



Safeguarding and Child Protection Policy

Key persons for Safeguarding

Designated Safeguarding Lead	Mrs K Trueman-Brown	Deputy Head	01384818395
Deputy Designated Safeguarding Leads	Miss A Lewis Mrs H Rhodes Mrs E North	Head Teacher Assistant Head Assistant Head	01384818395
Governor with responsibility	Mr M Mynott	Vice Chair	01384818395

Date of last review: September 2018 (reviewed by K Trueman-Brown)

Agreed by Governors: 10/10/2018

Shared with all Staff: September 2018

Frequency of Review: Annually

Date of next review: September 2019

Other Key Persons

School LAC Designated Person	Mrs K Trueman-Brown	01384818395
Privately Fostered named person (School) Privately Fostered named person (Dudley LA)	Mrs K Trueman-Brown Angela Marsh	01384818395
School E-Safety Lead	Mrs K Trueman-Brown	
Local Authority Designated Officer (DO), for allegations against staff	Yvonne Nelson Brown	01384813110 allegations@dudley.gcsx.gov.uk
Chair of Governors	Spencer Wigley	01384818395
Vice Chair of Governors	Matthew Mynott	01384818395

Useful Numbers

(Relevant contact details are displayed on posters around the school)

Dudley Single Point of Access/MASH Out of Hours Emergency Duty Team	0300 555 0050 0300 555 8574
Local Authority Designated Officer Police	01384 813061 Child Abuse Investigation Unit, Halesowen Police Station 101 Extension 79026071 or 79026072
Young Person and Early Help Officer – Police	a.peters@west-midlands.pnn.police.uk k.russell@west-midlands.pnn.police.uk Mobile Tel - 07391864242 External Tel: - 101 option 3 West Midlands Police Extension 851 308
Local Authority Prevent Officer (John Hodt, Education Prevent Officer: Mark Wilson)	01384 814736

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Howley Grange Primary School Values, Purpose and Commitments

'Achieve, Believe, Care'

At Howley Grange our core purpose is to make a positive difference to our children through:

- *broadening their minds and increasing aspirations ensuring every child **achieves** their full potential*
- *raising children's self-**belief** and confidence through celebrating effort, hard work and successes*
- *supporting every child to show **care** for themselves, others and their environment, enriching every community to which they belong*

We will do this by:

- creating a family atmosphere where all members of our school community feel listened to and valued
- delivering consistently high-quality teaching and learning
- planning a broad curriculum which inspires, engages and motivates children
- providing a safe, supportive, inclusive and stimulating environment of which we can all be proud
- nurturing a culture of respect and understanding

Rationale and Aims of this policy

Children and young people have a fundamental right to be protected from harm. They have a right to expect schools to provide a safe and secure environment. It is a guiding principle of the law and child protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

Safeguarding is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best life chances

Child protection forms part of our school's safeguarding responsibilities. Howley Grange Primary School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore, 'to be alert to the possibility of abuse occurring, be aware of the procedures to be followed if we have suspicions and have the confidence to follow those procedures.' This policy applies to all staff, governors and volunteers working in the school.

Aims

Howley Grange Primary School is committed to the safeguarding of all pupils in the school and creates a culture of vigilance. Our aim is to ensure that all pupils are safe in school and that measures are put in place to support any child, who is at risk of harm. Overall the policy provides information for all adults working with children to carry out their duty of care

responsibly. Howley Grange Primary School will provide information and training for all staff and other adults to carry out this duty of care responsibly.

Prevention

The six main elements of the policy are:

1. ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
2. raising awareness of child protection issues and equipping children with the skills needed to keep them safe
3. implementing procedures for identifying and reporting cases, or suspected cases, of abuse
4. supporting pupils, who have been abused in accordance with his/her child protection plan
5. establishing a safe environment in which children can learn and develop
6. ensuring there are links with other safeguarding policies and practice; for example, physical intervention, anti-bullying, behaviour policy, attendance, medical conditions, first aid, intimate care, emergency evacuation, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- ensure children know that there are adults in school, whom they can approach if they are worried or in difficulty
- include in the curriculum, activities and opportunities, which equip children with the skills they need to stay safe from harm.

Child Protection issues can be very difficult to spot. If in doubt, it is always best to inform the relevant person, and allow them to make the decision about what further action is necessary. **If in doubt ask!**

- ensure we have a nominated governor responsible for child protection; **the designated Governor for Child Protection is Matthew Mynott.**
- ensure every member of staff (including temporary and supply staff and volunteers) and governing body members knows the name of the designated safeguarding leads responsible for child protection and their role
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection; parents will be made aware of the policies and procedures
- ensure that parents are aware that this policy is available on request and make the policy available on the school website
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings

- develop links with other agencies that support the child, such as Child and Adolescent Mental Health Service, Education Investigation Service, Learning Support Service and Education Psychology Service
- keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to Social Services and other relevant agencies immediately
- ensure all records are kept securely, separate from the main pupil file, and in locked locations
- ensure that if a child, who has a child protection plan leaves, their information is transferred to the new school immediately and Social Care is informed
- ensure that all staff are aware of what to do if there are concerns around a child
- ensure that the school has an effective online monitoring and filtering system in place

