

Child Protection and Safeguarding Policy

“What does the Lord ask of you? To act justly, to love
mercy and to walk humbly with your God.”

(Micah 6:8)

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Statement of Intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael's Church of England Christian values:

- to show love, care and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

St Michael's Church of England High School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children
- teaching pupils how to keep safe and recognise behaviour that is unacceptable
- identifying and making provision for any pupil that has been subject to abuse
- ensuring that members of the governing board, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the Designated Safeguarding Lead (DSL)
- ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed

The DSL is: **Carolyn Hill** and **Sarah Beardsmore**. In the absence of the DSL, child protection matters will be dealt with by **Jill Mills**.

Signature _____
Head Teacher

Date _____

Signature _____
Chair of Governors

Date _____

1 Definitions

- 1.1 [Clarified for 2018] The terms “children” and “child” refer to anyone under the age of 18.
- 1.2 For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:
- Protecting pupils from maltreatment.
 - Preventing the impairment of pupils’ health or development.
 - Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
 - Taking action to enable all pupils to have the best outcomes.
- 1.3 For the purposes of this policy, the term “harmful sexual behaviour” includes, but is not limited to, the following actions:
- Using sexually explicit words and phrases
 - Inappropriate touching
 - Sexual violence or threats
 - Full penetrative sex with other children or adults
- 1.4 In accordance with the DfE’s guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’ (2018), and for the purposes of this policy, the term “sexual harassment” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.
- 1.5 For the purpose of this policy, the term “sexual violence” encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.
- 1.6 The term “teaching role” is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

2 Introduction

- 2.1 This document is the Child Protection and Safeguarding Policy for St Michael’s Church of England High School and any extended services that it provides.
- 2.2 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 board, and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the school’s Leadership and Management and the requirements of the Local Safeguarding Children Board (LSCB).
- 2.3 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

- 2.4 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.
- 2.5 Safeguarding and promoting the welfare of children is everyone's responsibility. All those who come in to contact with children and their families have a role to play in keeping children safe. In order to fulfil this responsibility effectively all professionals should make sure their approach is child centred and have the best interests of the child at the heart of all action.
- 2.6 This policy forms one part of the schools safeguarding responsibilities and should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Attendance Policy, Physical Restraint and Reasonable Force Policy, Procedures for Managing Allegations Against Staff, Anti-Bullying Policy, Mobile Phone Usage Policy and any other relevant policies as defined in the Annual Report to the governing board.

3. 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
Sandwell Safeguarding Children Board (SSCB)	The school follows the procedures agreed by Sandwell Safeguarding Children Board (SSCB)
School Staff & Volunteers	School staff are well placed to observe the outward signs of abuse. The school will ensure that all school staff and volunteers receive safeguarding children training, to help identify concerns and ensure that 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 entrusted to its care by establishing a safe and trusting environment in which children can learn and develop. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this school.
	To ensure children know that there are adults in the school whom they can approach if they are worried: the staff and governing board of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued. This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the police, Child and Adolescent Mental Health Services, Attendance & Prosecution Service, Inclusion Support Service and other agencies/services coming into school to support individual pupils/groups of pupils. This includes providing a coordinated offer of early help.
	To ensure that all staff understand the early help process and take timely action to support early intervention if they have concerns.: all staff will receive safeguarding and child protection training at induction and annual updates. Temporary staff and volunteers will be made aware of policies including child protection, staff code of conduct and acceptable use of technologies including 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: 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 sexual exploitation (CSE), female genital mutilation (FGM), honour based violence (HBV), forced marriage (FM) and e-safety. They will be supported to calculate risk and be made aware of the range of support available to them.
	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.
	To contribute to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic well-being: the school will ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. The school's policy is made available to parents on request and published on the school website.
Implementation, monitoring and review of policy	The DSL will ensure that the school's child protection policy is put on the agenda of the governing board once a year for discussion, monitoring, review and renewal. In this way the governing board authorises the DSL to carry out his/her responsibilities as outlined in the statutory guidance.

4 Statutory Framework

4.1 In order to safeguard and promote the welfare of children, the school will act in accordance with all relevant legislation including, but not limited to, the following:

- The Children Act 1989
- [The Children Act 2004](#)
- Safeguarding Vulnerable Groups Act 2006
- [Sandwell Safeguarding Children's Board – Inter Agency Procedures](#)
- [Working Together to Safeguard Children](#)
- [What to do if you're worried a child is being abused: advice for practitioners](#)
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Dealing with Allegations of Abuse against Teachers and Other Staff \(DfE 2011\)](#)
- [Keeping Children Safe in Education \(2018\)](#)
- [Information sharing advice for safeguarding practitioners](#)
- [Mental Health and Behaviour in Schools: Departmental Advice](#)
- [Section 26 of the Counter-Terrorism and Security Act \(2015\)](#)
- [Section 5B of the Female Genital Mutilation Act 2003](#) (as inserted by section 74 of the Serious Crime Act 2015)
 - [New for 2018] General Data Protection Regulation (GDPR)
 - Data Protection Act 2018
 - [HM Government \(2013\) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'](#)
 - [Sexual Offences Act 2003](#)
- [The Education Act 2002](#) (section 175/157)
 - Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

4.2 [Working Together to Safeguard Children](#) (2018) requires all schools to follow the procedures for protecting children from abuse which are defined by Sandwell Safeguarding Children Board 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.

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

- schools should be aware of and follow the procedures issued by Sandwell Safeguarding Children Board
- 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
- 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 SSCB at least every

two years and their knowledge and skills should be refreshed regularly , but at least annually

- 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
- that all schools should share information and work in partnership with other agencies when there are concerns about a child’s welfare.
- **Section 5B of the Female Genital Mutilation Act 2003** (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that female genital mutilation 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.
- **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.

4.4 **The Prevent Duty (2015):** the UK faces a severe and continuing threat from international terrorism. The Government is taking tough security measures to keep people safe but action at a local level is also essential to stop people becoming or supporting terrorists or violent extremists. Local authorities and the police need to take a lead in ensuring that local partnerships have been clearly tasked with driving delivery of a jointly agreed programme of action. From 1 July 2015 all schools must have regard to the statutory guidance around the Prevent Duty. 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.

4.5 The principles embedded in this policy link into other policies relating to:

- acceptable use of technologies
- anti-bullying
- attendance
- behaviour management
- British values
- combating extremism
- confidentiality
- data protection
- dealing with allegations of abuse against staff
- educational visits
- equality
- e-safety
- exclusion
- health and safety
- PSHE
- racism and homophobia
- school security
- sex and relationship education
- special educational needs
- staff conduct
- substance misuse (including drugs and alcohol)
- visitors and guest speakers
- whistleblowing

This list is not exhaustive.

