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**Old Hill Primary School**

Child Protection and Safeguarding Policy

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1. **Introduction**
   1. This document is the Safeguarding and Child Protection Policy for Old Hill Primary School and any extended services that it provides.
   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 which inspects safeguarding arrangements as part of the school’s Leadership and Management and the requirements of the Local Multi Agency Safeguarding Arrangements
   3. This Safeguarding and Child Protection Policy forms one part of our safeguarding responsibilities and the principles embedded in this policy should have due regard to the following policies: Accessibility, Attendance, Home School Agreement, Anti-Bullying, Behaviour, Home Visits, SEND and any other relevant policies as defined with the Governing Body.
   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. 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.
  2. 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 our school ensures their approach is child centred and have the best interests of the child at the heart of all action.
  3. COVID-19 – From 20th March 2020, parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response. We had adopted an addendum (Appendix G) to this policy based on the Local Authority’s Model COVID-19 Safeguarding Policy Addendum.
  4. As it is the Government’s plan that all pupils in all years groups, will return to school fulltime from the beginning of the 2020 autumn term we have full regard for the Government’s Guidance for full opening for schools and actions for early years during the coronavirus (COVID-19) outbreak.
  5. We are aware that pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. All staff members and volunteers will be vigilant about the possible impacts of the pandemic on pupils’ mental wellbeing and act immediately on any safeguarding concerns, including new concerns where children are returning and share their concerns with staff/DSL/DDSL’s. We will put in place appropriate support systems for pupils and parents/carers, including working with and/or referral to relevant outside agencies. We note the Government’s COVID-19 guidance on supporting children and young people’s mental health and wellbeing. We are aware of the continued importance for our staff to work with and support children’s social workers, the local authority virtual school Head for LAC and previously LAC children and any other relevant safeguarding and welfare partners during this period.
  6. We will continue to ensure that arrangements are in place to keep children not physically attending the school safe, especially online. Where we identify a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, we will ensure that a robust communication plan is in place for that child or young person. Details of this plan will be recorded appropriately as will a record of contact. All our staff who interact with children, including online, will continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per this policy and where appropriate, referrals will continue to be made to relevant agencies.

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| **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 Children’s Safeguarding Partnership |
| **School Staff and Volunteers** | School staff are well placed to observe the outward signs of abuse. The school will therefore:   * Ensure staff and volunteers receive safe- guarding training, to help identify concerns in accordance with ‘What to do if you are worried a child is being abused – Advice for practitioners’. * Ensure all staff are aware of this policy and those relating to the safeguarding of children. |
| **Principles** | This school recognises its responsibility to protect and safeguard the welfare of the children and young people by establishing a safe and trusting environment where children can learn and develop. This policy applies to all children between the ages of 0 -11.  This school creates a culture of safe recruitment and has adopted robust recruitment procedures outlined in Keeping Children Safe in Education 2020.  This school are committed to establish and maintain 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. School promotes a positive, supportive and secure ethos, giving pupils a sense of being valued and understanding that their voice will be heard.  This school 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 and 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.  School ensures that all staff understand the early help process and recognise the factors that make children more at risk of poor outcomes including poverty, stigma and isolation which may be bought about by factors such as family members in prison, homelessness. School take timely action to support early intervention if they have concerns.  We are fully compliant and promote Operation Encompass, which is a police and Education early intervention safeguarding partnership that supports children and young people exposed to Domestic Abuse (DA). It aims to ensure schools are notified in a timely manner of any DA incident where child/ren are present or registered at the address. This includes ensuring all parents/carers are aware we are part of this initiative via newsletters, school website and induction.  All staff receive safeguarding and child protection training at induction. Temporary staff and volunteers will be made aware of various policies including child protection, staff code of conduct and acceptable use of technologies, eg social media as part of their induction.  To ensure that children who are subject to multi-agency plans are supported by the school as defined in that plan. We are fully committed to safeguarding the welfare of children in care, previously looked after children and care leavers.  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, serious violence, Trafficking, Gangs and Knife Crime, Radicalisation, Female Genital Mutilation (FGM), Honour Based Violence (HBV), Forced Marriage (FM) and Online/Social Media Safety. They will be supported to calculate risk and be made aware of the range of support available to them.  To ensure staff are aware that wider environmental factors could be present in a child’s life that are a threat to their safety and/or welfare. Extra-familial harms takes a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This is known as contextual safeguarding and needs to be considered in assessment for children and young people.  To 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 been taken to offer a balanced presentation of opposing views to pupils  This school will contribute to the children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic well-being.  To support the mental health and well-being of pupils and be able to identify when there are needs and consider when they become a safeguarding issue. We will follow referral processes to gain the support required to help keep the child safe.  The school will ensure that parents understand the responsibility placed on staff for child protection by setting out its obligations in the school handbook. The school’s child protection policy is made available to parents on request and published on the school website. |
| **Implementation, Monitoring and Review of this policy** | The DSL will ensure that the school’s Safeguarding and Child Protection Policy is put on the agenda of the Governing Body at least once a year for discussion, monitoring, review and renewal. School submits the Local Authority annual safeguarding audit (S175/157 Education Act 2002 audit) to evidence compliance with current legislative compliance, including any implications and learning from local, regional or national safeguarding issues.  In this way the Governing Body authorises the DSL for Child Protection to carry out her responsibilities as outlined in the statutory Guidance. |

**2. Statutory Framework**

* 1. In order to safeguard and promote the welfare of children, this school will act in accordance with the following legislation and guidance:

[**The Education Act 2002**](http://www.legislation.gov.uk/ukpga/2002/32/contents) (section 175/157) [Section 175 of the Education Act 2002](http://www.opsi.gov.uk/ACTS/acts2002/ukpga_20020032_en_15) 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](http://www.opsi.gov.uk/ACTS/acts2002/ukpga_20020032_en_14) of the same act and the [Education (Independent Schools Standards) (England) Regulations 2003](http://www.opsi.gov.uk/SI/si2003/20031910.htm) 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**](http://www.legislation.gov.uk/ukpga/2004/31/contents)

[**Sandwell Children’s Safeguarding Partnership - Inter Agency Procedures**](http://westmidlands.procedures.org.uk/) – regional Procedures

[**Working Together to Safeguard Children**](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) **-** “[Working Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)” (2020) 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. Sandwell’s multi-agency Threshold Document explains early help and expectations more in depth.