2. Statutory Framework

Howley Grange Primary School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm". The protection of our pupils from suffering or being likely to suffer significant harm is the responsibility of the school and wider community, superseding any other considerations. The following documents, circulars and guidance for good practice govern child protection work at Howley Grange Primary School:

- Dudley Safeguarding Children Board (DSCB) - Safeguarding Children Procedures (<http://safeguarding.dudley.gov.uk>)
- Children Act 1989
- Children Act 2004
- Working together to safeguard children (DfE) 2018
- Keeping Children Safe in Education (DfE) 2018
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (October 2015)
- What do you do if you are worried a child is being abused March 2015
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)
- Children missing in education and at risk of Child Sexual Exploitation
- Education Act 2002
- Section 5B of the Female Genital Mutilation Act 2003
- Dealing with Allegations of Abuse against Teachers and Other staff 2012

3. Role and Responsibility of Designated Safeguarding Lead

Howley Grange Primary School will ensure that all staff follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department for Education (DfE).

THE DESIGNATED SAFEGUARDING LEAD (DSL) FOR HOWLEY GRANGE PRIMARY SCHOOL IS:

- 1) Kate Trueman-Brown

Role and Responsibilities of Designated Safeguarding Lead

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** will not be delegated.

THE DEPUTY DESIGNATED SAFEGUARDING LEADS (DSLs) FOR HOWLEY GRANGE PRIMARY SCHOOL ARE:

- 1) Angela Lewis
- 2) Helen Rhodes
- 3) Esther North

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required;
- investigate and record findings/actions of any incidents reported to school by eSafe (IT device monitoring system)

Work with others

The designated safeguarding lead is expected to:

- liaise with the Headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns;
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Act as a source of support, advice and expertise for staff;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

Training

The designated safeguarding lead for child protection will receive appropriate training and support for this role. The designated safeguarding lead (and any deputies) will undergo advanced level DSL training and Core Working Together to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

The designated safeguarding lead will undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least

annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities 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 policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The designated safeguarding lead will:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection file

- Child protection records will be kept securely and separately from general records.
- Access to these records by staff other than by the Designated Safeguarding Lead/s will be restricted.
- Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with our home school policies and give due regard to which adults have parental responsibility.

- If a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with the government guidance on the transfer of such records.

Do not disclose to a parent any information held on a child, if this would put the child at risk of significant harm.

Where children leave the school we will ensure their child protection file is transferred to the new school as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received will be kept in electronic format on the appropriate Management Information System. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

Availability

During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff at Howley Grange Primary school to discuss any safeguarding concerns. If the designated lead or their deputy is not onsite then a telephone consultation will take place. When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

As a school, any out of hours/out of term activities will be subject to signing a lettings contract. As part of this contract they will declare they have adequate and appropriate safeguarding arrangements.

Staff support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and seek further support as appropriate.

4. Training and Development for ALL staff

Howley Grange Primary School will ensure that:

- all staff are kept up to date with Child Protection issues by formal training taking place regularly annually; online courses through SSS CPD training and Assessment, external training and in-house training provided throughout the year
- upon induction all new staff will receive Child Protection and Online Safety Training (that includes an assessment) through the online resource SSS. They will also be provided with a copy of this policy, part 1 and Annex A of KCSIE 2018, the school staff code of conduct, the acceptable use policy and behaviour policy
- clear reminders of all procedures will be given out to all staff on the training day at the start of every academic year, with frequent reminders at teacher and teaching assistant meetings, meetings with lunchtime supervisors, training events, weekly staff briefings and subsequent training days

- all policies and procedures will follow DFE guidance on Child Protection issues
- governors will be kept informed about procedures through the Child Protection Link Governor
- good monitoring takes place of pupils identified as at risk
- the pastoral team (Headteacher, Deputy Headteacher and SENCo) works closely with outside agencies to share information and co-ordinate support for the pupil

According to 'Keeping Children Safe in Education' (2018), the Headteacher and all other staff who work with children will undertake training to equip them to carry out their responsibilities for Child Protection effectively. This will be kept up to date by refresher training at regular intervals for all staff. The DSL will keep a training record for all adults working in contact with children.

5. The Role of the Governing Body

- **THE NOMINATED GOVERNOR FOR CHILD PROTECTION AND SAFEGUARDING FOR HOWLEY GRANGE PRIMARY SCHOOL IS:**

1) Matthew Mynott

It is the responsibility of the governing body to ensure that they comply with their duties under legislation. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times. Safeguarding is on the agenda at all Full Governing Body meetings.

The statutory guidance, Keeping Children Safe in Education places statutory requirements on all governing bodies. Governing bodies must make sure that their school has policies and procedures in place and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter- agency procedures.

It is the responsibility of the governing body to manage any allegations made against the Headteacher.

Governing bodies and proprietors will ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Governing bodies and proprietors will put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future. Howley Grange will hold at least one emergency contact and will endeavour to have at least two on file for each pupil or student. This gives the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

6. Confidentiality

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. This includes allowing practitioners to share information without consent.

It is the responsibility of all staff to share information about the protection of children with the Designated safeguarding Lead and other professionals.

Any information about children and families will only be shared in a professional context.

Every effort will be made to ensure that confidentiality is maintained for all concerned. Information will be handled and disseminated on a need to know, professional basis only.

