

Safeguarding and Child Protection Policy

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Policy Review

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

The policy was last reviewed and agreed by the Governing Body on 30th March 2017.

It is due for review on 30th March 2018.

Signature _____

Date _____

Head Teacher

Signature _____

Date _____

Chair of Governors

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1. Introduction

- 1.1 This document is the Safeguarding and Child Protection Policy for St Michael's Church of England High School and any extended services that it provides.
- 1.2 This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the school's Leadership and Management and the requirements of the Local Safeguarding Children Board (LSCB).
- 1.3 The principles embedded in this policy link into other policies relating to:
- Health and Safety
 - PSHE
 - Sex and Relationship Education
 - Anti-bullying
 - Equality Policy
 - Special Educational Needs
 - Confidentiality
 - Attendance
 - Substance Misuse (including drugs and alcohol)
 - Racism and Homophobia
 - Educational visits
 - E- safety
 - Combating Extremism
 - School Security
 - Staff Code of Conduct
 - Acceptable Use of Technologies etc.
- 1.4 Safeguarding and promoting the welfare of children is defined by the Department for Education as:
- protecting children from maltreatment
 - preventing impairment of children's health or development
 - ensuring children are growing up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes
- 1.5 Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
- 1.6 Safeguarding and promoting the welfare of children is everyone's responsibility. All those who come in to contact with children and their families have a role to play in keeping children safe. In order to fulfil this responsibility effectively all professionals should make sure their approach is child centred and have the best interests of the child at the heart of all action.
- 1.7 This Safeguarding and Child Protection Policy forms one part of the schools safeguarding responsibilities and should be read in conjunction with 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 Body.

<p>Purpose of a Safeguarding and child protection Policy</p>	<p>To inform all members of staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and their responsibilities therein</p>
<p>Sandwell Safeguarding Children Board (SSCB)</p>	<p>The school follows the procedures agreed by Sandwell Safeguarding Children Board (SSCB)</p>
<p>School Staff & Volunteers</p>	<p>School staff are well placed to observe the outward signs of abuse. The school will therefore:</p> <ul style="list-style-type: none"> • Ensure that all school staff and volunteers receive safeguarding children training, to help identify concerns. • Ensure that all staff is aware of this policy and those relating to the safeguarding of children.
<p>Principles</p>	<p>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/college.</p> <p>To ensure children know that there are adults in the school whom they can approach if they are worried.</p> <p>The staff and Governing Body 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.</p> <p>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</p>

	<p>providing a coordinated offer of early help.</p> <p>To ensure that all staff understand the early help process and take timely action to support early intervention if they have concerns.</p> <p>All staff will receive safeguarding and child protection training at induction. 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.</p> <p>To ensure that children who are subject to multi-agency plans are supported by the school as defined in that plan.</p> <p>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) and Forced Marriage (FM), E-Safety, They will be supported to calculate risk and be made aware of the range of support available to them.</p> <p>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</p> <p>To contribute to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic well-being.</p> <p>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 child protection policy is made available to parents on request and published on the school website.</p>
<p>Implementation, Monitoring and Review of the Safeguarding and child protection Policy</p>	<p>The Designated Senior Person will ensure that the school’s child protection policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal. In this way the Governing Body authorises the Designated Senior Person for Child Protection to carry out his/her responsibilities as outlined in the statutory guidance</p>

2. Statutory Framework

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

- [The Children Act 2004](#)
- [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 \(Pupil Information\) \(England\) Regulations 2005](#)
- [Dealing with Allegations of Abuse against Teachers and Other Staff \(DfE 2011\)](#)
- [Keeping Children Safe in Education](#)
- [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)
- [The Prevent Duty](#)
- [The Education Act 2002](#) (section 175/157)
 - Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
 - Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

2.2 "[Working Together to Safeguard Children](#)" (2015) 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.

2.3 '[Keeping Children Safe in Education](#)' (2016) 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 Designated Senior Person 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 and FE colleges 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) will place 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.

2.4 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.

3. The Designated Senior Person

3.1 The Designated Senior Person (DSP) 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 DSP 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 DSP. Also that they are aware of what happens once a concern has been raised.

3.2 NAME: Carolyn Hill

is the DSP for Child Protection and is a member of the senior leadership team.