5 Roles and Responsibilities

5.1 The governing board.

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

5.1.2 The nominated governor for child protection is Colin Nicholls.

5.1.3 In particular the governing board must ensure that:

- safeguarding and child protection policy and procedures are in place and reviewed annually
- safe recruitment procedures are in place and reviewed annually
- all staff (paid and unpaid) have an up to date enhanced criminal records certificate. All those carrying out teaching roles will require an additional check to ensure they are not prohibited from teaching
- criminal records 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 (LAC) who have been appropriately trained. This staff member has a key role in promoting the educational achievement of LAC and engaging with the DSL
- a member of the governing board (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher
- relevant safeguarding/child protection training is accessed by all school staff/volunteers according to their role and responsibilities
- 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 Board
- deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required
- the governors support the DSL of Staff for Child Protection in carrying out his/her responsibilities as outlined in 'Keeping Children Safe in Education', (September 2018) and role in job description
- ensure that the school complies with its duties under the above child protection and safeguarding legislation
- guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times
- guarantee that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children' (2018)
- confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures
- understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures

- comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions
- Ensure that staff members have due regard to relevant data protection principles which allow them to share personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, and the timelines for their local safeguarding children boards (LSCBs) to transition to the new system – including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting preemployment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.

- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

5.2 The Headteacher

5.2.1 The headteacher has a duty to safeguard pupils' wellbeing and maintain public trust in the teaching profession.

5.2.2 In particular, the headteacher must:

- ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members
- ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members
- provide staff upon indication with the Child Protection and Safeguarding Policy, Staff Code of Conduct Policy and Guidance, part one of the 'Keeping children safe in education' (KCSIE) guidance, Behaviour Management Policy, online safety training and the identity of the DSL and any deputies.

5.3 The Designated Safeguarding Lead

5.3.1 The DSL(DSL) for child protection will co-ordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the DSL is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the DSL. Also that they are aware of what happens once a concern has been raised.

5.3.2 Carolyn Hill is the DSL for Child Protection and is a member of the senior leadership team.

5.3.3 A Deputy DSL will be appointed to act in the absence/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 for safeguarding and child protection remains with the safeguarding lead. This responsibility is not delegated.

5.3.4 The Deputy DSL for Child Protection in this school is Jill Mills.

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

5.3.6 It is the role of the DSL for Child Protection to:

- ensure that he/she receives refresher training at least every two years

- keep his or her knowledge and skills up to date (for example via e-bulletins, meeting other designated safeguarding leads) at regular intervals, but at least annually, to keep up to date with any developments relevant to their role
- ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children at least every three years which will enable them to recognise the signs and symptoms of abuse including Domestic Violence and Abuse (DVA), Child Sexual Exploitation (CSE), Spiritual Abuse, Female Genital Mutilation (FGM), Honour Based Violence (HBV) and Forced Marriage (FM).
- ensure there is 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/Deputy are on display for all staff, parents, pupils and visitors to the school
 - ensure that (whenever possible) the Designated and Deputy Designated Persons 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 Deputy are not contactable, in order to ensure there is no unwarranted delay in referral
 - discuss concerns as required with outside agencies e.g. specific agency for single need (e.g. speech and language, Inclusion Support), early intervention multi-agency (e.g. Early Help process) or Multi Agency Safeguarding Hub (MASH)/existing social worker (child protection/significant harm concerns)
 - complete all necessary paperwork and correspondence including referral forms to the Early Help team or MASH in regard to safeguarding and child protection referrals
 - ensure that the school is represented by a DSL 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 Deputy DSL 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. Ensure there is appropriate representation on Core Groups when a child is on a child protection plan. If the most appropriate person is a class teacher, there must be joint working with the DSL to consider appropriate safeguarding supervision arrangements.
 - ensure there are appropriately trained staff to lead on and that all staff are aware of the Early Help process
 - ensure that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan
 - ensure that welfare 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

- ensure mechanisms are in place to support the DSL for Child Protection in specific regard to their welfare responsibilities e.g. weekly/monthly one to one meetings between the Designated and Deputy Designated Leaders to offer mutual support
- keep the school's SLT, governors, local authority and SSCB informed about safeguarding and child protection issues as requested
- provide guidance to parents, children and staff about obtaining suitable support
- discuss with new parents the role of the DSL and the role of safeguarding in 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
- Understand, and keep up-to-date with, local plans for their LSCB's transition to the new multi-agency arrangement of three safeguarding partners.
- Act as the main point of contact with the LSCB, and with the three safeguarding partners following completion of the transition period.
- Refer all cases of suspected abuse to children's social care services (CSCS), the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the headteacher to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.

- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.
- **[New for 2018]** Hold the details of the LA personal advisor and liaise with them as necessary.

NB. The school will determine what "available" means, e.g. it may be appropriate to be accessible by electronic means such as phone or Skype.

- **[Updated for 2018]** The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

5.4 Staff Responsibilities

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- **[Updated September 2018]** Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy.
- Challenge senior leaders over any safeguarding concerns, where necessary.

6 Inter-agency working

- 6.1 The school contributes to inter-agency working as part of its statutory duty.
- 6.2 The school is aware of the expected timeline for its LSCB to fully transition to new system of three safeguarding partners.
- 6.3 The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

- 6.4 Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.
- 6.5 The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.
- 6.6 Considering 4.3, staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- 6.7 Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- 6.8 If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.
- 6.9 The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

7 Definitions of abuse and neglect

- 7.1 All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.
- 7.2 All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.
- 7.3 When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:
- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
 - Lack of concentration and acting withdrawn
 - Knowledge ahead of their age, e.g. sexual knowledge.
 - Use of explicit language
 - Fear of abandonment
 - Depression and low self-esteem
- 7.4 All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.
- 7.5 All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the school's Anti-Bullying Policy.
- 7.6 All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.
- 7.7 Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

7.8 The in-depth descriptions of the varying types of abuse and neglect are in Appendix A.

7.9 Alternative provision

7.9.1 The school will remain responsible for a pupil's welfare during their time at an alternative provider.

7.9.2 When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

7.10 Work experience

7.10.1 When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.

7.10.2 Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 17.

7.11 Homestay exchange visits

School-arranged homestays in UK

7.11.1 Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.

7.11.2 In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

7.11.3 Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host.