Advice will be sought from the Social Care Team, who will approach the alleged abuser (or parents if the alleged abuser is a child).

Information will be stored securely online (CPOMS) and any paper work will be stored in a lockable cupboard. These both will have restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

If a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with the government guidance on the transfer of such records.

7. Communication with parents/carers

In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our Child Protection Policy through the school website, paper copies are available on request. Parents will contact one of the Designated Safeguarding Leads if they have any concerns.

8. Whole staff responsibilities and procedures

We have a child centred and coordinated approach to safeguarding. It is the responsibility of **ALL** staff to inform the designated Safeguarding Lead of any concerns. Children includes everyone under the age of 18.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

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

Schools and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who is exposed to children and their families has a role to play. In order to fulfil this responsibility

effectively, all professionals will make sure their approach is child-centred. This means that they will consider, at all times, what is in the **best interests** of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which children can learn.

All staff will be prepared to identify children who may benefit from Early Help.

a) Dealing with concerns or disclosures from pupils

Staff working at Howley Grange are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the **best** interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they will **always** speak to the designated safeguarding lead (or deputy). It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

- **Clear indications or disclosure of abuse must be reported to children's social care without delay** therefore you will **immediately** inform a Designated Safeguarding Lead of your concerns. If the DSL is not available speak to a deputy DSL. If no one is available ensure you have a conversation with a DSL by making a phone call.
- You will be asked to make a **written record promptly**, this will be done on CPOMS if you have access, if you do not then complete the reporting form (*Appendix 1*) available from the staff room noticeboard, (yellow for a concern, red for a child at risk of immediate harm) and hand it directly to the DSL or their deputy DSL. **Do not** leave it in their pigeon hole or on their desk for them to 'find'. When recording on CPOMS choose to **notify all four DSLs**.
- Remember to record the children's exact wording and not your interpretation of what they said, the time, date and a body injury map if relevant. All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing. If you require further support with the recording of the concern, please consult a DSL. This can include having a telephone conversation if a DSL is not available in person.
- Social Care Team and the *Designated Safeguarding Lead* will decide how to involve the parents/carers. **Parents will not be informed if to do so would 'increase risk to the child'**.
- Maintain confidentiality on a need to know basis only.
- All incidents will be reported on Multi-Agency Referral form (MARF), by the Designated Safeguarding Lead and returned to childrensMASH@dudley.gcsx.gov.uk

Remember **anyone can make a referral to Children's Services**, the situation may be urgent and require an immediate response.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic

for the adults involved. Local and national support for you will be available from your Designated Safeguarding Lead or Headteacher.

It is not the responsibility of anyone working within Howley Grange Primary School in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to **act** on any concerns by reporting these to a DSL or the appropriate authorities.

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell
her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

b) Dealing with concerns over staff / volunteers

This is not the responsibility of the Designated Safeguarding Lead.

The **Headteacher** will deal with allegations made against school staff.

Howley Grange Primary School will ensure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against, or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 *Sexual Offences Act 2003*)
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*)
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/email messages or images, gifts, socializing. etc.)
- Possession of sexual images of children/pseudo-photographs of children

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It includes everyone, who works at Howley Grange Primary School including administrative and other support staff.

For further information please see section 18-Allegations of abuse against staff.

9. Early Help

Any child may benefit from early help, but all school staff will be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves

If early help is appropriate, the designated safeguarding lead (or deputy) will support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases will be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Dudley Early Help Strategy guidance and thresholds link:

<http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families/>

10. When to be concerned

There are four types of child abuse. They are defined in the UK Government guidance Keeping Children Safe in Education; statutory guidance for schools and colleges, September 2018 as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

Physical Abuse

A form of abuse which 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.

Emotional Abuse

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 a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation or 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 cyber bullying), 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.

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 production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or 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.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

Provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Significant Harm

“Significant Harm is any Physical, Sexual or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development.”

Signs of Abuse

Recognising child abuse is not easy. It is every staff member’s responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information will help to recognise the signs of possible abuse.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises - in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour

Domestic Abuse

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

Psychological, Physical, Sexual, Financial and Emotional

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

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

11. Specific Safeguarding Issues

All staff will have an awareness of safeguarding issues- some of which are listed below. Staff will be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff will be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff will be clear as to the school's policy and procedures with regards to peer on peer abuse.

a) Allegations of Abuse Made Against Other Children (Peer to Peer Abuse)

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

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

There is no clear boundary between incidents that will be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this will not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this will be regarded as abusive whether or not severe harm was actually caused. Children are vulnerable to abuse by their peers. Such abuse will be taken as seriously as abuse by adults and will be subject to the same child protection procedures. Professionals will not dismiss abusive behaviour as normal between young people and will not develop high thresholds before taking action.

Professionals will be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Professionals will be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children. The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or **Sexual Abuse**, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, **Significant Harm** and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

It is not enough to respond to incidents as they arise: all staff will strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it. To minimise the risk of peer on peer abuse, the school has an ethos of promoting friendship and respect. Through assembly time, Anti Bullying Ambassadors, PSHE and other curriculum areas the children are taught tolerance, empathy and understanding.

Any professional who feels that a young person has abused another child or young person will notify the DSL without delay and follow the usual safeguarding procedures.

b) Sexting

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse will therefore be regarded as in need of protection. For further information please consult the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017).

c) Sexual Violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline.