3.3 A Deputy DSP should be appointed to act in the absence/unavailability of the DSP. 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.

3.4 The Deputy DSP for Child Protection in this school is:

NAME: Jill Mills

3.5 In the absence of the DSP and the deputy DSP 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.

3.6 It is the role of the Designated Senior Person for Child Protection to:

- Ensure that he/she receives refresher training at least every two years.
- To 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 DSP/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 DSP 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 DSP for Child Protection at child protection conferences, core groups and multi-agency meetings about 'Children in Need'. It is the DSP for Child Protection who should attend Child Protection Conferences rather than another representative. If this is not possible, the Deputy DSP 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 DSP to consider appropriate safeguarding supervision arrangements.
- Ensure there is appropriately trained staff to lead on and that all staff is 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.

- There is a dedicated teacher for Looked after Children who have been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked after Children and engaging with the DSP.
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher.
- Relevant safeguarding/child protection training is accessed by all school staff/volunteers according to their role and responsibilities.
- That they receive an annual report from the DSP regarding safeguarding/child protection work including details of early help involvement and the lead professional role which has been undertaken in the year which is shared with the LA or other appropriate body.
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required
- The governors support the DSP of Staff for Child Protection in carrying out his/her responsibilities as outlined in 'Keeping Children Safe in Education', (April 2014) and role in job description.

5. School Procedures – Staff Responsibilities

- 5.1 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.
- 5.2 A child going missing from education is a potential indicator of abuse or neglect. School and college 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 (2016). 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.
- 5.3 If any member of staff is concerned about a child the DSP (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.
- 5.4 The member of staff must record information regarding the concerns and ensure the written record is passed to the DSP 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.
- 5.5 There may be emerging needs or adversities faced by children and their families that could be addressed through early help. [Sandwell's Multi Agency Threshold document](#) (available on the [SSCB](#)

[Website](#)) will guide 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.

- 5.6 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.
- 5.7 The DSP 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.
- 5.8 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.
- 5.9 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.
- 5.10 The DSP is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.
- 5.11 All staff and volunteers should be aware that the main categories of abuse are:
- **Physical abuse**
 - **Emotional abuse**
 - **Sexual abuse**
 - **Neglect**
- 5.12 All staff will be informed of the risks posed by adults or young people who use the internet to bully, groom or abuse children.
- 5.13 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.
- 5.14 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.

6. Dealing with a Disclosure

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

RECEIVE

- 1.2 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.
- 1.3 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.
- 1.4 Listen carefully to the child. Do not stop a child who is freely recalling information.
- 1.5 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

- 1.6 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...."
- 1.7 Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'
- 1.8 Never ask 'accusing' questions e.g. "Why didn't you tell someone earlier?"
- 1.9 Never criticise the alleged perpetrator, it may be someone that they will continue to live with.
- 1.10 Never ask the pupil to repeat their disclosure for any other member of staff; it is your responsibility to share the information
- 1.11 These four factors may compromise enquiries that need to be made later by children's social care or Police.

REASSURE

- 1.12 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.
- 1.13 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

- 1.14 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.

- 1.15 Do not record your assumptions and interpretations, just what you heard and saw.
- 1.16 Do not destroy original notes even if you later write things up more neatly and fully.
- 1.17 Record the date, time and place of the disclosure (this is done automatically on MyConcern).
- 1.18 Sign any written records and identify your position in the school setting.
- 1.19 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

- 1.20 Immediately inform the DSP for child protection Carolyn Hill or in their absence the Deputy DSP 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.
- 1.21 To consult with your DSP for child protection does not mean a referral has been made. This decision is the responsibility of the DSP for child protection who will contact the appropriate agency as and when required.
- 1.22 If you are unhappy about the response you receive from your DSP 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.

7. Making a Referral

- 1.1 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).
- 1.2 Parents/carers should be informed if a referral is being made except in the circumstances outlined in communication with parents
- 1.3 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.
- 1.4 If low level multi agency support is required for a child and/or their family, the DSP 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.
- 1.5 If the concerns are more complex and require statutory intervention then the DSP 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

- 7.1 **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
- 7.2 **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.
- 7.3 Accurately record the action agreed following the referral or that no further action is to be taken and the reasons for this decision noting with whom discussions were held and who made the decisions on the appropriate school form.