[**What to do if you are worried a child is being abused: advice for practitioners**](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)

[**The Education (Pupil Information) (England) Regulations 2005**](http://www.legislation.gov.uk/uksi/2005/1437/pdfs/uksi_20051437_en.%20)

[**Keeping Children Safe in Education**](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) **–** places the following statutory duties on all schools:

* Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
* 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 DSL 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, newsletter and 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
* This school will 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.

[**Information sharing advice for safeguarding practitioners**](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)

[**Mental Health and Behaviour in Schools: Departmental Advice**](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)

**[Sexual violence and sexual harassment between children in schools and colleges (Appendix A – see peer on peer abuse).](\\\\fs-2138-01\\Shared$\\Staff\\Policies 2019-20\\sexual violence and sexual harassment between children in schools and colleges)**

* [Sexual violence and sexual harassment can occur between two children of any age and gender. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.](\\\\fs-2138-01\\Shared$\\Staff\\Policies 2019-20\\sexual violence and sexual harassment between children in schools and colleges)
* Sexual violence refers to sexual offences under the Sexual Offences Act 2003 and includes rape and sexual assault.
* Sexual harassment is any ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
* Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will in all likelihood, adversely affect their education attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.
* Coronavirus [Guidance for full opening: schools](file:///\\fs-2138-01\Shared$\Staff\Policies%202019-20\Coronavirus%20guidance%20for%20full%20opening%20schools)
* [**Section 26 of the Counter-Terrorism and Security Act (2015)**](http://www.legislation.gov.uk/ukpga/2015/6/section/26/enacted)
* [**The Prevent Duty**](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-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, 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](http://www.legislation.gov.uk/ukpga/2015/9/part/5/crossheading/female-genital-mutilation/enacted) (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:

1. Relationships education be provided to pupils of compulsory school age receiving primary education at schools in England. That pupils learn about:

* safety in forming and maintaining relationships,
* the characteristics of healthy relationships, and
* how relationships may affect physical and mental health and well-being, and
* the education is appropriate having regard to the age and the religious background of the pupils.

**3. The DSL**

3.1 The DSL (DSL) for child protection will co-ordinate action on child protection within school. This includes ensuring that all staff, teaching and non-teaching know who the Designated Member of Staff 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.

3.2 **Mrs Sally Fenby, Head Teacher** is the DSL for child protection and is a member of the senior leadership team.

3.3 Deputy DSL’s should be appointed to act in the absence or the unavailability of the DSL. Whilst the activities of the safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the safeguarding lead. This responsibility is not delegated.

3.4 The Deputy Designated Safeguarding Leads (DDSL’s) are:

**Mrs Linda Ramsden, Parent Support Advisor**

**Mr Craig Westby, Deputy Head Teacher.**

3.5 In the absence of the DSL and the DDSL’s the most senior member of staff in school will assume responsibility for any child protection matters that arise. Any DDSL should be trained to the same standard as the designated safeguarding lead.

3.6 It is the role of the DSL to:

* Ensure they receive refresher training at least every two years.
* To keep up to date knowledge and skills (for example via e-bulletins, meeting other DSLs) at regular intervals, but at least annually, to keep up to date with any developments relevant to the role.
* Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children at least every two years 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 to Parent Domestic Abuse, Peer to Peer abuse, Child exploitation, Spiritual abuse, Female Genital Mutilation (FGM), Honour based Violence (HBV) and Forced Marriage (FM).
* Ensure that all staff understand the statutory duty to report to the police when they suspect a child has had FGM carried out on a girl under 18.
* Ensure all staff understand the PREVENT Duty.
* Ensure there are effective induction in safeguarding and child protection for all adults working in the 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 staff/volunteers when necessary.
* Offer support and guidance to all adults working within the school on matters of safeguarding and child protection.
* Ensure that the names and contact details of the DSL/DDSL are on display for all staff, parents, pupils and visitors to the school.
* Ensure that (whenever possible) the DSL/DDSL are not out of school (e.g. at training events) at the same time. If they are absent arrangements should be in place 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 DDSL are not contactable, in order to ensure there is no unwarranted delay in referral
* Liaise and 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).
* Be aware of contact details and referral routes to support families. This includes referral routes to local housing for families who are or are at risk of being homeless, referral routes for children in households where there is domestic abuse, child criminal exploitation and children missing from education.
* Work closely with agencies and services to improve outcomes for children and young people including (but not limited to) senior mental health leads, domestic abuse support, locality COG’s and community policing.
* Complete/oversee 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 the school is represented by a Designated Person for Child Protection at child protection conferences, core groups and multi-agency meetings about ‘Children in Need’. It is the DSL for Child Protection who should attend Child Protection Conferences rather than another representative. If this is not possible, the DDSL should attend. If neither can attend apologies must be given and a written report must 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. School to ensure there is appropriate representation on Core Groups. If the most appropriate person is a class teacher, there must be joint working with the DSL/DDSL and consider appropriate safeguarding supervision arrangements. Ensure that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan.
* Ensure there is appropriately trained staff to lead and that all staff are aware of the Early Help process.
* Ensure that child protection and 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 and a transfer form is completed and receiving school sign and return form to school.
* Ensure support is in place in regard to the DSL/DDSL welfare responsibilities e.g. weekly/monthly one to one meetings to offer mutual support.
* Keep the school’s SMT, Governors, Local Authority and SCSP 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 the 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 and 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:

**Mrs Pauline Riley.**

4.3 In particular, the Governing Body ensures that:

* Safeguarding and child protection policy and procedures are in place and reviewed annually.
* Safer 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.
* All adults working with children under the age of 8 are subject to checks under the Disqualification Childcare Act 2006. Existing staff are expected to self- declare any relevant offences or convictions and must inform the school of any implications, through their relationships and associates, that may impact on the safeguarding of children in school.
* DBS certificates will be in place for all serving governors and newly appointed governors within 21 days of their appointment.
* A Single Central register is monitored to ensure it meets statutory requirements.
* Position of trust procedures are in place and reviewed annually.
* A DSL who is a senior member of school leadership team is appointed and notify the LA of any changes in personnel to this role.
* There is a dedicated teacher for 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 DSL.
* 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.
* Deficiencies or weaknesses in safeguarding arrangements are remedied immediately, liaising with relevant bodies for support as required.
* The governors support the DSL for Child Protection in carrying out their responsibilities as outlined in ‘Keeping Children Safe in Education’, (September 2020) and role in their Job Description.