Responding to reports of sexual violence and sexual harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools with the foundation for a calm, considered and appropriate response to any reports.

Further information is available here: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

d) Child Sexual Exploitation (CSE)

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be

accompanied by violence or threats of violence;

- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

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

e) Child Criminal Exploitation – County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism will be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

f) Female Genital Mutilation (FGM)

It is mandatory to report cases of FGM that have been carried out on someone under the age of 18 to the police. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals will note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity will always be shown when approaching the subject. Staff will activate local safeguarding

procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. **Teachers must personally report to the police a disclosure that FGM has been carried out, in addition to liaising with the DSL.**

g) Preventing Radicalisation and Prevent Strategy (Radicalisation and Extremism)

Howley Grange Primary School is actively involved in the Prevent strategy. The school has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the school and British values. Therefore our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities. Our school strategy for preventing extremism has five key objectives:

1. To promote and reinforce school and British values; to create space for free and open debate; listen and support the learner voice and enable pupils to develop their self-knowledge, self-esteem and self-confidence.
2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society.
3. To ensure pupil safety and that the school is free from bullying, harassment and discrimination.
4. To provide support for pupils who may be at risk and offer appropriate sources of advice and guidance.
5. To ensure that pupils and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

The SPOC for Howley Grange Primary School is Kate Trueman-Brown.

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views, which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs

- Seek to provoke others to terrorist acts
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts, or
 - Foster hatred which might lead to inter-community violence in the UK
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
 5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
 6. Indicators of vulnerability include:
 - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
 - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
 - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
 - Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
 7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
 8. More critical risk factors could include:
 - Being in contact with extremist recruiters
 - Accessing violent extremist websites, especially those with a social networking element
 - Possessing or accessing violent extremist literature
 - Using extremist narratives and a global ideology to explain personal disadvantage
 - Justifying the use of violence to solve societal issues
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

**Preventing Violent Extremism -
Roles and Responsibilities of the Single Point of Contact (SPOC)**

The SPOC is responsible for:

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

** Channel is a multi-agency approach to provide support to individuals, who are at risk of being drawn into terrorist related activity. 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*
- *Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability*

h) Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) will be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children will consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments will consider such factors so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

i) Children Missing in Education

All staff will be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the

existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff will be aware of their school's unauthorised absence and children missing from education procedures.

At Howley Grange we monitor attendance of pupils closely through their daily register. We address poor or irregular attendance firstly with parents. Howley Grange will then inform the local authority of the details of pupils who fail to attend regularly, or have missed ten school days or more without permission. Please refer to our attendance policy for further information.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

At Howley Grange pupils are entered on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school will undertake reasonable enquiries to establish the child's whereabouts and will consider notifying the local authority at the earliest opportunity.

If the need arises Howley Grange will arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion.

We have a safeguarding duty in respect of our pupils, and as part of this will investigate any unexplained absences. Howley Grange will hold at least one emergency contact and will endeavour to have at least two on file for each pupil.

j) Honour Based Violence (HBV)

So called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and will be handled and escalated as such. If a member of staff has any doubt or concern, it will be reported immediately to the designated safeguarding lead.

k) Other

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools can be found on the TES, <https://www.tes.com/teaching-resources>

MindEd <https://www.minded.org.uk/course/view.php?id=402>

and the NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> websites.

School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- Bullying including cyber bullying <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
 - Children missing education – and Annex A <https://www.gov.uk/government/publications/children-missing-education>
 - Child missing from home or care <https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>
 - Child Sexual Exploitation: definition and guide for practitioners <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>
- Care of unaccompanied and trafficked children <https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children>
- Safeguarding children who may have been trafficked <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Child abuse concerns <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- Domestic violence <https://www.gov.uk/guidance/domestic-violence-and-abuse>
 - Drugs <https://www.gov.uk/government/publications/drugs-advice-for-schools>
 - Safeguarding children in whom illness is fabricated or induced <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
 - Faith abuse <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
 - Female genital mutilation (FGM) – and Annex A <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
 - Forced marriage- and Annex A <https://www.gov.uk/guidance/forced-marriage>
 - Gangs and youth violence <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
 - Gender-based violence/violence against women and girls (VAWG) <https://www.gov.uk/government/policies/violence-against-women-and-girls>
- Hate <http://educateagainsthate.com/>
- Mental health <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
 - missing children and adults strategy <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>
 - Private fostering <https://www.gov.uk/government/publications/children-act-1989-private-fostering>
 - Preventing radicalisation – and Annex A <https://www.gov.uk/government/publications/prevent-duty-guidance>

• Relationship abuse <https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

• Sexting <https://www.saferinternet.org.uk/blog/new-sexting-guidance-schools-released-uk-council-child-internet-safety>

Trafficking <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

12. Online Safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, we ensure appropriate filters and appropriate monitoring systems are in place.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

1. content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
2. contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
3. conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. Children are also taught about safeguarding, including safety online.

Any mobile devices (phones or smart watches) that have access to the internet are not allowed in the classroom. Children in Y5 and Y6 need to follow the mobile devices policy and surrender these to the office at the start of the school day.

