER ABUSE - SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

In December 2017 the DfE released advice (as above) for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children. Our staff and volunteers understand the guidance and our schools responses to such abuse, and that children can abuse their peers in this way.

We understand that sexual violence and sexual harassment can occur between two children of **any** age and sex, and it can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Any child experiencing this will find it stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Our staff are 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.

Sexual violence can include rape, assault by penetration and sexual assault and that it is important that children and young people are familiar with issues of consent. Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment means ‘unwanted conduct of a sexual nature’ that can occur online and offline. Child on child 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.

Sexual harassment can include:

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

Our procedures

- If our staff have a concern about a child or a child makes a report to them, they will record and report to the designated safeguarding lead (or their deputies).

- All victims will be reassured that they are being taken seriously and that they will be supported and kept safe.
- A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.
- We will complete a risk assessment to mitigate further abuse both towards the victim and the perpetrator.
- We will contact the police if we believe a crime has been committed
- We will follow our safeguarding and child protection procedures and either manage internally, offer early help or refer to Childrens Services

PEER ON PEER ABUSE – SEXTING (ALSO KNOWN AS YOUTH PRODUCED SEXUAL IMAGERY)

Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as ‘youth produced sexual imagery’(‘Sexting’ does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police).

Our procedures for dealing with the concerns are:-

- We will **never** view, download or share the imagery yourself, or ask a child to share or download – **this is illegal**.
- If we have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), we will report this to the Designated Safeguarding Lead (or their deputies).
- We will **not** delete the imagery or ask the young person to delete it.
- We will **not** ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the Designated Safeguarding Lead and/or our statutory partners.
- We will **not** share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers unless advised by the •Designated Safeguarding Lead and/or our statutory partners to do so.

•We will **not** say or do anything to blame or shame any young people involved.

•We **will** explain to them that you need to report it and reassure them that they will receive support and help from the Designated Safeguarding Lead.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

PREVENTING RADICALISATION

Our staff/volunteers are aware that children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our schools safeguarding approach.

The Counter-Terrorism and Security Act places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

We are aware of the signs and symptoms of a young person being at risk of becoming radicalised:-

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

We value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However we know that freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Our school governors, the Head Teacher, Single Point of Contact and the DSL will assess the level of risk within our school and put actions in place to reduce that risk. We have risk assessments that include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy..

Channel

Our school's Designated Safeguarding Lead (and any deputies) are aware of local procedures for making a Channel referral. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

<https://www.gov.uk/government/publications/channel-guidance>

Our school refers to Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people.

If a member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they will speak with the Designated Safeguarding Lead.

PRIVATE FOSTERING ARRANGEMENTS

Our staff are aware that a private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

It is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted, but our responsibility to be aware and refer children who may be privately fostered.

If our school makes arrangements for children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host

family to whom they are not related then we will consider whether the arrangement where children stay with UK families could amount to “private fostering”

All staff in our school will inform the Designated Safeguarding Lead (or their deputies) of any children that fall into the category of private fostering.

REASONABLE FORCE

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

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions we will consider the risks carefully recognise the additional vulnerability of these children.

Our procedures are clear that any member of staff who uses reasonable force completes a report immediately and share the report with the Designated Safeguarding Lead (or their deputies) to ensure that:-

- The child was not harmed
- That first aid has been considered
- That the parents/carers of the child or young person have been informed
- That reasonable force was the best and most proportionate response to the situation

Further information

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

YOUNG CARERS

We understand that a young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem.

Most young carers look after one of their parents or care for a brother or sister. They do extra jobs in and around the home, such as cooking, cleaning, or helping someone to get dressed and move around.

Some children give a lot of physical help to a brother or sister who is disabled or ill. Along with doing things to help your brother or sister, you may also be giving emotional support to both your sibling and your parents.

We know that some of the risks associated with being a young carer are risk of truancy, under-achievement, isolation, mental and physical ill health, poverty and stress.