7.11.4 In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged homestays abroad

7.11.5 The school will liaise with partner schools to discuss and agree the arrangements in place for the visit.

7.11.6 The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.

7.11.7 The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

7.11.8 Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Privately arranged homestays

7.11.9 Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

7.12 Private fostering

Date of adoption	January 2015
Date of review	21 st March 2019
Review date	March 2020

- 7.12.1 Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

8 School Procedures

- 8.1 All school staff and volunteers need to be alert to the potential abuse of children both within their families and from other sources including members of the school community.
- 8.2 A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future, in accordance with KSIE (2018). Consideration should be given to whether to make a referral to children services if there are safeguarding concerns or there has been no contact with school. If a child stops attending altogether this will be reported to attendance and prosecution service with information regard off rolling the child.
- 8.3 If any member of staff is concerned about a child the DSL (or the rep in their absence) must be informed immediately. There is an absolute responsibility for all members of the school to respond to any suspected or actual abuse of a child in accordance with these procedures.
- 8.4 The member of staff must record information regarding the concerns and ensure the written record is passed to the DSL on the same day. The recording must be a clear, precise, factual account of the observations. A record of concern profoma is available on the Sandwell Extranet Safeguarding Virtual Office.
- 8.5 There may be emerging needs or adversities faced by children and their families that could be addressed through early help. [Sandwell's Multi Agency Threshold document](#) (available on the [SSCB Website](#)) will guide you on what is the most appropriate level of support for families based on their level of need. The COG Teams are available for early advice and support prior to getting to the point when things need to go to MASH.
- 8.6 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.
- 8.7 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, place a vulnerable adult at risk or compromise any enquiries that may need to be made.
- 8.8 When concerns have been raised regarding a child or they are subject to any multi-agency work a written record will be kept securely and separately from the child's main pupil record.
- 8.9 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.
- 8.10 The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.
- 8.11 All staff and volunteers should be aware that the main categories of abuse are:

- **Physical abuse**
- **Emotional abuse**
- **Sexual abuse**
- **Neglect**

- 8.12 All staff will be informed of the risks posed by adults or young people who use the internet to bully, groom or abuse children.
- 8.13 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.
- 8.14 All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see Appendix A for details.

9 Dealing with a Disclosure

- 9.1 Where a pupil actually discloses that he/she has been abused the following guidelines must be followed:

RECEIVE

- 9.2 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.
- 9.3 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.
- 9.4 Listen carefully to the child. Do not stop a child who is freely recalling information.
- 9.5 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

- 9.6 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..."
- 9.7 Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'
- 9.8 Never ask 'accusing' questions e.g. "Why didn't you tell someone earlier?"
- 9.9 Never criticise the alleged perpetrator, it may be someone that they will continue to live with
- 9.10 Never ask the pupil to repeat their disclosure for any other member of staff; it is your responsibility to share the information
- 9.11 These four factors may compromise enquiries that need to be made later by children's social care or Police.

REASSURE

- 9.12 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.
- 9.13 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

- 9.14 Make notes as soon as possible afterwards using the words that the child has used. Upload the notes on to MyConcern in the file section.
- 9.15 Do not record your assumptions and interpretations, just what you heard and saw.
- 9.16 Do not destroy original notes even if you later write things up more neatly and fully.
- 9.17 Record the date, time and place of the disclosure (this is done automatically on MyConcern).
- 9.18 Sign any written records and identify your position in the school setting.
- 9.19 Do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.

REFER

- 9.20 Immediately inform the DSL for child protection Carolyn Hill or in their absence the Deputy DSL for child protection Jill Mills who will be responsible for following the appropriate procedures. You can send the RED CARD if you feel an immediate response is required (a child is in threat of significant harm) In the absence of anyone being available in school, contact the Community Operating Group Social worker for advice.
- 9.21 To consult with your DSL for child protection does not mean a referral has been made. This decision is the responsibility of the DSL for child protection who will contact the appropriate agency as and when required.
- 9.22 If you are unhappy about the response you receive from your DSL for child protection contact the Locality Community Operating Group (COG) for your area (numbers below) or, in their absence, contact the MASH Contact Centre on 0121 569 3100 where you may be put through to speak to a qualified social worker.

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

10 Concerns about a pupil

- 10.1 [New for 2018] If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy.
- 10.2 All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in **section 28** of this policy.
- 10.3 Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.

- 10.4 If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.
- 10.5 The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.
- 10.6 Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.
- 10.7 If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.
- 10.8 If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.
- 10.9 All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in a locked cabinet in the school office.
- 10.10 If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.
- 10.11 If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.
- 10.12 Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.
- 10.13 When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.
- 10.14 An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

11 Early help

- 11.1 Early help means providing support as soon as a problem emerges, at any point in a child's life.
- 11.2 Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:
- Have SEND (whether or not they have a statutory EHC plan).
 - Are young carers.
 - Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
 - Are frequently missing/going missing from care or from home.
 - Misuse drugs or alcohol.
 - Are at risk of modern slavery, trafficking or exploitation.
 - Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
 - Are returned home to their family from care.
 - Show early signs of abuse and/or neglect.
 - Are at risk of being radicalised or exploited.

- Are privately fostered.
- 11.3 Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation. All staff will be made aware of the local early help process and understand their role in it.
- 11.4 The DSL will take the lead where early help is appropriate.

12 Making a Referral

- 12.1 A referral involves sharing information in line with Multi Agency Threshold Document to either the Targeted Services Team, with the consent of the parents/carers, Multi Agency Safeguarding Hub (MASH) or the Police in matters of immediate risk (see Appendix C).
- 12.2 Parents/carers should be informed if a referral is being made except in the circumstances outlined in communication with parents
- 12.3 However, inability to inform parents for any reason should not prevent a referral being made to children's social care via the MASH Service. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom.
- 12.4 If low level multi agency support is required for a child and/or their family, the DSL for child protection 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.
- 12.5 If the concerns are more complex and require statutory intervention then the DSL for child protection will refer the matter to children's social care via the MASH service where a decision will be made whether any enquiries are needed under Section 17 (child in need enquiry) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at Appendix D detailing the referral procedure.

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

- 12.6 **Step 1** - Complete a Multi-Agency Referral Form (MARF) and send in to the MASH secure email address on the front of the form. Be prepared to give as much of the following information as possible using the SAFER guidelines (see Appendix B). If the child is aged 10 – 17 a CSE screening tool should always be completed
- 12.7 **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 children's social care's contact centre (0121 569 3100). A MARF will also need to be completed within an hour of reporting the concern.
- 12.8 Accurately record the action agreed following the referral or that no further action is to be taken and the reasons for this decision noting with whom discussions were held and who made the decisions on the appropriate school form.

Concerns re: Terrorism/Radicalisation

- 12.9 School will refer any incidents of suspected radicalisation or children deemed at risk on a Multi-agency referral form (MARF) to the MASH.

- 12.10 Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 or contact made with the LA Prevent Strategy Coordinator Manjeet_Pangli@sandwell.org.uk or sarfraz_khan@sandwell.gov.uk for further advice.

13 Allegations involving school staff/volunteers

- 13.1 [Clarified for 2018] All allegations will be dealt with in line with the school's Allegations of Abuse Against Staff Policy, a copy of which will be provided to, and understood by, all staff.
- 13.2 [Updated for 2018] Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order.
- 13.3 [New for 2018] If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.
- 13.4 [New for 2018] The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

14 Allegations of abuse made against other pupils (peer on peer abuse)

- 14.1 It is recognised that sometimes children are capable of abusing their peers. 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 with through our Behaviour Management Policy. Prevention is a fundamental method of minimising risks and we will do this by:

- providing developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- having systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued
- delivering targeted work on assertiveness and keeping safe to those pupils identified at risk
- developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils

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
- is of a serious nature possibly related to a criminal offence
- indicates 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

14.2 Procedure

- Consideration will be given to whether the complaint raises a safeguarding concern and then report to the designated safeguarding person.
- 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 COG or the Education safeguarding officer to determine if a referral to MASH 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 the referral as long as it does not put either parties at risk of further harm.
- Records of action and advice will be kept on both children's 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 in school using the school's usual disciplinary procedure.
- If the school consider a safeguarding risk is still present then a full risk assessment will be carried out with a date set for follow up review.