Concerns re: Terrorism/Radicalisation

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

7.5 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](mailto:Manjeet_Pangli@sandwell.org.uk) or sarfraz_khan@sandwell.gov.uk for further advice.

8. Confidentiality

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

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

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

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

9. Communication with Parents

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

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

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

10. Record Keeping

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

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

- 10.2 A record of a concern, suspicion or allegation 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.
- 10.3 A record should be made of any visible marks or injuries to a child that give cause for concern, this may be completed on a body map. The child should not be examined intimately or pictures taken of any injuries/marks.
- 10.4 All records must be signed and dated clearly with the name of the signatory clearly printed.
- 10.5 When a child has made a disclosure, the member of staff/volunteer 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
- 10.6 Children **MUST NOT** be asked to make a written statement themselves or to sign any records.
- 10.7 All records of a child protection nature (handwritten or typed) are given to the DSP 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.
- 10.8 No copies should be retained by the member of staff or volunteer
- 10.9 The Designated Senior Person will ensure that all safeguarding records are managed and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.

11. Allegations Involving School Staff/ Volunteers

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

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

11.2 The school's Procedure for Managing Allegations Against Staff will be used in all instances.

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

11.4 It is not the responsibility of the person receiving the allegation to make any enquiries or discuss the allegation with anyone other than the Headteacher.

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

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

11.7 The headteacher/principal will not investigate the allegation itself, or take written or detailed statements, but will consult with the Local Authority Child Protection Officers, when appropriate, and if necessary, make a referral will be made to the LADO (Local Authority Designated Officer 0121 569 4770).

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

11.9 The Chair of Governors in this school is:

NAME: Colin Nicholls

CONTACT NUMBER: 07806 093272

11.10 The Vice Chair in this school is:

NAME: Julie Bodin

CONTACT NUMBER: 07974 824885

- 11.11 The same process will be followed by the chair or vice chair of governors as that followed by the Headteacher.
- 11.12 To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document '[Guidance for safer working practice for those working with children and young people in an education setting](#)'.
- 11.13 If you have safeguarding or child protection concerns relating to the parents/carers of children and you are aware that they work with children, young people or vulnerable adults, you must inform the DSP for child protection. This will allow for consideration to be given as to whether the position of trust process needs to be applied.
- 11.14 If it is decided that the allegation meets any of the three criteria outlined above, procedures will be followed in accordance with SSCB inter-agency procedures
- 11.15 If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.
- 11.16 The Headteacher should, as soon as possible, and after consulting with the Local Authority Designated Officer inform the person against whom the allegation has been made of the concern.

12. Allegations of Abuse made against other Children

12.1 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 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

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 DSP 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 DSP 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 advise 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 schools 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.

13 Physical Interventions

- 13.1 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.
- 13.2 Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:
- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
 - Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
 - Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.
- 13.3 The general guidance on 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 Body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.
- 13.4 The school has a Physical Restraint and Reasonable Force Policy in place.

14. Statutory School policies

- 14.1 A full list of statutory policies can be found at <https://www.gov.uk/government/publications/statutory-policies-for-schools> . Note that none of these policies relate to safeguarding and child protection.
- 14.2 School Circular link - http://www.sandwell.gov.uk/extranetforschools/downloads/file/4267/063-p1_important_data_collection_dates_and_deadlines_-_summer_2016

15. Other Recommended Policies

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

16. 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

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 body in places which are not normally exposed to falls or rough games
- injuries which have not received medical attention
- reluctance to change for, or participate in, games or swimming
- bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- the child gives inconsistent accounts for the cause of injuries
- frozen watchfulness

Possible effects of physical abuse

- Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.
- 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.

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; and
- 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](#).

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?).