13. Children Looked After

The designated teacher for looked after children at Howley Grange Primary School: **Kate Trueman-Brown** is responsible for promoting the educational achievement of children who are looked after and children who are adopted from local authority care. The designated teacher will work closely with the Virtual School Head, to ensure that pupil premium funding is best used to support the progress of the adopted/looked after child, meeting their needs as set out in their personal education plan.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors will ensure that staff have the skills, knowledge and understanding to keep looked after children safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff will have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a

particularly vulnerable group.

14. Virtual School Head

Virtual School Head in Dudley is Julie Smith

The designated teacher for looked after children will work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher will also work with the virtual school head to promote the educational achievement of previously looked after children. As with designated teachers, on commencement of sections 4 to 6 of the Children and Social Work Act 2017 virtual school heads will have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties. Statutory guidance on Promoting the education of looked after children contains further information on the roles and responsibilities of virtual school heads.

15. Private fostering- LA notification when identified

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children and will immediately be reported to the DSL.

The DSL will notify the local authority of children in such arrangements to allow the local authority to check the arrangement is suitable and safe for the child.

16. Children with SEND and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff at Howley Grange Primary School will ensure these pupils in their care are identified and take additional care to keep them safe. Clarification around pupils with SEND can be sought from the SENCO, Miss Russell.

17. Safer Recruitment

Howley Grange Primary School has created a culture of safe recruitment, and has adopted the Local Authority policy on recruitment procedures. Howley Grange Primary School will follow the 'Safer Recruitment' processes for all appointments, which will include the following:

Our statement of Commitment

"Howley Grange Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All

posts are subject to Enhanced DBS Clearance, Qualification and ID Checks.”

- ensuring that at least one member of the interview panel has attended DSCB Safer Recruitment Training
- ensuring that references are gained before interview
- ensuring that a safeguarding question is included in the interview
- ensuring that any gaps in employment are explored at interview
- undertake a DBS check* at the relevant level to the position
- ensuring that a prohibition check is carried out for anyone in ‘teaching work’, not just those with QTS

(*An enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in ‘regulated activity’.)

If the school has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison, if a barred individual is convicted of attempting to engage in such work.

All new appointments will have their identity verified from a current photographic ID and proof of address to obtain an enhanced DBS check with barred list information. The school will always ask for written information about previous employment history and check that the information is complete.

The school does not have the power to request DBS checks for visitors (for example children’s relatives visiting a sports day). On these occasions the Headteacher will use their professional judgment on how best to supervise these occasions.

No volunteers will be on school premises unless agreed with the headteacher following a FULL recruitment procedure including application, reference checks and DBS checks.

As part of ‘Disqualification Under the Childcare Act 2006’ (amended 2018), the relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school and evidence of this will be recorded.

18. Allegations of abuse against staff

This is not the responsibility of the Designated Safeguarding Lead.

The **Headteacher** will deal with allegations made against school staff.

Howley Grange Primary School will follow the ‘Managing Allegations Against Staff or Volunteers’ (DSCB Procedures) in conjunction with part four of Keeping Children Safe in Education 2018.

All staff have access to the counselling service within Dudley Council.

If any concerns or allegations are made against members of staff, in the first instance these will be discussed with the Designated Officer for Managing Allegations (DO-Yvonne Nelson Brown) or duty Independent Reviewing Officer. It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the Designated Officer (Managing Allegations) in accordance with the Working Together to Safeguard Children (2018) and the DSCB Safeguarding Children Procedures. A Managing Allegations Referral form will need to be completed. The parents or

carers of the child will be contacted as soon as possible following advice from the Social Care Team.

In the event of the allegation being made against the Headteacher, the **Chair of Governors** is to be notified.

If an allegation is made against any governor, including the Chair of Governors, the Headteacher will contact the LA appointed Designated Officer.

- if any allegation is made a quick resolution will be a clear priority; any unnecessary delays will be eradicated
- in response to an allegation all other options will be considered before suspending a member of staff;
- allegations that are found to be malicious will be removed from the personnel records
- pupils that are found to have made malicious allegations are likely to have breached school behaviour policies; the school will therefore consider the appropriate sanction
- we as the employer have a duty of care to all staff; support for the individual is the key to fulfilling this duty
- when an allegation is made it is extremely important that every effort is made to maintain confidentiality
- after any allegations of abuse have been made, the outcome will be categorised as either substantiated, malicious, false, unsubstantiated or unfounded

In addition to this, Howley Grange Primary School have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Howley Grange Primary School will adhere to the Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings (October 2015). This covers a wide range of issues around staff conduct.

If staff have concerns about a fellow colleague, they will follow the Whistle Blowing Procedures. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other channels are open to them such as the NSPCC Whistle Blowing helpline: **0800 028 0285**. Please refer to the school's Whistle blowing Policy for further guidance and information.

Referral to Disclosure and Barring Services (DBS)

Any employee, who is dismissed or resigns due to a child protection case, will be referred to the DBS, who will consider the future risk and harm the individual possesses to vulnerable groups including children. **It is a legal duty and failure to refer when the criteria are met is a criminal offence.**

The Single Central Record is in place and includes all the areas covered in Keeping Children Safe in Education (2018). Further advice is sought from HR.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice, the Headteacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it will be reported to the

Headteacher/Chair of Governors who will decide on whether disciplinary action will be taken and the next steps to take.