**5. School Procedures – Staff Responsibilities**

5.1 The DSL ensures all 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 The DSL will ensure all staff are aware of the school’s reporting and referral procedure, MyConcern and the need for timely reporting.

5.3 A child going missing from education is a potential indicator of abuse or neglect. School 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, in accordance with KSIE (2019). Consideration should be given for 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 for removal from roll.

5.4 The school will robustly monitor the attendance of children on roll in the school in line with the 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.

5.5 The school will ensure they 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.

5.6 If any member of staff is concerned about a child the DSL/DDSL must be informed immediately and log concern on MyConcern, electronic safeguarding system. 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.

5.7 The member of staff must record all information regarding the concerns on MyConcern and if urgent notify DSL/DDL in person, this must be completed on the same day the concern is raised. The recording must be a clear, precise with factual account of the observations.

5.8 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](http://www.sandwelllscb.org.uk/site/pdfs/multi_agency_threshold_20140805.pdf) (available on the [SCSP Website](http://www.sandwelllscb.org.uk/site/reporting_concerns_home.html)) will guide you on what is the most appropriate level of support for families based on their level of need. SPOC or the MASH education team are available for early advice and support prior to completing a MARF.

5.9 The DSL will decide whether the 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.

5.10 When concerns have been raised regarding a child or they are subject to any multi- agency work MyConcern must be updated with actions/outcomes.

5.11 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. A transfer form must be completed and signed by the receiving school.

5.12 The DSL takes responsibility for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

5.13 All staff and volunteers are made aware that the main categories of abuse are:

* **Physical abuse**
* **Emotional abuse**
* **Sexual abuse**
* **Neglect.**

In addition to these types of abuse and neglect, members of staff will also be alert to specific safeguarding issues (Appendix A).

5.14 All staff will have awareness training and briefings so they are alert to the signs and symptoms of abuse, including those that may signal a child is at risk from or involved with serious crime. They are made aware of the associated risks and understand the measures in place to manage them. For information:

([https://www.gov.uk/government/publications/advice-to-schools-and-colleges- on- gangs-and-youth-violence).](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-%09on-%09gangs-and-youth-violence).)

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

5.16 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. All concerns must be logged on MyConcern.

5.17 All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see [Appendix A](#APP_A) for details.

**6. Dealing with a Disclosure**

6.1 Where a pupil discloses that he/she has been abused the following guidelines must 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 the 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 Each staff member has a MyConcern (electronic safeguarding system) login and all concerns must be logged as soon as possible. ALWAYS log a concern before leaving school at the end of the day.

6.15 When logging a concern add all children’s names involved with the concern however only children’s initials to be noted in the summary of the concern. All staff names to be typed in full.

6.17 Staff MUST NOT record assumptions or interpretations only what has been seen and heard. If opinions are recorded, ensure this is clearly stated.

6.18 No member of staff should ask a child to write an account or sign any paperwork as this may compromise enquiries that need to be made later by Children’s Social Care or the Police.

**REFER**

6.19 If a child is at significant risk immediately inform Mrs Sally Fenby (DSL) or Mrs Linda Ramsden or Mr Craig Westby (DDSL’s) or in their absence Mr Carl Badger the Assistant Head Teacher who are responsible for following the appropriate procedures. In the absence of anyone being available in school, contact Sandwell Children’s Social Care 0121 569 3100.

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

6.21 If you are unhappy about the response you receive from your DSL 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 A MEMBER OF STAFF LEAVE SCHOOL WITHOUT DISCUSSING A CONCERN WITH THE DSL OR DDSL’s.**

**7. Making a Referral**

7.1 A referral (MARF) 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 should be informed if a referral is being made except in the circumstances outlined in [communication with parents](#P9) **and if this puts a child at further risk of harm.**

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

7.4 If lower 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 complete a MARF 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. Appendix D - flowchart detailing the referral procedure.

**How to make a referral to Children’s Social Care if a child is at risk of significant harm.**

7.6 **Step 1** - Complete a MARF include any relevant body Map and email to the MASH secure email address on the front of the MARF, be prepared to include as much of the following information as possible using the SAFER guidelines (see [Appendix B](#APP_B)). If there are any Child Sexual Exploitation (CSE) concerns, then a CSE screening tool (depending on the child’s age) 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 **Step 3** – Following the completion of a MARF accurately record and attach on MyConcern: actions taken, outcomes and if no further action is taken. Please record the reasons for this decision noting, with whom discussions were held and who made he decisions.

**Position of Trust Referrals**

7.9 Position of Trust (POT) referrals will be referred via the SPOC/MASH. A MARF for the child will be completed and a Multi-agency and a POT referral form for the person allegations have been made about. This should detail the alleged incident and have all relevant details regarding the child and the adult who the allegations have been made about.

**Concerns re: Terrorism/Radicalisation**

7.10 **Preventing Radicalisation** – The Counter-Terrorism and Security Act 2015 places a duty on specific 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 terriorism (the Prevent duty). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

7.11 School will refer any incidents of suspected radicalisation or children deemed at risk on a MARF marked PREVENT referral.