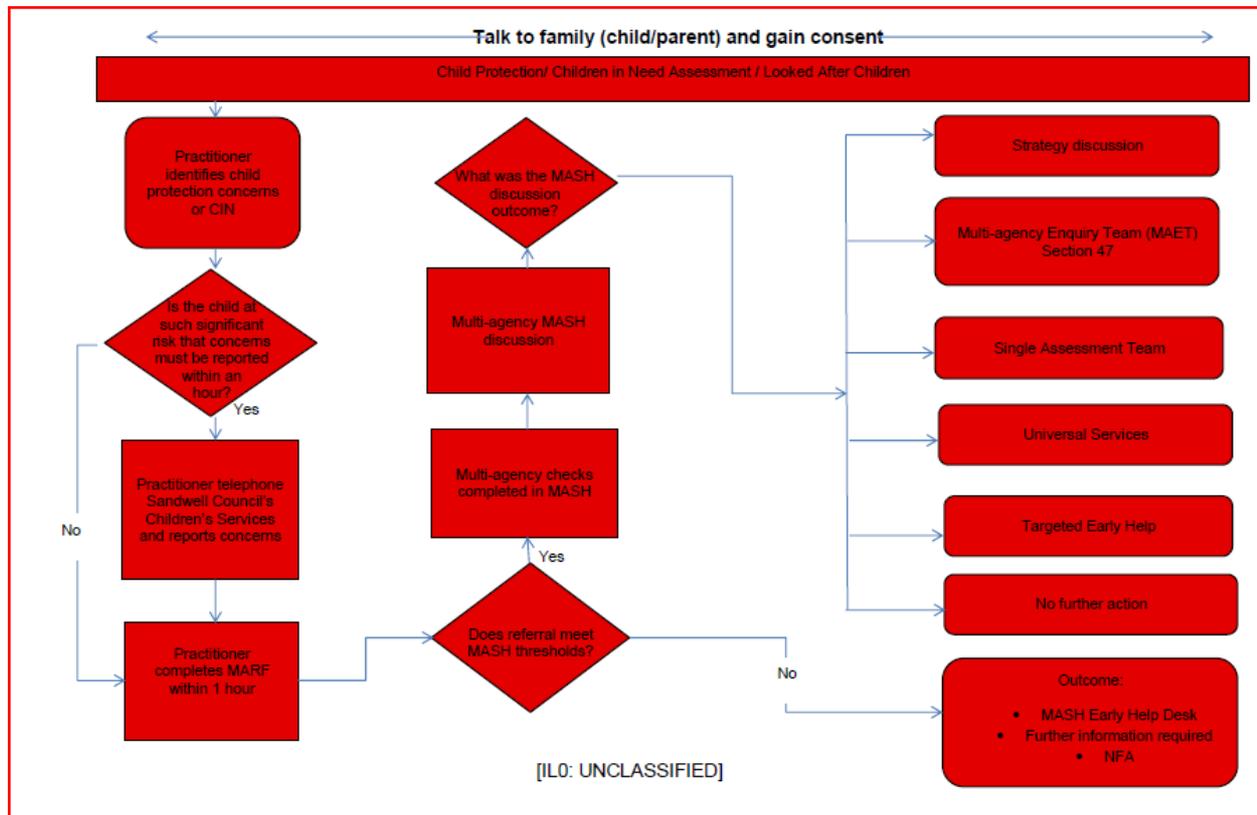
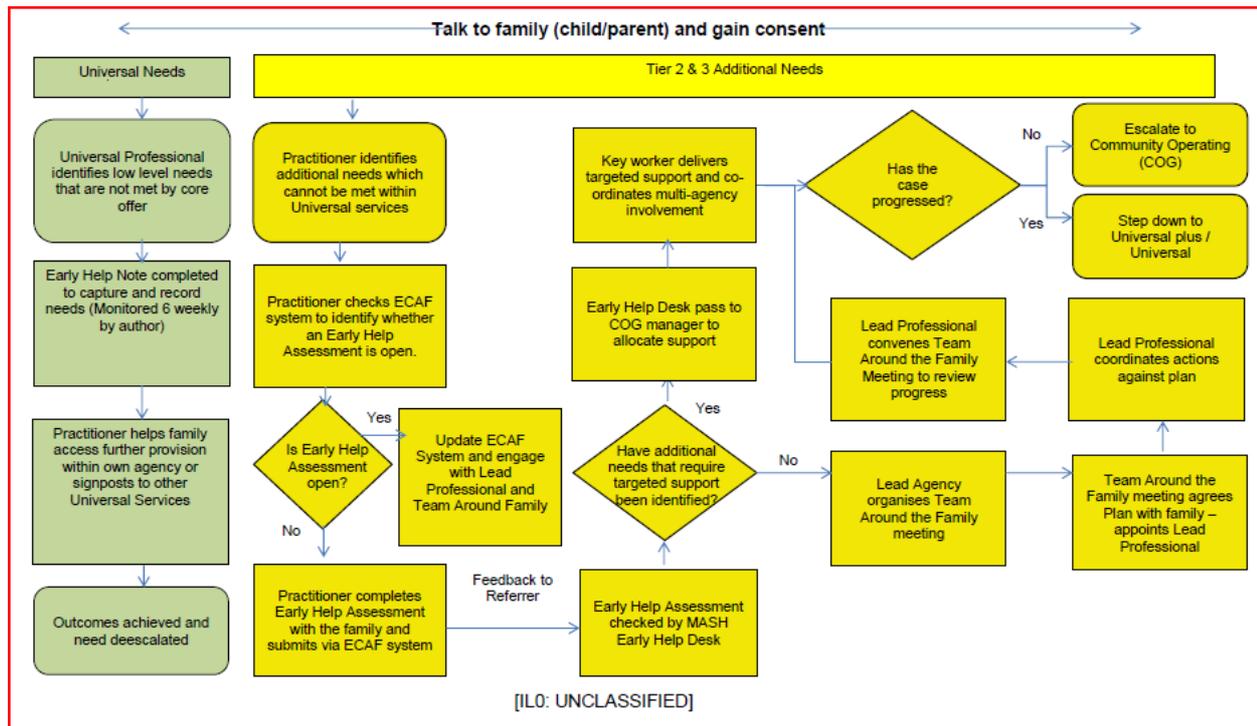
Other recommendations.

