



Safeguarding and Child Protection Policy

Key persons for Safeguarding

Designated Safeguarding Lead	Mrs K Trueman-Brown Miss E Williams	Deputy Head Acting 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
Head Teacher	Miss A Lewis		01384818395

Date of last review: September 2020 (reviewed by K Trueman-Brown)

Agreed by Governors: September 2020 (Chairs Action)

Shared with all Staff: September 2020

Frequency of Review: Annually

Date of next review: September 2021

Other Key Persons

Named Designated Person for Children in Care (CiC)	Mrs K Trueman-Brown Miss E Williams	01384818395
Privately Fostered named person (School)	Mrs K Trueman-Brown Miss E Williams	01384818395
Privately Fostered named person (Dudley LA)	Angela Marsh	
School E-Safety Lead	Mrs K Trueman-Brown Miss E Williams	01384818395
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
Local Authority Virtual Head	Andrew Wright	andrew.wright@dudley.gov.uk

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	01384 813061
Police	Child Abuse Investigation Unit, Halesowen Police station 101 Ext: 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
Prevent Referrals	Liaise with Dudley's Community Safety Partnership (safe & sound) www.dudleysafeandsound.org/prevent

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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

1. Purpose and Aims of this policy

Howley Grange Primary aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual and criminal exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs
- Are Children in Care or previously Children in Care

2. Statutory Framework

This policy is based on the Department for Education’s statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

- › Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- › [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- › [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- › Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- › [Statutory guidance on the Prevent duty](#), which explains schools' duties under section 26 of the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- › Information Sharing (2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/information_sharing_advice_practitioners_safeguarding_services.pdf
- › The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the 2018 Childcare Disqualification Regulations) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- › Early Years Foundation Stage Framework (EYFS) June 2020
<https://safeguarding.dudley.gov.uk/safeguarding/partnership/meetings/safeguarding-children-partnership-group>

3. The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team.

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

- 1) Kate Trueman-Brown (Deputy Head)

The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL is contactable out of school hours and during the holidays by email on DSL@howley.dudley.sch.uk

When the DSL is absent, the deputies – will act as cover.

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

- 1) Emily Williams (Acting Deputy Head, DSL in Kate Trueman-Brown's absence)
- 2) Angela Lewis (Head Teacher)
- 2) Helen Rhodes (Lower School Assistant Head)
- 3) Esther North (Upper School Assistant Head)

The DSL will be given the time, funding, training, resources and support to:

- Work closely with teachers and share information & provide advice and support to other staff on child welfare and safeguarding and child protection matters
- Sets out procedures so that staff promptly share their safeguarding concerns in writing using CPOMS. Any verbal conversations with the DSL will also be recorded in writing on CPOMS.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children, particularly in relation to Early Help
- Work closely with Mental Health Leads
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel Panel, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputies are set out in their job description.

4. The Headteacher and Governing Body

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary & supply staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensuring the relevant staffing ratios are met, where applicable

The Governing body will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

The Governing Body will appoint a senior board level to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

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

The Chair of governors, **Spencer Wigley**, will act as the 'case manager' if an allegation of abuse is made against the headteacher, where appropriate.

All Governors have read and understood Keeping Children Safe in Education 2020.

5. Safeguarding Policies and Procedures/Legal Responsibilities and Duty to Share Information

Our safeguarding responsibilities include:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical 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 outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. See section 12 which explains the different types of abuse.

Neglect is a form of abuse and 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. Section 12 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following 3 **Safeguarding Partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will decide to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

6. Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to off-site activities.

All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the pupil behaviour policy, and the safeguarding response to children who go missing from education
- The Early Help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual & criminal exploitation (CSE/CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

Section 13 of this policy outlines in more detail how staff are supported to do this.

All staff members will undertake safeguarding and child protection training, including online safety training, at induction, together with managing allegations and whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with local and statutory guidelines.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers and Contractors will receive appropriate training, if applicable.