7.12 Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 or contact made with the LA Prevent Strategy Coordinator:

[Pardeep\_brar@sandwell.gov.uk](mailto:Pardeep_brar@sandwell.gov.uk) or [Justin\_nixon@sandwell,gov.uk](mailto:Justin_nixon@sandwell,gov.uk)

alternatively, [sarfraz\_khan@sandwell.gov.uk](mailto:sarfraz_khan@sandwell.gov.uk) for further advice.

1. **Confidentiality**

8.1 Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

8.2 All staff in 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 that they cannot promise confidentiality and may need to pass the information on to help keep the child/children safe.

8.4 Staff/volunteers who receive information about children and their families 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, SCSP inter-agency procedures.

1. **Communication with Parents**

9.1 The school will always discuss concerns with parents/carers and parental 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.
* Compromise any enquiries that need to be undertaken by children’s social care or the police.
  1. The 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 is 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 immediately record on MyConcern using the child’s own words, what was said or seen and the location (part of the school) both of the abuse and the disclosure. Dates and times of events should be recorded as accurately as possible.

10.3 All visible marks or injuries to a child that give cause for concern must be recorded on MyConcern. The child should not be examined intimately or any pictures taken of any injuries/marks (unless requested by statutory services).

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

* Log concern on MyConcern as soon as possible. If urgent report concern immediately to the DSL or DDSL.
* record the date, time, summary and concern on MyConcern 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.

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

10.5 All records of a child protection nature must be reported to the DLS/DDSL via MyConcern before the end of the working day.

10.7 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 or concern should be taken seriously Mrs Fenby, Head Teacher and DSL has the responsibility for managing allegations against persons in a position of trust in school, will be informed immediately.

11.3 When dealing with allegations we will ensure that we will:

* apply a common sense and judgement
* deal with them quickly, fairly and consistently
* provide effective protection for child/ren and support the person subject to the allegation
* complete a risk assessment and make a justifiable decision on whether that person should be temporarily relieved from duties deployed elsewhere whilst an investigation is undertaken.

11.4 It is not the responsibility of the person receiving the allegation to make any enquiries or discuss the allegation with anyone other than Mrs Fenby (Head Teacher/DSL).

11.5 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 Mrs Fenby, Head Teacher.

11.6 Under no circumstances should 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.

11.7 The Mrs Fenby, Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will refer the incident on a Multi-Agency Position of Trust referral form to Sandwell Children’s Trust via the Safeguarding Hub. A MARF for the child will be completed and referred to Sandwell Children’s Trust. (Appendix G LADO flowchart).

11.8 If the Head Teacher is implicated in the concerns, Chair of Governors **Mrs Pauline Riley,** should be contacted via the school office immediately or, in their absence, the vice chair.

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

11.10 To reduce the risk of allegations, all staff should be aware of safer working practice and should be 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](http://www.childrenengland.org.uk/upload/Guidance%20.pdf)’.

11.11 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.

* 1. 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](http://sandwelllscb.proceduresonline.com/chapters/p_alleg_staff_inc_vol.html)
  2. 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.
  3. The Head Teacher should, as soon as possible, and after consulting with the Local Authority Designated Officer (LADO) inform the person against whom the allegation has been made of the concern.

**12. Peer on Peer abuse including Sexual Violence and Harassment**

12.1 It is recognised that sometimes children are capable of abusing their peers. Peer on peer abuse involves someone who abuses a ‘vulnerability’ or power imbalance to harm another and have the opportunity or be in an environment where this is possible.

* This is mostly likely to include: Bullying (including cyber bullying);
* Physical harm;
* Sexual violence;
* Sexual harassment
* Upskirting – which typically involves taking a picture under a person’s clothing without them knowing. With the intention of viewing their genitals or buttocks for sexual gratification or to cause humiliation, distress or alarm to the victim;
* Sexting;
* Initiation/hazing type violence and rituals.

12.2 We recognise that whilst perpetrators of peer on peer abuse pose a risk to others they are often victims of abuse themselves. We will work closely with alleged perpetrators to halt and prevent further occurrences.

12.3 All children should be able to attend school and learn in a safe environment. When this is compromised by the actions or behaviours of their peers this will be dealt through the behaviour policy.

12.4 Prevention is a fundamental method of minimising risks and school will:

* provide developmentally appropriate PSHE syllabus which develops pupils understanding of acceptable behaviour and to keep themselves safe
* Have systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued
* Deliver targeted work on assertiveness and keeping safe to those pupils identified at risk
* develop robust risk assessments and provide targeted work for pupils identified as being a potential risk to other pupils.

12.5 Sometimes allegations are made of a specific safeguarding nature. These may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Some of the features of these could include:

* Allegations against an older pupil’s behaviour towards a younger child
* Severe bullying
* An incident of a serious nature possibly related to a criminal offence
* Indicators that other pupils have been affected by this pupil
* Taking part in sexting
* Photographing or videoing other children performing indecent acts
* Forcing others to use drugs or alcohol.

**Procedure**

12.6 All complaints and incidents will be taken seriously with a record of incidents and action taken using MyConcern.

12.7 An assessment of an incident between peers will be completed to consider:

* Has this been a deliberate or contrived situation for a young person to be able to harm another?

● Chronological and developmental ages of everyone involved

● Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability

● All alleged physical and verbal aspects of the behaviour and incident

● Whether the behaviour involved inappropriate sexual knowledge or motivation

● What was the degree of physical aggression, intimidation, threatening behaviour or bribery

● The effect on the victim

● Any attempts to ensure the behaviour and incident is kept a secret

● The child or young person’s motivation or reason for the behaviour, if they admit that it occurred

● Whether this was a one-off incident, or longer in duration.