Ask: Do you need me to do anything now?

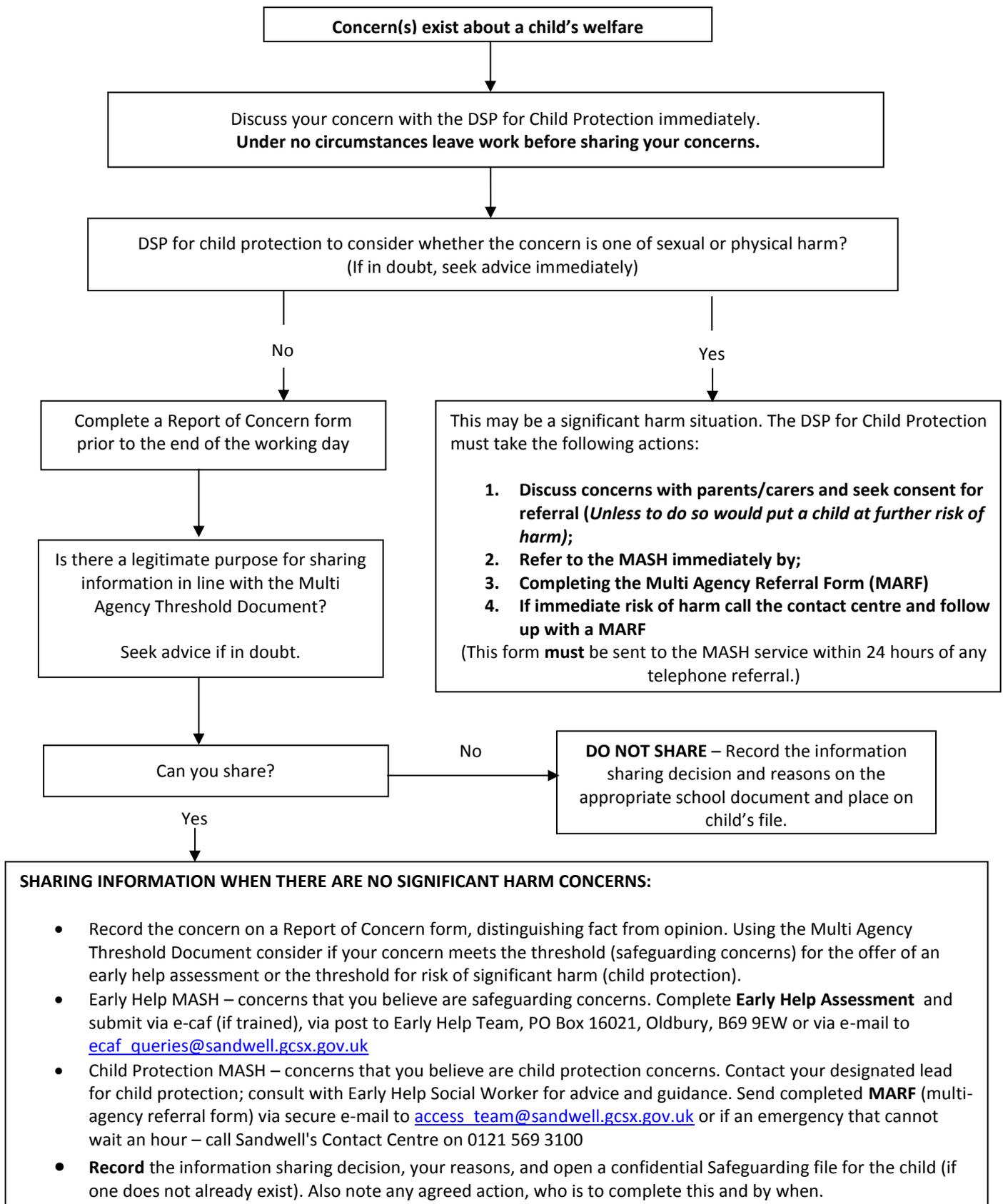
Referral and recording

- 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



Appendix F: Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”; those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
 5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
 6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration, local community tensions, and events affecting the student /pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student/pupil may have perceptions of injustice, a feeling of failure, rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- being in contact with extremist recruiters
- accessing violent extremist websites, especially those with a social networking element