Appendix B:

Aide-memoire for Professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, immediate risk of significant harm

Situation

I am (give your name / designation / base). I am calling about (child's name(s) / date of birth / address, or mother's details if an unborn child).

I am calling because I believe this child is at risk of harm.

The parents are/aren't aware of the referral.

Assessment and actions

I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered) *or* I fear for the child's safety because (provide specific facts – what you have seen, heard and/or been told).

A Early Help Assessment has/hasn't been completed/ followed prior to this referral.

The child is now (describe current condition and whereabouts)

I have not been able to assess the child but I am concerned because ...

I have (actions taken to make the child safe).

Family Factors

Specific family factors making this child at risk of significant harm are (base on the Assessment of Need Framework i.e. parenting capacity, family/environment, and child's developmental needs)

Additional factors creating vulnerability are ...

Although not enough to make this child safe now, the strengths in the family situation are ...

Expected response

In line with "Keeping Children Safe in Education 2018", "Working Together to Safeguard Children" 2018 and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).

Other recommendations.

Ask: Do you need me to do anything now?

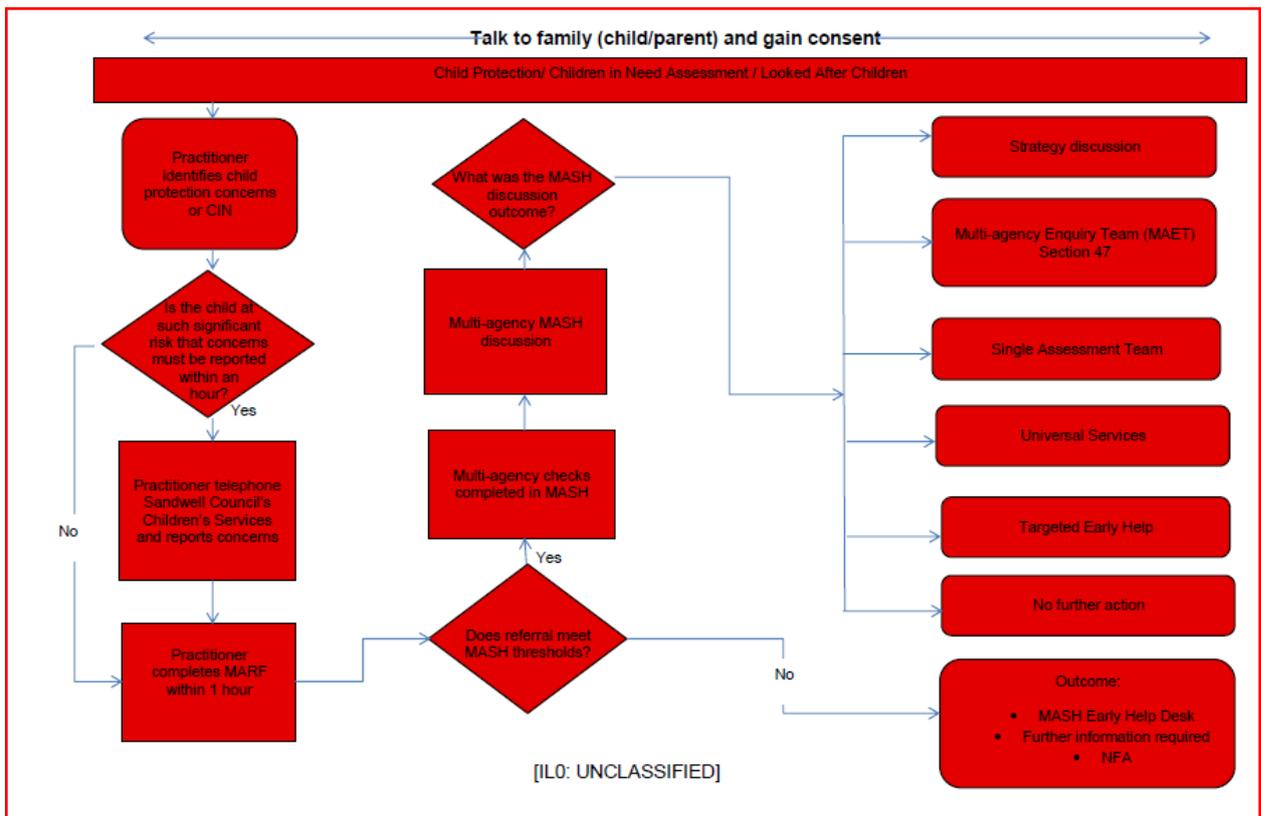
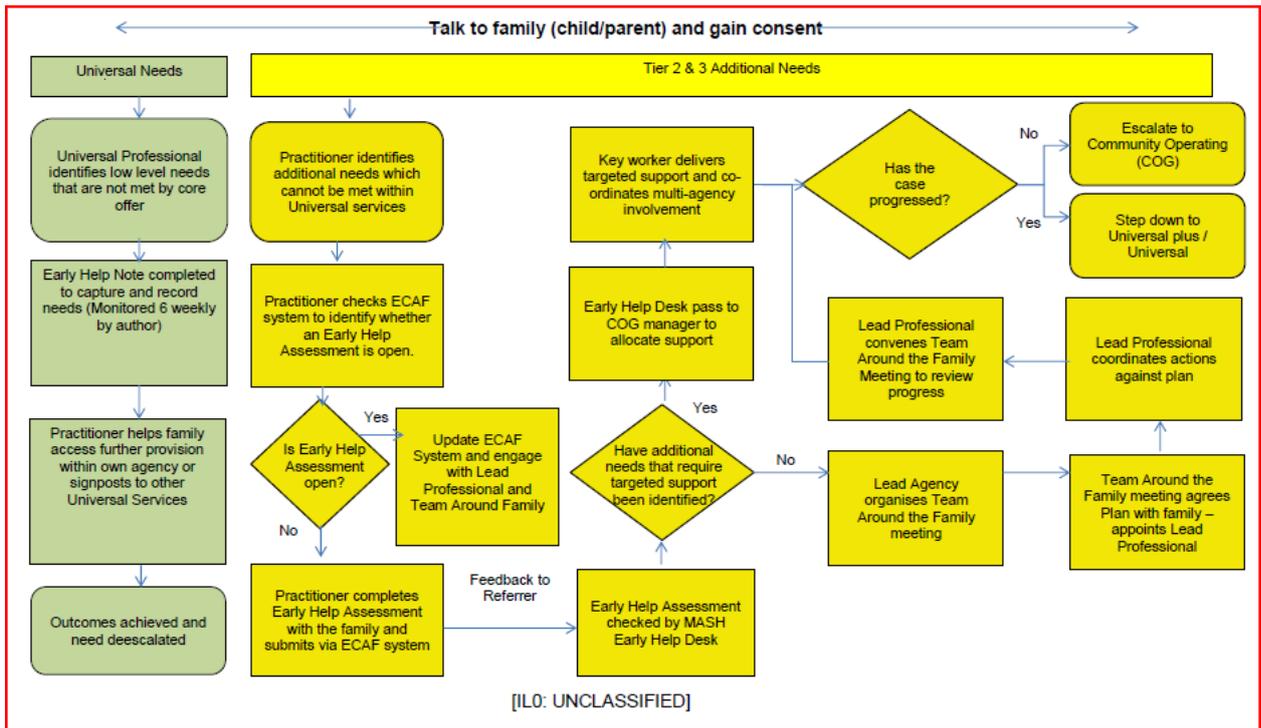
Referral and recording

I will follow up with a written referral (MARF) and would appreciate it if you would get back to me as soon as you have decided your course of action.