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

**Taking Action**

12.9 What we will do:

● Always take complaints seriously

● Gain a statement of facts from the pupil(s)

● Assess needs of victim and alleged perpetrator

● Consider referral to Police or Social Care

● Contribute to multi-agency assessments

● Convene a risk management meeting

● Record all incidents and all action taken

12.10 Consideration will be given to whether the complaint raises a safeguarding concern and then report to the DSL and record incident on MyConcern. School will:

* A factual record should be made but no attempt should be made to investigate at this stage
* The DSL can discuss the case with advisory personnel such as the SPOC or the Education Safeguarding Officer to determine if a MARF is required. If there is an indication that a criminal offence has been committed, then the police may become involved. School may be advised to refer this case to the police or advise parents to do so.
* The DSL will speak to parents of the victim(s) and the alleged perpetrator to inform them of a referral, as long as it does not put either parties at risk of further harm.
* Records of action and advise will be kept on both children’s MyConcern file
* Consideration will be given to whether the alleged perpetrator should be excluded from school according to the school’s behaviour policy
* If children services decide there will be no further action a thorough investigation will be carried out using the school’s disciplinary procedure
* If the school feels that this that a safeguarding risk is still present, then a full risk assessment will be carried out with a date set for a follow up review.

**13. Physical Interventions (Use of Reasonable Force)**

13.1 It is important to allow children to do what they can for themselves, but depending on age and circumstances, for example:

* a child who is hurt
* who needs instruction in the use of a particular instrument/piece of equipment
* safety issues such as the need to prevent a child hurting themselves or others.

It may be necessary for some physical contact to take place.

13.2 Section 93 of the Education and Inspections Act 2006 enables school staff to use ‘reasonable force’ to prevent a pupil from:

* Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
* Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
* Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

13.3 The general guidance on Reducing the need for restraint and restrictive intervention HMGovt., June 2019)**,** Behaviour and discipline in schools Advice for Head Teachers and school staff (HMGovt January 2016**),** [The](https://extranet.solgrid.org.uk/schoolissues/safeguarding/SafeguardingDocuments/EWSuseofforceapr2010.pdf) Use of Reasonable force: Guidance for Head Teachers, Staff and Governing Bodies (2013) and continues to be supplemented by a specialist guidance document, namely ‘Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders’ (2012) and ‘Guidance on the Use of Restrictive Physical Interventions for Pupil with Severe Behavioural Difficulties’. The circular entitled Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or Autism Spectrum Disorders applies to all special school settings. Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the Governing Body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

**14.**  **Statutory School Policies**

14.1 A full list of statutory policies can be found at:

<https://www.gov.uk/government/publications/statutory-policies-for-schools>.

Note: none of these policies relate to safeguarding and child protection.

14.2 School –Virtual Office link:

<http://www.sandwell.gov.uk/extranetforschools/info/22/safeguarding>

**15. Other Recommended Policies**

|  |  |  |
| --- | --- | --- |
|  | Staff Code of Conduct (HR Sandwell) | PSHE curriculum (Sex and Relationship Education) |
|  | Physical Intervention | Race, Disability and Equality Policy |
|  | E-Safety (including Acceptable Use Policies and Use of Digital Images) | Recruitment and selection (HR Sandwell) |
|  | First aid (including management of medical conditions, intimate care)  Attendance | Combating Extremisim  Health and Safety |
|  | Management of allegations against staff  Data Protection and Freedom of information (GDPR) | Whistle blowing  Supporting Children with medical conditions (Sandwell guidance)  Domestic Abuse |

**16. 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

Horizons Exploitation Safeguarding Team – 0121 569 2524/8391

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 and Specific Safeguarding Issues (Including possible indicators)**

**Forms of maltreatment:**

A person may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Child welfare concerns may arise in different contexts and can vary in terms of extent and seriousness. Children can be abused by family members and strangers, in an institution or community setting including via the internet. In the case of female genital mutilation children may be taken out of the country to be abused.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they have impaired capacity to avoid or resist abuse. There are also assumptions that indicators of abuse such as behaviour, mood and injury can relate to the child’s disability without further exploration. Children with SEN and disabilities can be disproportionally impacted by bullying without showing outward signs. Children develop and mature at different rates so what appears to be worrying for a younger child might be normal for an older child. Parental behaviours may also be indicative of abuse or neglect so be alert to parent-child interactions and behaviours which are concerning. By understanding warning signs you can respond to problems as early as possible and provide the right support/services for the child and their family.

**Physical Abuse**

* Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.
* Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Munchausen syndrome by proxy)

**Signs of possible physical abuse**

* Any injuries not consistent with the explanation given for them.
* Injuries which occur to the body in places which are not normally exposed to falls or rough games
* Injuries which have not received medical attention
* Reluctance to change for, or participate in, games or swimming
* Bruises, bites, burns and fractures, for example which do not have an accidental explanation
* The child gives inconsistent accounts for the cause of injuries
* Frozen watchfulness
* Possible effects of physical abuse
* Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties

**So-called ‘Honour Based’ Violence is a crime or incident which may have been committed to protect or defend the honour of the family or community.**

It is often linked to family members or acquaintances (and can include multiple perpetrators) who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

* become involved with a boyfriend or girlfriend from a different culture or religion
* want to get out of an arranged marriage
* want to get out of a forced marriage
* wear clothes or take part in activities that might not be considered traditional within a particular culture

Crimes of ‘honour’ do not always include violence. Crimes committed in the name of ‘honour’ might include:

* domestic abuse
* threats of violence
* sexual or psychological abuse
* being held against your will or taken somewhere you do not want to go.

**Force Marriage**

A forced marriage is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to. There is no religion that says it is right to force you into a marriage and you are not betraying your faith by refusing such a marriage.

**Female Genital Mutilation** **(FGM)**

Is a procedure where the female genitals are deliberately cut, injured or changed but where there is no medical reason for this to be done. It is also known as ‘female circumcision’ FGM is usually carried out on young girls between infancy and the age of 15 most commonly before puberty starts. It is illegal to perform FGM in England and Wales, assist a young girl to carry out FGM on herself in England and Wales and assist (from England or Wales) a non-UK person to carry out FGM outside the UK on a UK national or UK resident.