- possessing or accessing violent extremist literature
- using extremist narratives and a global ideology to explain personal disadvantage
- justifying the use of violence to solve societal issues
- joining or seeking to join extremist organisations
- significant changes to appearance and / or behaviour
- experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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

The SPOC for St Michael's C of E High School is Mrs Carolyn Hill , who is responsible for:

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

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

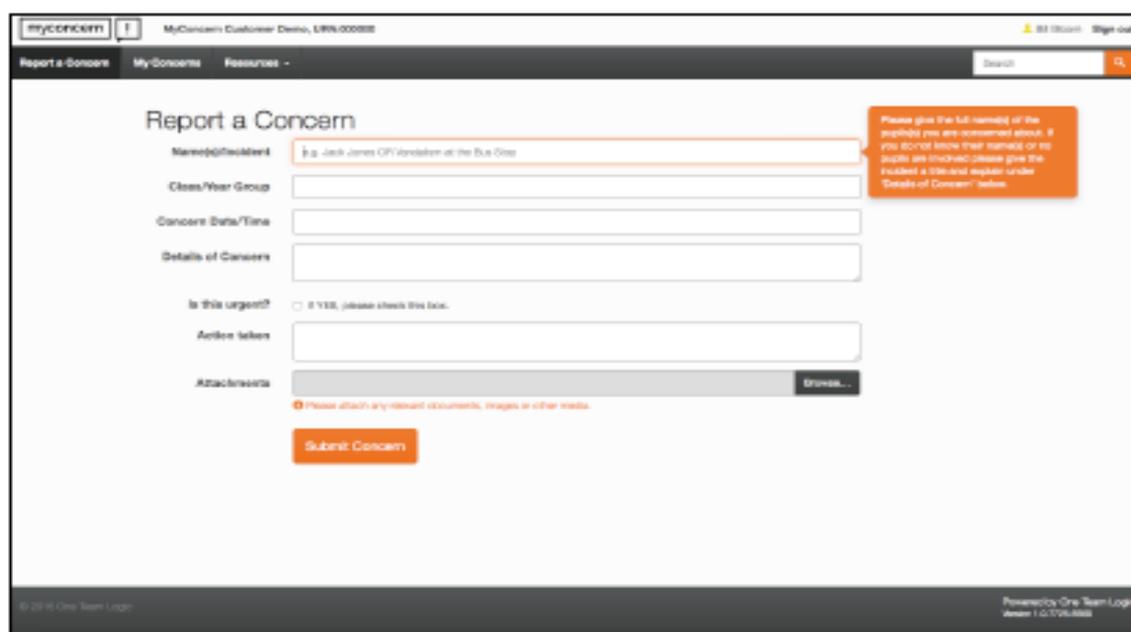
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and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