14.2.1 The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

14.2.2 Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

14.3 Awareness

14.3.1 All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

14.3.2 All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

14.3.3 All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

14.3.4 LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.

14.3.5 The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

14.3.6 Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

14.4 Support available if a child has been harmed, is in immediate danger or at risk of harm

14.4.1 If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS.

14.4.2 Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

14.5 Support available if early help, section 17 and/or section 47 statutory assessments are appropriate

14.5.1 If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

14.6 Support available if a crime may have been committed

14.6.1 Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The DSL will be aware of the local process for referrals to both CSCS and the police.

14.6.2 Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

14.6.3 The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

14.7 Support available if reports include online behaviour

14.7.1 Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

14.7.2 If the incident involves sexual images or videos held online, the [Internet Watch Foundation](#) will be consulted to have the material removed.

14.7.3 Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

14.8 Managing disclosures

14.8.1 Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

14.8.2 If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

14.8.3 Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

14.8.4 All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.

- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and UKCCIS sexting advice.
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

14.8.5 The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

14.9 Confidentiality

14.9.1 The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

14.9.2 The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

14.9.3 The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

14.10 Anonymity

14.10.1 There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

14.10.2 When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

14.11 Risk assessment

14.11.1 The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments

of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

14.11.2 Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

14.11.3 Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's [Data Protection Policy](#).

14.12 Taking action following a disclosure

14.14.1 The DSL or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

14.14.2 Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

14.14.3 For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

14.14.4 For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

14.14.5 In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

14.13 Managing the report

14.13.1 The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSCS or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

14.13.2 There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referring to CSCS
- Reporting to the police

14.13.3 Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

14.13.4 The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

14.14 Managing internally

14.14.1 In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

14.15 Providing early help

14.15.1 The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

14.16 Referral to CSCS

14.16.1 If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.

14.16.2 The school will not wait for the outcome of an investigation before protecting the victim and other children.

14.16.3 The DSL will work closely with CSCS to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

14.16.4 If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

14.16.5 If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

14.17 Reporting to the police

14.17.1 Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.

14.17.2 Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with CSCS and any appropriate specialist agencies.

14.17.3 The DSL and governing board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

14.17.4 The DSL will be aware of local arrangements and specialist units that investigate child abuse.

14.17.5 In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

14.18 Bail conditions

14.18.1 Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

14.18.2 The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

14.18.3 The term ‘released under investigation’ (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

14.18.4 Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

14.19 Managing delays in the criminal justice system

14.19.1 The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

14.19.2 The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

14.20 The end of the criminal process

14.20.1 Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator’s timetable.

14.20.2 The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

14.20.3 Where an alleged perpetrator is found not guilty or a case is classed as requiring “no further action”, the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

14.20.4 The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

14.21 Ongoing support for the victim

14.21.1 Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim

- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

14.21.2 Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

14.21.3 Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

14.21.4 The school will provide a physical space for victims to withdraw to.

14.21.5 Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

14.21.6 Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

14.21.7 If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

14.21.8 If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

14.22 Ongoing support for the alleged perpetrator

14.22.1 When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

14.22.2 In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

14.22.3 When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.

14.22.4 If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

14.22.5 The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

14.23 Disciplining the alleged perpetrator

14.23.1 Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

14.23.2 The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.

14.23.3 The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

14.24 Disciplinary action and support can take place at the same time.

14.24.1 The school will be clear whether action taken is disciplinary, supportive or both.

14.25 Shared classes

14.25.1 Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

14.25.2 Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

14.25.3 Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

14.25.4 Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

14.25.5 Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

14.25.6 In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

14.26 Working with parents and carers

- 14.26.1 In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.
- 14.26.2 The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.
- 14.26.3 Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.
- 14.26.4 Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

14.27 Safeguarding other children

- 14.27.1 Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.
- 14.27.2 It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.
- 14.27.3 The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.
- 14.27.4 As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

15 Communication & Confidentiality

- 15.1 All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.
- 15.2 Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.
- 15.3 Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.
- 15.4 Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

- 15.5 During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.
- 15.6 Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.
- 15.7 Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.
- 15.8 Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.
- 15.9 Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.
- 15.10 Discussions with parents will not take place where they could potentially put a pupil at risk of harm.
- 15.11 Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.
- 15.12 Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.
- 15.13 External agencies will be invited to these discussions where necessary.
- 15.14 Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.
- 15.15 [New for 2018] Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

16 [New for 2018] Mobile phone and camera safety

- 16.1 Staff members will not use personal mobile phones or cameras when pupils are present.
- 16.2 Staff may use mobile phones on school premises outside of working hours when no pupils are present.
- 16.3 Staff may use mobile phones in the staffroom during breaks and non-contact time.
- 16.4 Mobile phones will be safely stored and in silent mode whilst pupils are present.
- 16.5 Staff will use their professional judgement in emergency situations.

- 16.6 Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present.
- 16.7 Mobile devices will not be used to take images or videos of pupils or staff in any circumstances.
- 16.8 The sending of inappropriate messages or images from mobile devices is strictly prohibited.
- 16.9 Staff who do not adhere to this policy will face disciplinary action.
- 16.10 ICT technicians and the e-safety officer will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission from an ICT technician or the e-safety officer.
- 16.11 The school will adhere to the terms of the E-Safety Policy at all times.
- 16.12 Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy.
- 16.13 The DPO will oversee the planning of any events where photographs and videos will be taken.
- 16.14 Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved.
- 16.15 The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.
- 16.16 The school will adhere to its Photography and Videos at School Policy at all times.
- 16.17 Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

17 [New for 2018] Sports clubs and extracurricular activities

- 17.1 Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.
- 17.2 Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.
- 17.3 Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.
- 17.4 All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

18 Record Keeping

- 18.1 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:

- 18.2 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.
- 1.6.3 It helps schools monitor and manage their safeguarding practices and provides evidence of robust and effective safeguarding policy and practice
- 18.4 A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.
- 18.5 A record should be made of any visible marks or injuries to a child that give cause for concern, this may be completed on a Board map. The child should not be examined intimately or pictures taken of any injuries/marks.
- 18.6 All records must be signed and dated clearly with the name of the signatory clearly printed.
- 18.7 When a child has made a disclosure, the member of staff/volunteer should:
- make brief notes as soon as possible after the conversation using the appropriate form utilised by the school
 - not destroy the original notes in case they are needed by a court
 - record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
 - record statements and observations rather than interpretations or assumptions
 - distinguish fact from opinion

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

- 18.8 All records of a child protection nature (handwritten or typed) are given to the DSL before the end of the working day. These should be filed in individual pupil files in chronological order and a chronology of significant events should be maintained at the front of the file. My Concern will automatically follow this procedure.