**Some of the following signs may be indicators of risk of FGM or a child has undergone FGM**

* Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school.
* The child may talk about a special procedure /ceremony is taking place.
* Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with menstrual or bladder problems.
* Children finding it difficult to sit still and look uncomfortable or complaining about pain between the legs and spending longer in the bathroom or toilet
* appear withdrawn, anxious or depressed
* have unusual behaviour after an absence from school or college
* if a child suspects FGM is going to happen she may run away from home or miss school.
* Talking about somebody doing something to them that they are not able to talk about.

In Africa, FGM is known to be practiced among certain communities in 29 countries: Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Cote d'Ivoire, Democratic Republic of Congo, Djibouti, Egypt, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Somalia, Sudan, Tanzania, Togo, Uganda and Zambia.

Certain ethnic groups in Asian countries practice FGM, including in communities in India, Indonesia, Malaysia, Pakistan and Sri Lanka.

In the Middle East, the practice occurs in Oman, the United Arab Emirates and Yemen, as well as in Iraq, Iran, the State of Palestine and Israel.

In Eastern Europe, recent info shows that certain communities are practicing FGM in Georgia and the Russian Federation.

In South America, certain communities are known to practice FGM in Columbia, Ecuador, Panama and Peru.

In addition, in many western countries, including Australia, Canada, New Zealand, the United States, the United Kingdom and various European countries, FGM is practiced among diaspora populations from areas where the practice is common

* Abuse linked to a Belief in Spirit Possession whereby the perpetrators believe that an evil spirit has entered a child and is controlling him or her. Sometimes the term ‘witch’ is used and is defined here as the belief that a child is able to use an evil force to harm others. Terms used may be black magic, kindoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases genuine beliefs can be held by families, carers, religious leaders, congregations and the children themselves that evil forces are at work. Abuse often occurs when an attempt is made to ‘exorcise’ or ‘deliver’ the child.

**Some of the following signs may be indicators of this type of abuse but may also be common features in other kind of abuse.**

* Signs or marks such as bruises or burns
* A child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children
* A personals personal care deteriorating such as losing weight, being unkempt with dirty clothes and even faeces smeared on them
* Parent or carer does not show concern for or have a close bond with the child.
* Childs school attendance becoming irregular or the child being taken out of school altogether
* A child reporting, they are or have been accused of being ‘evil’ and/or that they are having the ‘devil beaten out of them’

1. **Emotional Abuse**

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

1. **Signs of possible emotional abuse**

* Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
* Obsessions or phobias
* Sudden underachievement or lack of concentration
* Seeking adult attention and not mixing well with other children
* Sleep or speech disorders
* Negative statements about self
* Highly aggressive or cruel to others
* Extreme shyness or passivity
* Running away, stealing and lying

1. **Possible effects of emotional abuse**

* If a child suffers sustained emotional abuse, there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

**Sexual Abuse and Exploitation**

* 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, grooming a child in preparation for abuse (including via the internet).
* Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Signs of possible sexual abuse**

* Any allegations made by a child concerning sexual abuse
* The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
* Sexual activity through words, play or drawing
* Repeated urinary infections or unexplained stomach pains
* The child is sexually provocative or seductive with adults
* Inappropriate bed-sharing arrangements at home
* Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
* Eating disorders such as anorexia or bulimia.

**Possible effects of sexual abuse**

* Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem has all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse once recognised; can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

**Neglect**

* Neglect is 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.

**Signs of possible neglect**

* Dirty skin, body smells, unwashed, uncombed hair and untreated lice
* Clothing that is dirty, too big or small, or inappropriate for weather conditions
* Frequently left unsupervised or alone
* Frequent diarrhoea
* Frequent tiredness
* Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
* Frequently hungry
* Overeating junk food

**Possible effects of neglect**

* Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

For further information about neglect please see SCSP [neglect policy](http://www.sandwelllscb.org.uk/user_controlled_lcms_area_news/uploaded_files/Neglect%20Pol%20%26%20Practice%20Guidance%2020140312%20RB.pdf).

**Contextual Safeguarding**

Children and young people may be vulnerable to abuse or exploitation from outside their families. These threats may occur in educational establishments, within peer groups or more widely from within the community and/or online. Children can be vulnerable to multiple threats including exploitation by criminal gangs and organised crime groups, online grooming, extremist ideologies.

Professionals should consider whether wider environmental factors are present that threaten a child’s safety and welfare.

**Online Safety**

There is a breadth of issues relating to online safety and social media. They can be broadly categorised in to three broad areas of risk:

* Content – being exposed to illegal, inappropriate or harmful material
* Contact – being exposed to harmful interactions with other users
* Conduct – Personal online behaviours that increases the likelihood of or actually causes harm.

**Child Criminal Exploitation:**

Gang activity and youth violence

Child exploitation can occur through gang recruitment. Young people at risk of joining a gang are usually vulnerable individuals who can be both perpetrators and / or victims of crime. Some the risks associated with gang/criminal involvement are:

* Retaliatory Violence due to territorial disputes with other gangs
* Criminal records
* Physical and Sexual violence as a means of control
* Drug/alcohol addiction
* Poor educational or employment potential

Children may often be at the periphery of involvement for some time before they become active gang members. Children may also follow older siblings into gang involvement. There are often opportunities for preventative work to be undertaken with children to deter them from joining a gang.

**County Lines**

Criminal exploitationis a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks and gangs groom and exploit children and young people to carry drugs and money within and from urban areas into suburban and rural areas.

Possible indicators of exploitation:

* Missing episodes
* Disengagement with education and leisure activities
* Becoming isolated from friends and family
* significant changes in emotional well-being
* A person meeting unfamiliar adults or a change to their behaviour
* The use of drugs and alcohol
* Acquiring money or expensive gifts they can’t account for
* Lone children from outside of the area
* Individuals with multiple mobile phones or tablets or ‘SIM cards’
* Unknown or suspicious looking characters coming and going from a neighbour’s house
* Relationships with controlling or older individuals or associated with gangs
* Suspicion of self-harm, physical assault or unexplained injuries

If you have concerns surrounding children, follow safeguarding procedures and share your concerns with MASH. You can also report any suspected criminal activity due the police via the FIB (police intelligence form) or by reporting via 101 or 999 in an emergency.