Appendix H: 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)/Incident:** A text box containing the example text 'e.g. Jack Jones OFI violation at the Bus Stop'. An orange help box is visible to the right of this field, stating: 'Please give the full name(s) of the pupil(s) you are concerned about. If you do not know their name(s) or the pupil are unknown please give the pupil 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 radio button option with the text '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 includes 'myconcern', 'MyConcern Customer Demo, URN:000000', and 'Sign out'. The footer contains '© 2019 One Team Logic' and 'Powered by One Team Logic, Version 1.0.776.000'.

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 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. **Please explain why this concern is urgent.**

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

10 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

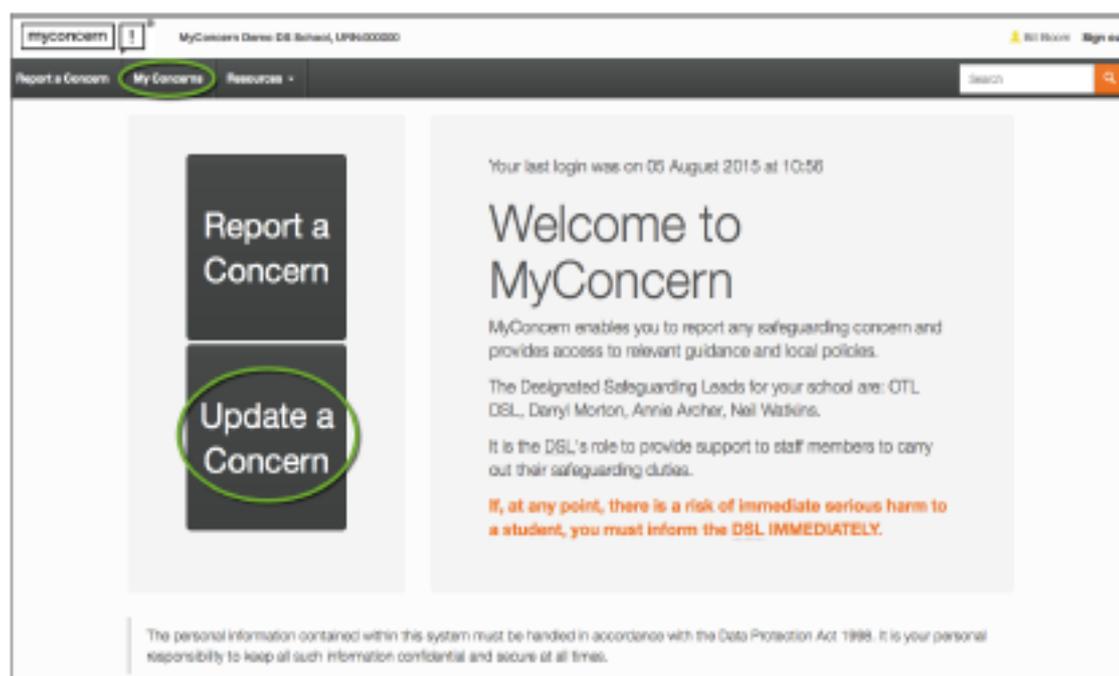
Remember, that if there is a risk of immediate serious harm the DSL should be personally informed **IMMEDIATELY**. Do not delay informing the DSL simply to record the concern; this can be done retrospectively.

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:



myconcern MyConcerns Dares DS School, LP96000000

Report a Concern **My Concerns** Resources

Report a Concern

Update a Concern

Your last login was on 05 August 2015 at 10:50

Welcome to MyConcern

MyConcern enables you to report any safeguarding concern and provides access to relevant guidance and local policies.

The Designated Safeguarding Leads for your school are: OTL, DSL, Darryl Morton, Annie Archer, Neil Watkins.

It is the DSL's role to provide support to staff members to carry out their safeguarding duties.

If, at any point, there is a risk of immediate serious harm to a student, you must inform the DSL IMMEDIATELY.

The personal information contained within this system must be handled in accordance with the Data Protection Act 1998. It is your personal responsibility to keep all such information confidential and secure at all times.

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