The DSL and deputies

*Please note – in this and subsequent sections, you should take any references to the DSL to mean **the DSL (or deputy DSL)**.*

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They

will also undertake Prevent Awareness training.

Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' if an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

Staff who have contact with pupils and families

All staff who have contact with children and families will have supervision which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

7. Confidentiality

The Data Protection Act (DPA) 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.

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows 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.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or deputy)

Confidentiality is also addressed in this policy with respect to record-keeping in section 10.

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.

8. Communication with Parents / Carers

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure. If in doubt, we will consult with MASH on this point.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will usually notify the parents of all the children involved.

9. Whole Staff Responsibilities and Procedures – Reporting Concerns

We have a child centred and coordinated approach to safeguarding. It is the responsibility of **ALL** staff, volunteers and governors to inform the designated Safeguarding Lead of any concerns without delay and **record this in writing** using the online CPOMS system. 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.

All Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action.)



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 five DSLs**. If relevant, a body map is available on CPOMS to record the location of any visible marks. At no time should an individual teacher/member of staff consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures.
- 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 MASH_Referrals@dudley.gov.uk In addition you can contact Dudley First Response (formally MASH) on 0300 555 0050.
- If you disagree with a professional's decision and wish to challenge refer to Dudley's Resolution and Escalation Protocol document. This can be found on the Safeguarding noticeboard or gained from a DSL.

Remember **anyone can make a referral to Children's Services**, the situation may be urgent and require an immediate response. The Local Authority will decide within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the Local Authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

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 the 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.

If a child is suffering or likely to suffer harm, or in *immediate* danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in *immediate* danger. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly.

Dudley **Report it** page: <https://safeguarding.dudley.gov.uk/tell-us/>

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so.

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.

10. Record Keeping

- We will hold records in line with our records retention schedule.
- All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing within 24 hours. If you are in any doubt about whether to record something, discuss it with the DSL.
- Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
- Safeguarding records relating to individual children will be retained for a reasonable period after they have left the school.
- If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their safeguarding & child protection file is forwarded promptly and securely, and

separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information (using the pupil safeguarding form) to enable them to have time to make any necessary preparations to ensure the safety of the child.

- Information will be stored securely online (CPOMS) and any paper work will be stored in a lockable cupboard away from other pupils files. 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).

11. Dudley's Thresholds and Early Help

If Early Help is appropriate, the DSL will generally lead on 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 practitioner.

Our local family centre is **Halesowen Family Centre** (01384813954)

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Level 1 - No referral is required. Professionals should contact Dudley's Family information Service on 01384 814398 to obtain information about support available for children, young people and families.

Level 2 - Partner agencies should complete their own internal assessment as appropriate and forward this to the relevant Family Centre. Alternatively, an Early Help Assessment can be completed and forwarded to the appropriate Family Centre Cluster.

Level 3 - Referrals should be made by completing an Early Help Assessment and forwarding it to the appropriate Family Centre Cluster.

For a detailed explanation of Dudley's Thresholds please refer to Dudley's 'Threshold Guidance and Framework for Support' document <https://safeguarding.dudley.gov.uk/media/13011/dudley-threshold-and-guidance-framework-september-2019.pdf>

View more information on *Dudley Early Help*.

<https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/dudley-early-help>

12. When to be concerned: Signs and Symptoms of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another

- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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 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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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 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 caregivers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

13. 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, truancy 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) Peer on Peer / Child on Child abuse - Allegations of abuse made against other pupils

We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously. We have referred to UKCCIS Guidance: Sexting in Schools and Colleges, responding to incidents, and safeguarding you people (2017).