**Child Sexual Exploitation (CSE)** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced in to exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn’t always involve contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

**Some of the following signs may be indicators of sexual exploitation**

* Children who appear with unexplained gifts, money or new possessions
* Children who associate with other children involved in exploitation
* Children who have older boyfriends or girlfriends
* Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
* Entering and/or leaving vehicles driven by unknown adults;
* Frequenting areas known for risky activities;
* Being groomed or abused via the Internet and mobile technology;
* Having unexplained contact with hotels, taxi companies or fast food outlets.
* 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
* Children who regularly miss school or education or don’t take part in education
* Early intervention and preventative work is key in helping to support and educate children and young people. Strong links with local policing and neighbourhood teams is critical in identifying and safeguarding young people at risk. Here at ……………………… we do this by……………..

**Sexual Violence and Harassment between Children in schools and colleges (See Peer on Peer abuse)**

Sexual violence and sexual harassment can occur between two children of **any age and sex.** It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. **sexual violence** refers to sexual offences under the Sexual Offences Act 2003 and includes rape and sexual assault,

**Sexual harassment** is any ‘unwanted conduct of a sexual nature’ that can occur online and offline. 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.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support.

**APPENDIX B**

**SAFER GUIDELINES**

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).

**An 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 Safe in Education 2019, “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**

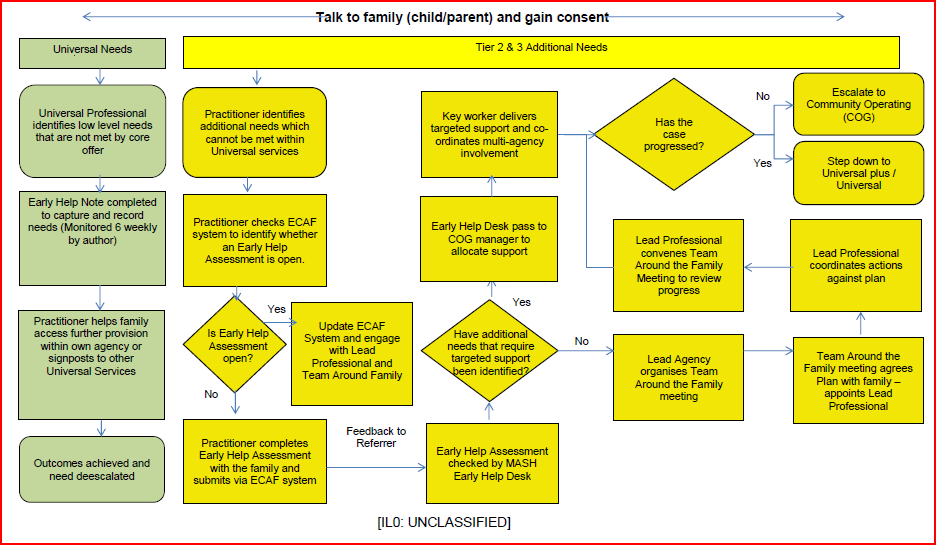
I will follow up with a written referral (MARF) and would appreciate it if you would get back to me as soon as you have decided your course of action.

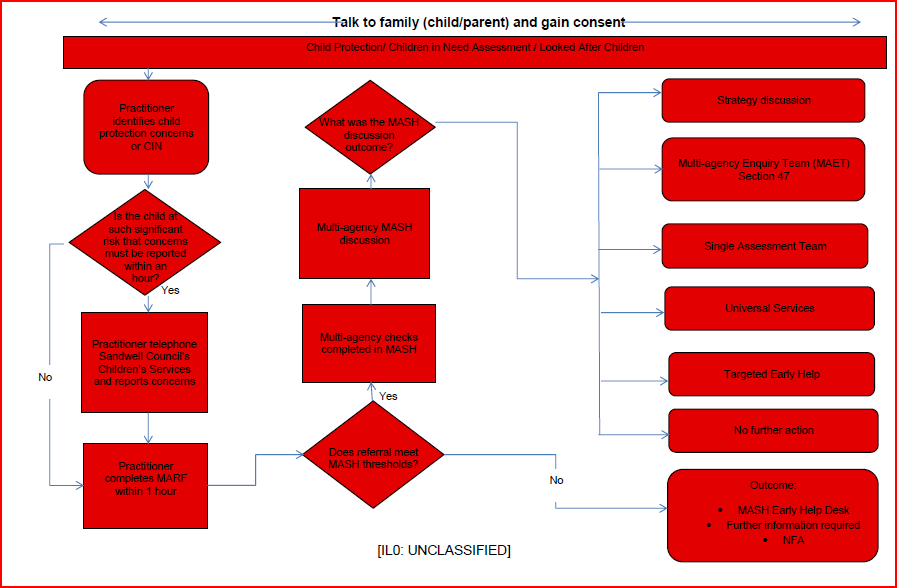
Exchange names and contact details with the person taking the referral.

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**

**Concern(s) exist about a child’s welfare**

Is there a legitimate purpose for sharing information in line with the Multi Agency Threshold Document?

Seek advice if in doubt.

Designated Staff for child protection to consider whether the concern is one of sexual or physical harm?

(If in doubt, seek advice immediately)

Discuss your concern with the Designated Staff for Child Protection immediately.

**Under no circumstances leave work before sharing your concerns.**

Can you share?

Yes

No

Log concern on MyConcern before the end of the working day

This may be a significant harm situation. The Designated Member of Staff for Child Protection must take the following actions:

1. **Discuss concerns with parents/carers and seek consent for referral (*Unless to do so would put a child at further risk of harm)*;**
2. **Refer to the MASH immediately by;**
3. **Completing the Multi Agency Referral Form (MARF)**
4. **If immediate risk of harm call the contact centre and follow up with a MARF**

(This form **must** be sent to the MASH service within 1 hour of any telephone referral.)