No copies should be retained by the member of staff or volunteer

- 18.9 The DSL will ensure that all safeguarding records are managed and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.

19 Physical Interventions

- 19.1 It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. 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.
- 19.2 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.

19.3 The general guidance on The 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 board 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.

19.4 The school has a Physical Restraint and Reasonable Force Policy in place.

20 Safer recruitment

20.1 An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

20.2 [New for 2018] The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

20.3 Pre-employment checks

20.3.1 The governing board will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.

- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](https://www.gov.uk) website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.
- **[Clarified for 2018] [Academies, free schools and independent schools only]** Confirming that an individual taking up a management position is not subject to a section 128 direction.

20.3.2 An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

20.4 Internal candidates

20.4.1 [New for 2018] [Colleges only] If an individual moves from a position within the school that did not involve the provision of education to one that does, it will be treated as if the individual were a new member of staff and all required pre-appointment checks will be carried out.

20.4.2 [New for 2018] References from internal candidates will always be scrutinised before appointment.

20.5 ITT candidates

20.5.1 [New for 2018] Where applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out.

20.5.2 [New for 2018] Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

20.6 Governors

20.6.1 [Updated for 2018] [Maintained schools only] An enhanced DBS check will be carried out for each member of the governing board. Where a governor also engages in regulated activity, a barred list check will also be requested. The school will also contact the TRA using Teacher Services to check if a proposed governor is barred as a result of being subject to a section 128 direction. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check.

20.6.2 [Updated for 2018] [Academies, free schools and independent schools] The trust requires enhanced DBS checks on all members of the academy trust, individual charity trustees, and the chair of the board of charity trustees. Before an individual becomes a trustee, the school will carry out an enhanced DBS check and confirm their identity. Where a trustee also engages in regulated activity, a barred list check will also be requested. An additional check is required for those in management positions, to ensure that they are not prohibited under section 128 provisions. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check. If the individual lives or has lived outside of the UK, consideration will be given as to further checks that may be necessary.

20.6.3 Those who have lived or worked outside of the UK

20.6.4 For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

20.7 Barred list check

- 20.7.1 An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check.
- 20.7.2 If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment.
- 20.7.3 Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

20.8 References

- 20.8.1 References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.
- 20.8.2 [New for 2018] References will only be accepted from a senior person and not from a colleague.
- 20.8.3 References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- 20.8.4 [New for 2018] References will be obtained prior to interviews taking place and discussed during interviews.
- 20.8.5 [New for 2018] Open testimonials will not be considered.
- 20.8.6 Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.
- 20.8.7 **[New for 2018]** Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

20.9 Volunteers

- 20.9.1 No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.
- 20.9.2 An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- 20.9.3 [Clarified for 2018] Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.
- 20.9.4 [Clarified for 2018] A supervised volunteer who regularly teaches or looks after children is not in regulated activity.
- 20.9.5 The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- 20.9.6 Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.

20.9.7 A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

20.10 Contractors

20.10.1 The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

20.10.2 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

20.10.3 Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

20.11 Data retention

20.11.1 DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.

20.11.2 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

20.12 Referral to the DBS

20.12.1 The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

20.13 Ongoing suitability

20.13.1 [New for 2018] Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

21 Single central record (SCR)

21.1 The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

21.2 [Updated September 2018] [Proprietor bodies, including academies, free schools and independent schools] All members of the proprietor body are also recorded on the SCR.

21.3 The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- [Clarified for 2018] [Academies, free schools and independent schools only] A section 128 check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

21.4 [Updated September 2018] For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has

been received which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

21.5 If any checks have been conducted for volunteers, this will also be recorded on the SCR.

21.6 [New for 2018] If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

22 Training

22.1 Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on an annual basis or whenever there is a change in legislation.

22.2 *The induction training will cover:*

- The Child Protection and Safeguarding Policy
- The Behavioural Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs

22.3 All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

22.4 Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously LAC safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.

22.5 Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

22.6 The DSL and deputy DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

22.7 The DSL and deputy DSL will also undergo biennial Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

22.8 The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online

22.9 Online training will also be conducted for all staff members as part of the overall safeguarding approach.

23 Useful telephone numbers

Sandwell Contact Centre	0121 569 3100
West Midlands Police	0345 113 5000
Local Authority Child Protection Officers for Education	0121 569 8144
Local Authority Designated Officer	0121 569 4770
CSE Team	0121 569 2524
Prevent (Extremism) Coordinator Manjeet Pangali	0121 569 2322
Tipton COG	0121 5697291
Wednesbury COG	0121 569 7294
West Bromwich Central COG	0121 569 7293
Oldbury COG	0121 569 7295
Rowley COG	0121 569 7296
Smethwick COG	0121 569 7297
NSPCC Helpline	0808 5000
NSPCC Whistleblowing Helpline	0800 028 0285

24 Monitoring and Review

- 24.1 This policy is reviewed annually by the DSL and the headteacher.
- 24.2 Any changes made to this policy by the headteacher and DSL will be communicated to all members of staff.
- 24.2 All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.
- 24.3 The next scheduled review date for this policy is March 2020.

Appendix A: Definitions of Abuse and Neglect

Abuse and neglect are 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 (FGM) 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 disproportionately 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.

1. 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 child 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.
- 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 in 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
- Talking about somebody doing something to them that they aren't able to talk about.
- 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.

Teaching staff are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Forced marriage

For the purpose of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

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 child's 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.
- child's 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'

2. 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.

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

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.

3. 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.
- 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. CSE 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.

Child Sexual Exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- 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
- possessing unexplained amounts of money, expensive clothes or other items
- 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.

Some of the following signs may be indicators of sexual exploitation

- children who appear with unexplained gifts or new possessions
- children who associate with other children involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or don't take part in education

4. 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 Sandwell Safeguarding Children Board's [neglect policy](#).

5. Other issues which may result in abuse or neglect

Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

For 16 and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

County lines criminal activity

“County lines criminal activity” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

Pupils with a family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of ‘Are you a young person with a family member in prison’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will also be provided with the booklet ‘Going to Court and being a witness’ from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Contextual safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to CSCS.

Pupils with SEND

The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

Appendix B: Telephone Referrals

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

Situation

- I am (give your name /designation /base). I am calling about (child's name(s)/date of birth/address, or mother's details if an unborn child).
- I am calling because I believe this child is at risk of harm.
- The parents are/aren't aware of the referral.

Assessment and actions

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

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

- The child is now (describe current condition and whereabouts)
- I have not been able to assess the child but I am concerned because ...
- I have (actions taken to make the child safe).

Family Factors

- Specific family factors making this child at risk of significant harm are (base on the Assessment of Need Framework i.e. parenting capacity, family/environment, and child's developmental needs)
- Additional factors creating vulnerability are ...
- Although not enough to make this child safe now, the strengths in the family situation are ...