19. Whistleblowing

All staff and volunteers will feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

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

Where a staff member feels unable to raise an issue with the school's senior leadership team, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing> or via Dudley's whistleblowing policy.

The NSPCC whistleblowing helpline is available as an alternative

<https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline>

20. Safeguarding in the Curriculum

Child Protection and wider child safety issues will be addressed through the curriculum as appropriate, especially in Personal, Social and Health Education (PSHE), Information and Communication Technology (ICT), Citizenship and Sex and Relationships Education. Children are taught to recognise when they are at risk and how to get help when they need it.

21. The child's wishes

Where there is a safeguarding concern, the governing body and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. At Howley Grange we complete wishes and feeling work with children at a level appropriate for their maturity. All systems and processes operate with the **best** interests of the child at their heart.

22. Other areas of our work

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, physical handling, confidentiality, positive behaviour, safer recruitment. This policy will be read in conjunction with all other linked policies and guidance to ensure a whole school approach.

Our Child Protection policy cannot be separated from the general ethos of the school, which will ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

23. Implementation, review and monitoring

Implementation will take place by ensuring this policy is discussed at the full governing body meeting and ensuring all staff are made aware of its existence.

This Policy will be monitored and reviewed on an annual basis and whenever significant changes to legislation, guidance or changes to local procedures require it. The cover page of this policy states the dates of review ratification by the Governing Body.

Supporting Documents

DSCB Safeguarding Children Procedures <http://safeguarding.dudley.gov.uk/>

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2018)
- Keeping Children Safe in Education: Information for all Schools and College Staff (2018)
- Safer Working Practice Guidance (October 2015)

Date of Review September 18 (K Trueman-Brown)

Date of next review September 19

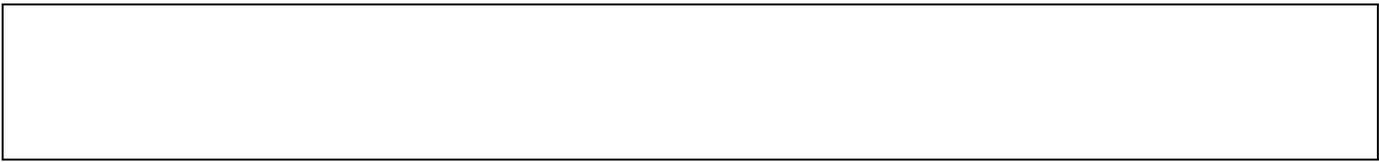
K Trueman-Brown



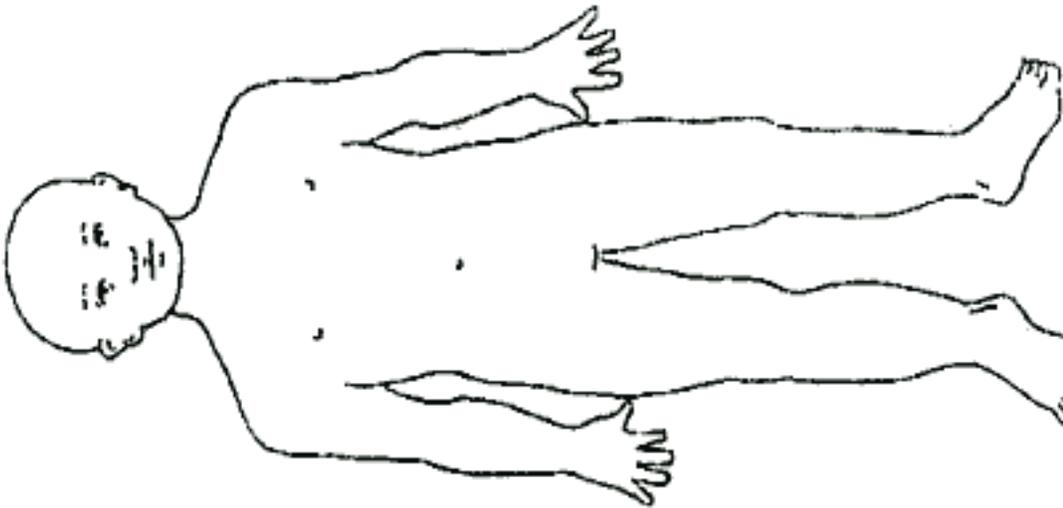
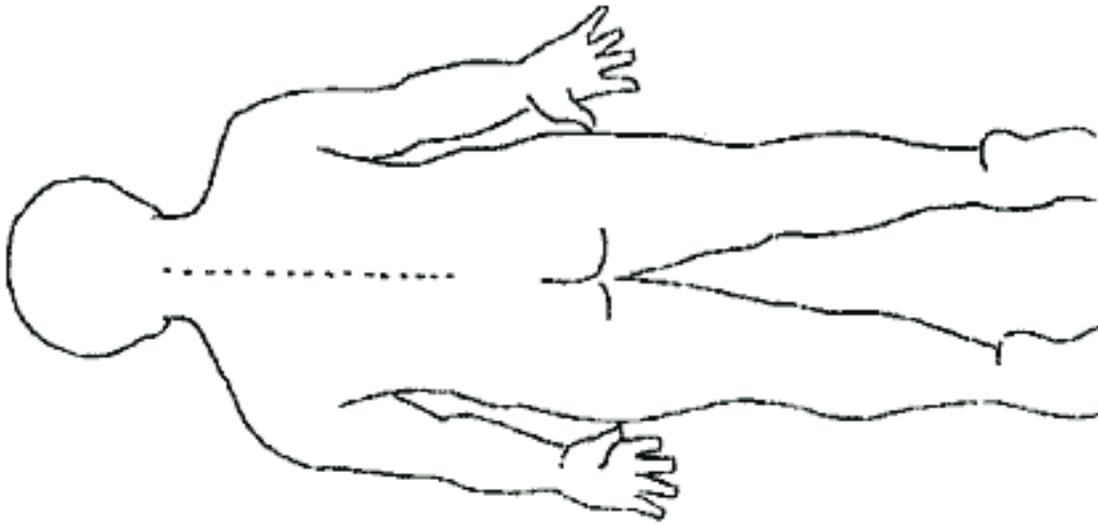
APPENDIX 1