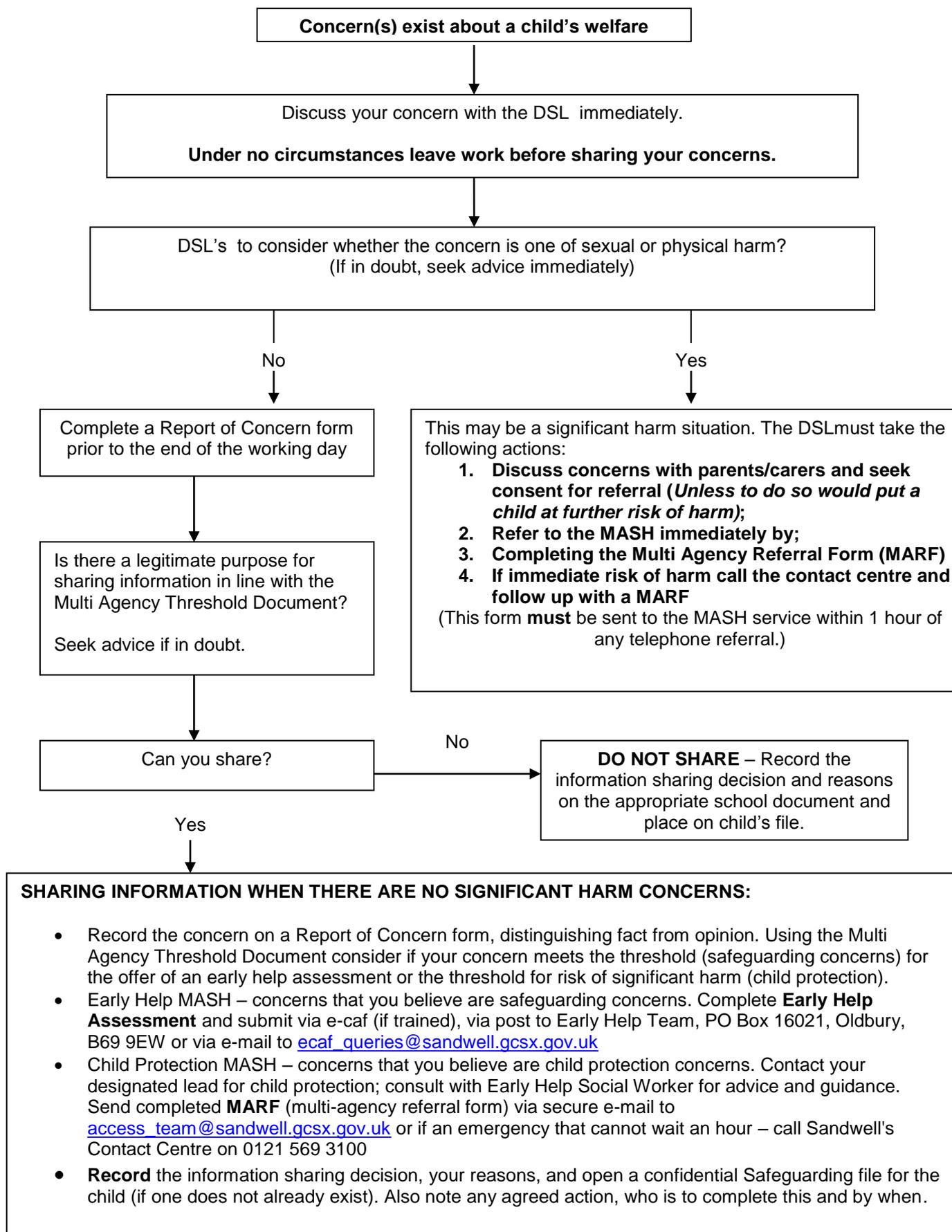
Exchange names and contact details with the person taking the referral.

Now complete the MARF ensuring that it is sent within 1 hour and record details and time and outcomes of telephone referral.

Appendix C: Process Map



Appendix D: Safeguarding and Promoting Children’s Welfare Procedural Flowchart



Appendix E: Indicators of Vulnerability to Radicalisation

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

2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations;
 - Significant changes to appearance and / or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix F: Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for our school is Rebecca Strange, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within our school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.