Expected response

- In line with "Keeping Safe in Education 2015", "Working Together to Safeguard Children" 2015 and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).

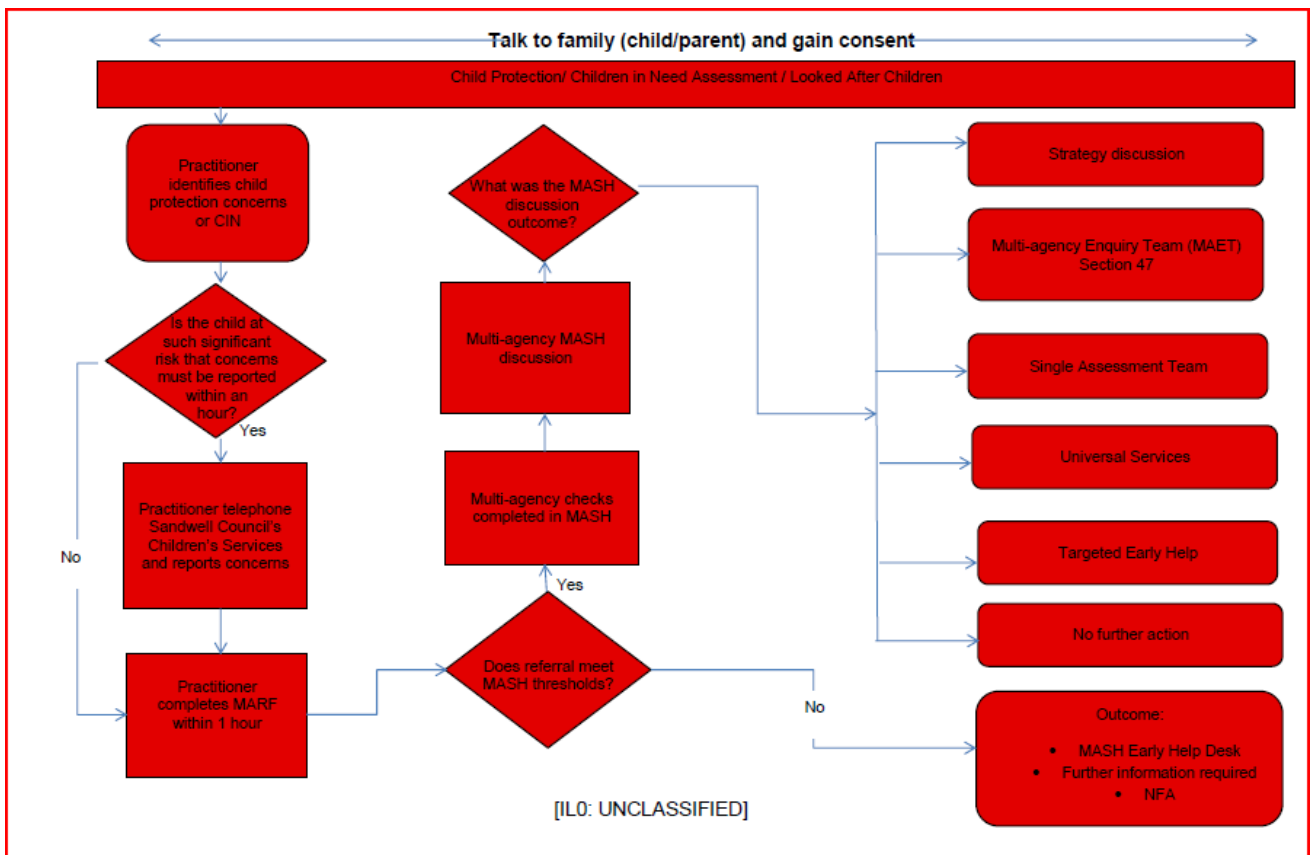
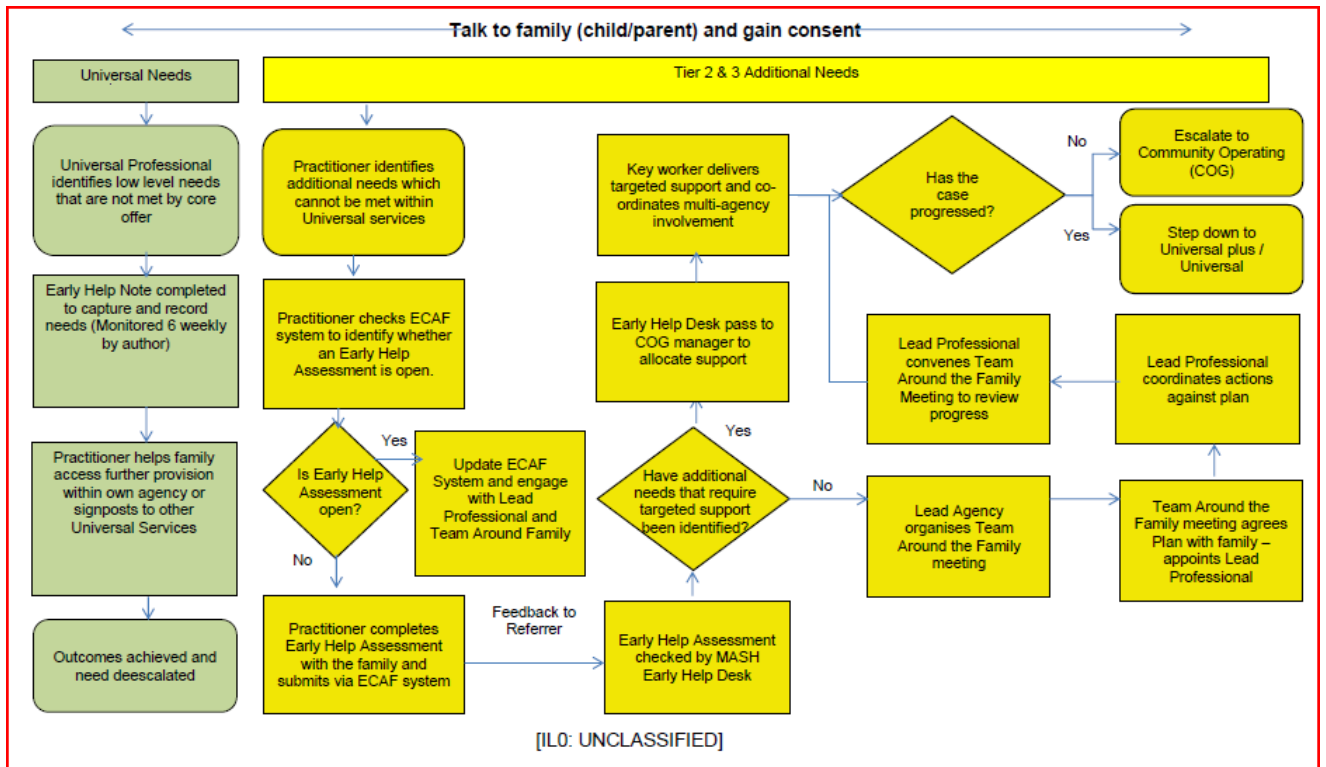
Other recommendations.