**DO NOT SHARE** – Record the information sharing decision and reasons on MyConcern.

No

Yes

**SHARING INFORMATION WHEN THERE ARE NO SIGNIFICANT HARM CONCERNS:**

* Record on MyConcern, distinguishing fact from opinion. Using the Multi Agency Threshold Document consider if your concern meets the threshold (safeguarding concerns) for the offer of an early help assessment or the threshold for risk of significant harm (child protection).
* Early Help MASH – concerns that you believe are safeguarding concerns. Complete **Early Help Assessment** and submit via e-caf (if trained), via post to Early Help Team, PO Box 16021, Oldbury, B69 9EW or via e-mail to [ecaf\_queries@sandwell.gov.uk](mailto:ecaf_queries@sandwell.gov.uk)
* Child Protection MASH – concerns that you believe are child protection concerns. Contact your designated lead for child protection; consult with Early Help Social Worker for advice and guidance. Send completed **MARF** (multi-agency referral form) via secure e-mail to [access\_team@sandwellchildrenstrust.org](mailto:access_team@sandwellchildrenstrust.org) or if an emergency that cannot wait an hour – call Sandwell's Contact Centre on 0121 569 3100
* **Record** the information sharing decision, your reasons, and open a confidential Safeguarding file for the child (if one does not already exist). Also note any agreed action, who is to complete this and by when.

**APPENDIX E**

**Indicators of Vulnerability to Radicalisation**

* 1. 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 pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
* Personal Crisis – the 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 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 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 –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 Old Hill Primary School is Mrs Sally Fenby Head Teacher 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 of Old Hill Primary School in relation to protecting 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 the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
* Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
* Collating relevant information from in relation to referrals of vulnerable 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.*

*Channel 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.*

## **Appendix G**

**Addendum to Old Hill Safeguarding and Child Protection Policy.**

**COVID-19 school closure arrangements for**

**Safeguarding and Child Protection**

**Sally Fenby**

**Head Teacher/Designated Safeguarding Lead**

**Date: 30th March 2020**

# Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of Old Hill Primary School Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

1. [Context](#_Toc12960)
2. Key contacts

[3. Vulnerable children](#_Toc12961)

[4. Attendance monitoring](#_Toc12962)

[5. Designated Safeguarding Lead](#_Toc12963)

[6. Reporting a concern](#_Toc12964)

[7. Safeguarding Training and induction](#_Toc12965)

[8. Safer recruitment/volunteers and movement of staff](#_Toc12966)

[9. Online safety in schools and colleges](#_Toc12967)

[10. Children and online safety away from school and college](#_Toc12968)

[11. Supporting children not in school](#_Toc12969)

[12. Supporting children in school](#_Toc12970)

[13. Peer on Peer/child on child Abuse](#_Toc12971)

# Key contacts:

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Name** | **Contact number** | **Email** |
| Head Teacher Designated  Safeguarding  Lead | Sally Fenby |  | sfenby@oldhillprimaryschool.com |
| Deputy  Designated  Safeguarding  Lead | Linda Ramsden | School work mobile:  07793036767 | lramsden@oldhillprimaryschool.com |
| Deputy  Designated  Safeguarding  Lead | Craig Westby |  | cwestby@oldhillprimaryschool.com |
| Chair of  Governors | Pauline Riley |  |  |

# Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and Deputies) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children’s social care support.

School will continue to work with and support children’s social workers to help protect vulnerable children. This includes working with and supporting children’s social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this is Mrs Sally Fenby.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, DSL/DDSL’s, or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

# Attendance monitoring

Local authorities and education settings do not need to complete their usual day-today attendance processes to follow up on non-attendance.

DSL/DDSL and social workers will agree with parents/carers whether children in need should be attending school, both will follow up on any pupil that they were expecting to attend. School will also follow up any parent/carer who has arranged care for their child/ren and the child(ren) subsequently do not attend. To support the above, staff will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues school will notify their social worker.

All correspondence to be recorded on MyConcern relating to parents of CP, CIN, LAC, EH pupils.

# Designated Safeguarding Lead

Old Hill Primary School have a Designated Safeguarding Lead (DSL) and a Deputy DSL’s. The Designated Safeguarding Lead is: Sally Fenby.

The Deputy Designated Safeguarding Leads is: Linda Ramsden and Craig Westby.

# Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy; this includes making a report via MyConcern, which can be done remotely.

In the unlikely event that a member of staff cannot access MyConcern from home, they should email the DSL or DDSL immediately so concern can be actioned and recorded.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report this to the Head Teacher or a member of SLT immediately. If there is a requirement to make a notification to the Head Teacher whilst away from school, this should be done verbally and followed up with an email to the Head Teacher

Concerns around the Head Teacher should be directed to the Chair of Governors: Mrs Pauline Riley.

# Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Old Hill Primary they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children’s workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

* the individual has been subject to an enhanced DBS and children’s barred list check
* there are no known concerns about the individual’s suitability to work with children
* there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be signposted to a copy of the receiving setting’s child protection policy, confirmation of local processes and confirmation of DSL arrangements.

# Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children’s workforce or gain access to children. When recruiting new staff, Old Hill Primary School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where school are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Old Hill Primary School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Old Hill will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA’s ‘Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing:

Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Old Hill Primary School to continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

# Online safety in schools and colleges

# Old Hill Primary school will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

# Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children’s social care and as required, the police.

Online teaching should follow the same principles as set out in the MAT code of conduct.

Old Hill Primary will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

# Supporting children not in school

# Old Hill Primary School is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on MyConcern as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Old Hill Primary School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Old Hill Primary School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at school are to be aware of this in setting expectations of pupils’ work where they are at home.

Old Hill Primary school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on MyConcern.

# Supporting children in school

School is commited to ensuring the safety and wellbeing of all its students.

School will continue to be a safe space for all children to attend and flourish. Mrs Fenby will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on MyConcern.

# Peer on Peer/child on child abuse

School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims**.**

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on MyConcern and appropriate referrals made.