Form for recording and reporting concerns about a child (double sided with body map)

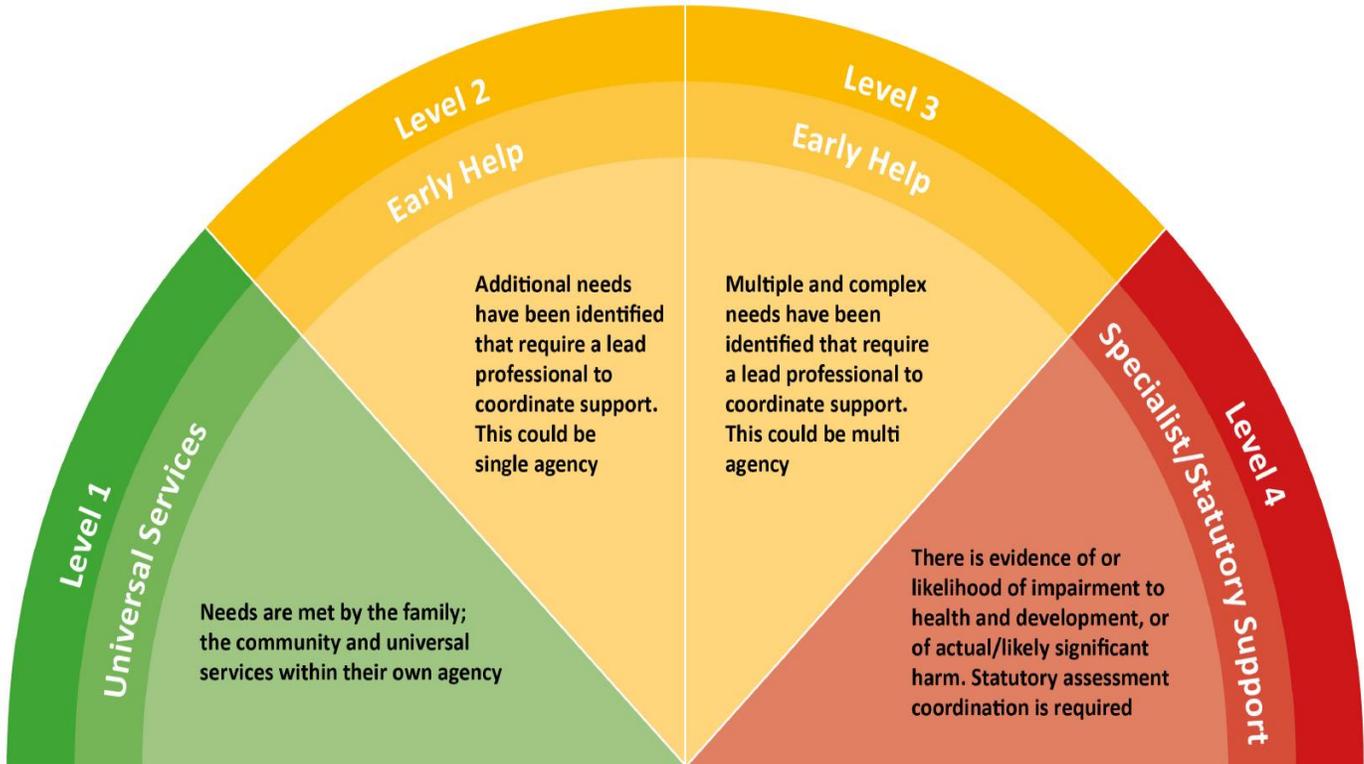
<u>Form for recording and reporting concerns about a child</u>		
Full name of child:	Class:	Year:
Date of birth (if known):		
Your name:	Position:	
Date and time of incident/disclosure/concern:		
Please provide details of the incident/disclosure/concern, including times, dates, description of injuries (body map included yes/no), and, if applicable, exact words spoken by the child (please continue on additional numbered pages if needed):		
Signed:	Time and date of reporting:	
Name of staff member reported to:	Further action taken by staff member:	
Signed:	Date:	
Any other information helpful for referral (to be completed and discussed with pastoral team/ designated safeguarding lead). Include academic progress, attendance, behaviour, presentation, peer relationships and parental knowledge:		



Body Map



Appendix 2-Dudley Safeguarding Threshold



Appendix 3-Process for recording and reporting a concern about a child

DSL: K Trueman-Brown
 Dep DSLs: A Lewis, E North, H Rhodes

Safeguarding Governor:
 Matthew Mynott

Discuss concern with a DSL.