Ask: Do you need me to do anything now?

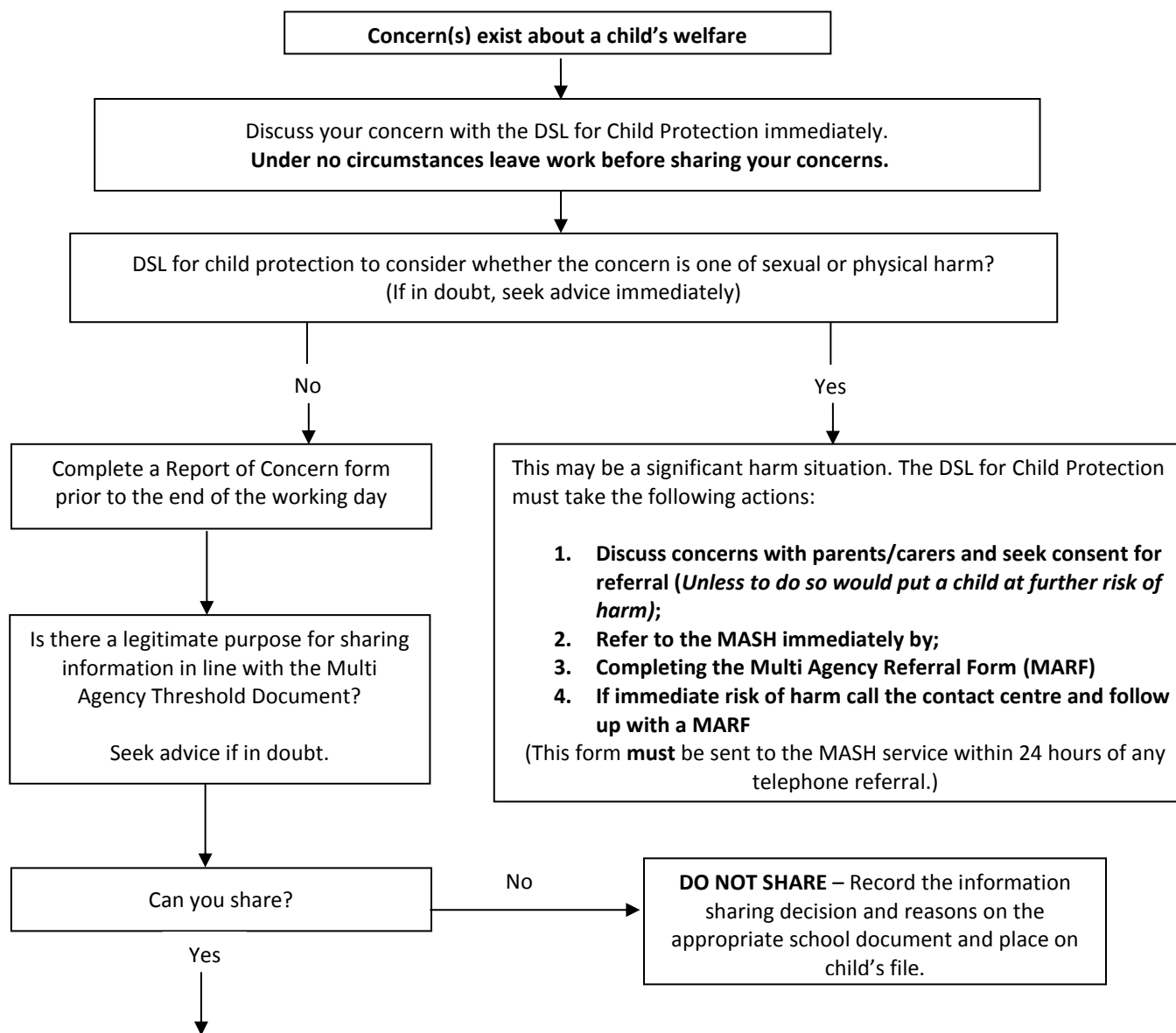
Referral and recording

- 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



SHARING INFORMATION WHEN THERE ARE NO SIGNIFICANT HARM CONCERNS:

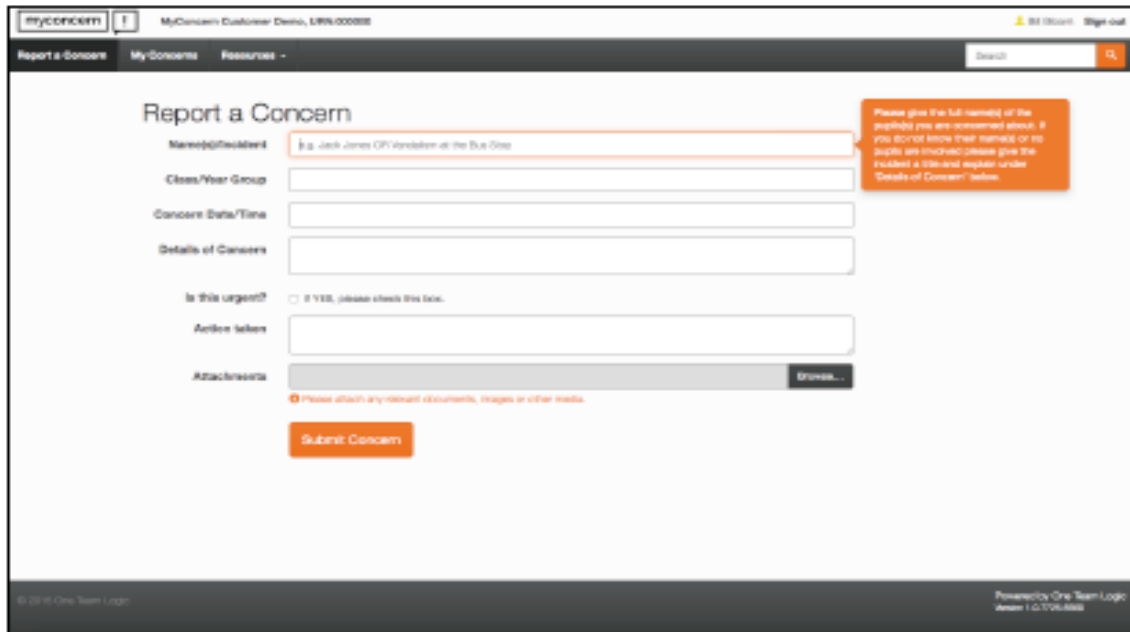
- Record the concern on a Report of Concern form, distinguishing fact from opinion. Using the Multi Agency Threshold Document consider if your concern meets the threshold (safeguarding concerns) for the offer of an early help assessment or the threshold for risk of significant harm (child protection).
- 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.gcsx.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@sandwell.gcsx.gov.uk 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: Using My Concern

2. Reporting a Concern

2.1 How to Report a Concern

Select 'Report a Concern' from the Home page and the following screen will appear:



The screenshot shows the 'Report a Concern' form in the MyConcern system. The form includes the following fields and options:

- Name(s) of pupil(s):** A text box containing 'E.g. Jack Jones OF Vandalism at the Bus Stop'. An orange help box to the right states: 'Please give the full name(s) of the pupil(s) you are concerned about. If you do not know their name(s) or the pupils are involved please give the incident a title and explain under "Details of Concern" below.'
- Class/Year Group:** An empty text box.
- Concern Date/Time:** An empty text box.
- Details of Concern:** An empty text box.
- Is this urgent?:** A checkbox with the label 'If YES, please check this box.'
- Action taken:** An empty text box.
- Attachments:** A file upload area with a 'Browse...' button and a note: 'Please attach any relevant documents, images or other media.'
- Submit Concern:** An orange button at the bottom of the form.

The page header shows 'myconcern' and 'MyConcern Customer Demo, 1876-00000'. The footer contains '© 2019 One Team Logic' and 'Powered by One Team Logic, Version 1.0.7.0.1.662'.

MyConcern® allows you to report a concern about a named pupil (or a number of pupils) in the school or to report a concern even if you are not sure of the name(s) of the individuals involved.

You are also able to report incidents that may not involve pupils from the school (e.g. a suspicious person loitering outside the school).

Make sure you provide as much relevant information as possible about the concern itself, including the time and date of the incident and the details of any words spoken by the pupil (if appropriate).

As you put the cursor into each field on the concern report an orange 'Help' box will appear telling you what is expected in this field. These 'Help' prompts also contain explicit requirements from the DfE National Guidance.

2.2 Urgent Concerns

If the concern is **URGENT** please tick the 'YES' box. A new text box will then appear asking you to briefly explain why this concern is urgent. The automated e-mail alert that the DSL will receive when you submit the concern will make it clear that the

concern is urgent. This will assist the DSL to assess the concern and take the right course of action based on the information you provide.

Reason for Urgency Please explain why this concern is urgent.

Given the circumstances this concern needs to be followed up as soon as possible and before the end of the school day as Andrew is due to return home later and I believe that he may be a witness to serious domestic abuse situation.

! The DSL will receive an email or text alert whenever a concern is recorded; however, if your concern is urgent you may also wish to consider contacting the DSL personally. **N.B. IF, AT ANY POINT, THERE IS A RISK OF IMMEDIATE SERIOUS HARM TO A STUDENT YOU MUST PERSONALLY INFORM THE DSL IMMEDIATELY.**

A concern is considered **URGENT** if the Trusted User believes that action is required within a specified timescale (e.g. before the end of the school day). It is not necessary for the concern itself to be one involving an immediate risk of serious harm.

An Urgent concern is marked with an exclamation mark within a red circle; Urgent concerns will always default to the top of the list of concerns.

The DSL also has the option to highlight any concern as **'High Priority'**. This will prioritise the concern in any list that appears on the system and is marked with a red lightning strike symbol:

My Concerns

records per page

Filter Results

	Concern ID	Name / Subject	Class	Reported at	Status
!	2015-1181	Andrew Abbott	2C	5/8/15 12:00	Recorded
	2015-1180	Andrew Abbott	2C	4/8/15 15:19	Recorded
⚡	2015-1177	Andrew Abbott	2C	30/7/15 13:52	Open

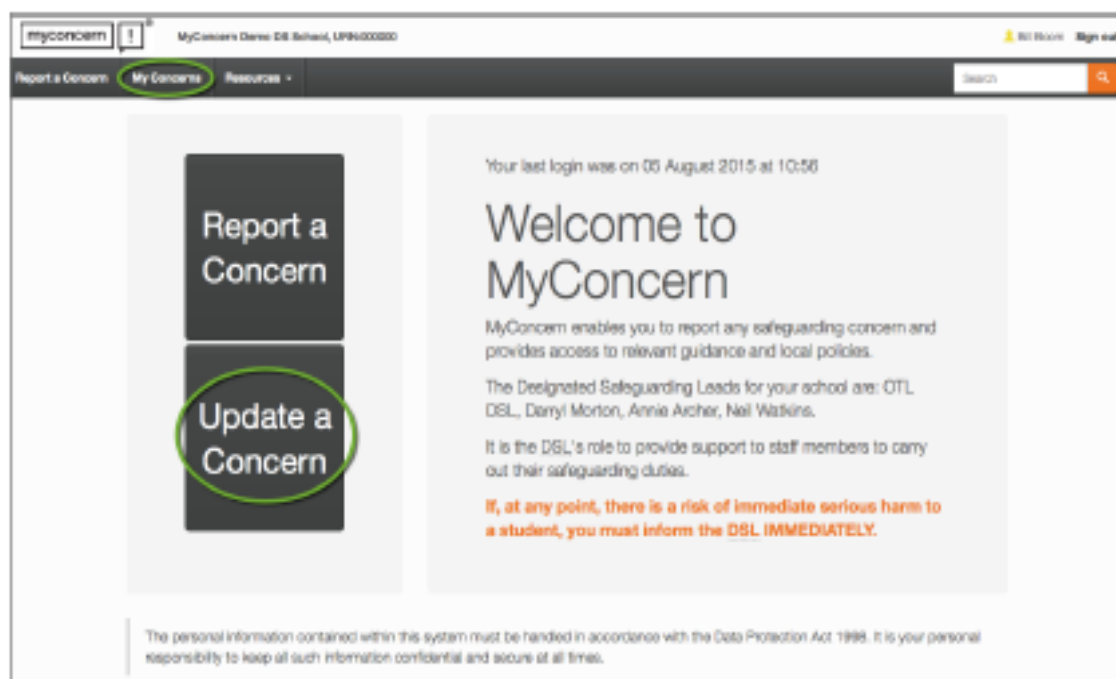
Remember, that if there is a risk of immediate serious harm the DSL should be personally informed IMMEDIATELY. Do not delay informing the DSL simply to record the concern; this can be done retrospectively.

The DSL will then be able to access the concern and carry out three initial actions:

1. Decide whether the concern is a **'High Priority'** – a concern marked as a High Priority will be marked with a red 'lightning strike' symbol and will always default to the top of any list;
2. Allocate a **Category of Concern** to each concern (multiple categories can be allocated to an individual concern if necessary) which describes nature of the concern (e.g. injury, abuse, neglect etc.); and
3. **Associate the Concern** with a specific pupil (or multiple pupils) by using the link between the school's MIS system and MyConcern®

3. Accessing My Concerns

To view or add information to a concern you have previously reported or been given access to select 'Update a Concern' or 'My Concerns' on the main menu:



For further information about MyConcern go to the tab named resources, choose local policies and select trusted users guide.