 Record the concern in writing on CPOMS

Local Authority DO/Risk: (For concerns about an Adult/Person in Position of Trust) Yvonne Nelson Brown

Contact Details: 01384813110

DSL reviews concern, identifies level of need and makes a decision about the Next Steps

Decision To MONITOR The Concern

Decision To DISCUSS The Concern With Parent/S Carer

Decision to REFER the concern to Early Help Level 2/3 or Childrens Social Care (CSC) Level 4

MONITOR

DISCUSS

REFER



School worker asked to monitor pupil and feedback to the DSL within an agreed timescale

MONITOR



After discussion DSL decides to either, discuss further with parent/carer, monitor via school worker, make an Early Help Assessment, attends allocation meeting or make a referral into CSC Level 4

REFER



DSL speaks with Head/Governor and agrees to refer into CSC



AT ALL TIMES RECORD



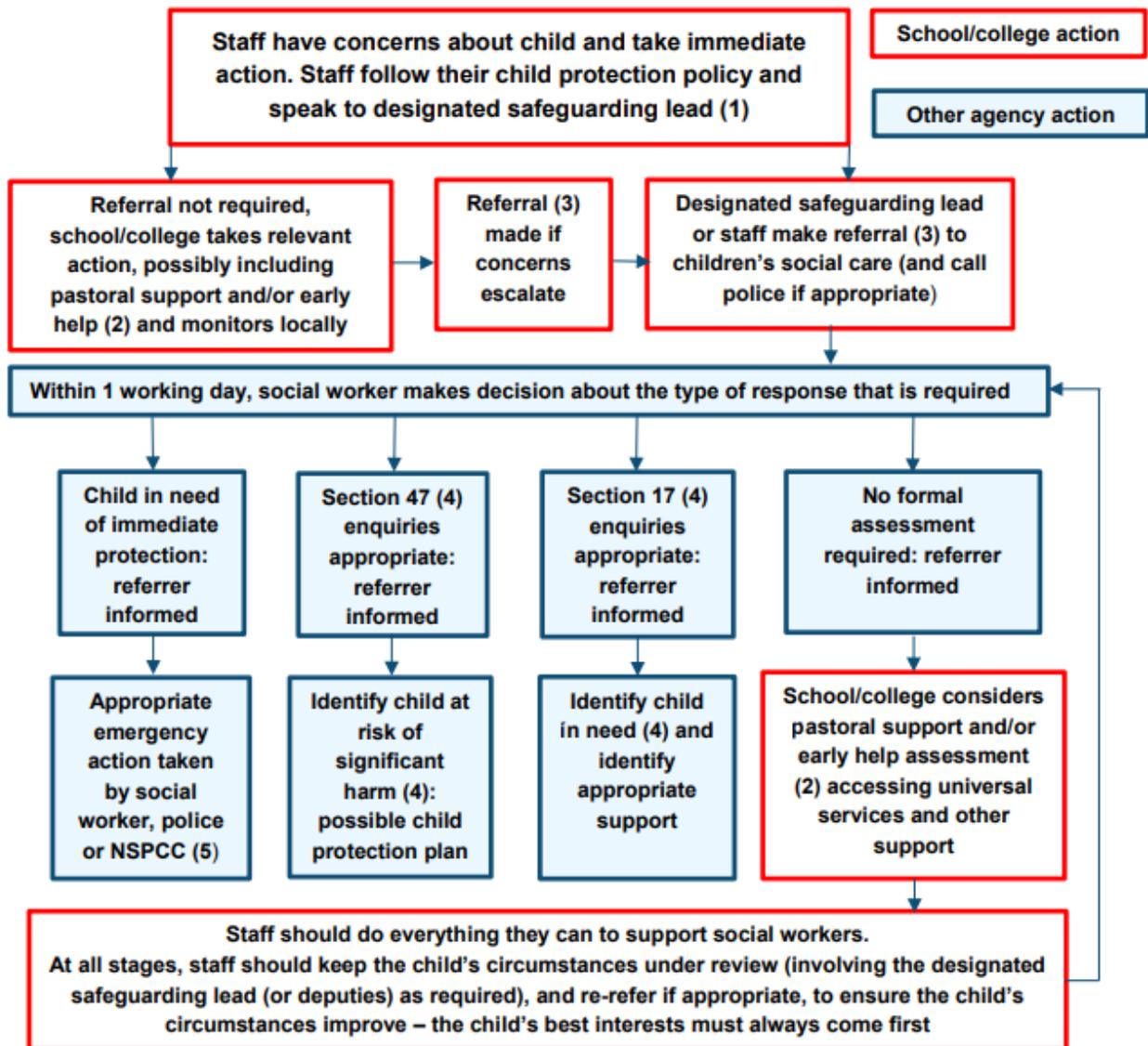
Remember:
ANYONE CAN MAKE A REFERRAL
IN ADDITION, REPORT DIRECTLY INTO EARLY HELP or CSC.

DSL retains Concern Form/incident details in secure, confidential Safeguarding File

Contact details for:
 Children's Social Care referrals:
 03005550050

PREVENT/Channel referrals:
 01384 814736

Appendix 4-Flowchart: Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).