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the Local Authority Children's Social Care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the Children and Adolescent Mental Health Services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by educating them during PSHE lessons
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

b) Sexting

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children’s social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children’s social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person’s developmental stage, or are violent

- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 10 of this policy also apply to recording incidents of sexting.

c) Female Genital Mutilation (FGM)

The Department for Education's Keeping Children Safe in Education explains that FGM comprises '*all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs.*'

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practicing FGM (this is the biggest risk factor to consider)
- FGM being known to be practiced in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to consider the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

d) Honour Based Abuse (including Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

e) Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

f) Child Criminal Exploitation (CCE)

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be trafficked, forced to work in cannabis factories, modern slavery, coerced into moving drugs or money across the country (county lines), involved in gangs and knife crime, forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Involved in gangs and knife crime
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

g) Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

h) Children Missing from Education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who 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 going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

For further information: Children Missing Education statutory guidance for local authorities 2016

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

i) Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing during school hours, we will:

- Lockdown the school site immediately making staff aware of situation
- Non class-based staff will get a radio and search immediate area, a member of staff will stay in main office as point of contact.
- If they cannot be found within 10 minutes a phone call will be made to parents and the police.
- Following the incident, it will be recorded on CPOMS and discussed by SLT to ensure anything that can be learnt will be acted upon to limit a reoccurrence. Depending on circumstances it may be necessary that a risk assessment is written for that child.

If a child goes missing out of school hours we will be as supportive to parents as we can and ensure the police are involved.

j) Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL [and deputies] will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

k) Domestic Abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. West Midlands police forces are part of [Operation Encompass](#)

The DSL will provide support according to the child's needs and update records about their circumstances.

l) Child on Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Up skirting is now a criminal offence as part of The Voyeurism (Offences) Act and came into force on 12th April 2019.

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. Preplanning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports. Ultimately, the school will make any decisions on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

m) Radicalisation and Extremism

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent

awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour, staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our reporting procedures including discussing their concerns with the DSL.

Staff should **always** act if they are worried.

If you have concerns about extremism:

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate. Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team. For Prevent referrals staff can liaise with 'Safe and Sound' (Dudley's Community Safety Partnership) website – <https://www.dudleysafeandsound.org/prevent>

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- › Think someone is in immediate danger
- › Think someone may be planning to travel to join an extremist group
- › See or hear something that may be terrorist-related

n) Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs.

We understand that there are risk factors, which increase someone's vulnerability, and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and intervention is identified and implemented.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action. This could include a discussion with parents about a School Nurse Referral. Staff can refer to the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

o) 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>

p) Areas with Particular Risk

At Howley Grange we have identified areas with particular risk. These include:

- *Physical intervention:* On occasions it may be necessary to physically intervene with a pupil if they are likely to injure themselves or others. The details of this can be found in our Positive Handling Policy. For more information please speak with the SENCo Ms C Russell.
- *Personal / Intimate Care:* To meet the needs for individual pupils, personal / intimate care may need to be provided by members of staff. The details of this can be found in our Intimate Care Policy. For more information please speak with the SENCo Ms C Russell.
- *Changing for PE / Swimming and 1:1 working:* These are referenced upon staff induction and guidance given through our Staff Code of Conduct that is written alongside 'Guidance for safer working practice for those working with children and young people in education settings' which staff are required to read annually.

q) 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>

14. LGBT+ pupils

Some pupils may be vulnerable due to their sexual orientation or gender identity, either because they are subject to homophobic, bi-phobic or transphobic bullying or because of negative responses from parents/carers or others, which may result in increased risk of self-harm, suicide or homelessness.

Several studies also evidence that LGBT+ young people may be at increased risk of becoming victims of CSE.

We must therefore ensure we are aware of the increased risk factors and know how to access appropriate support for these young people when required

15. 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.

For more information on Online Safety please refer to our Online Safety Policy.

16. Named Designated Person for Children in Care (CiC)

Designated person should aim to work in partnership with the Virtual School Coordinator on how funding can best support the progress of a CiC

We will ensure that staff have the skills, knowledge and understanding to keep Children in Care and previous Children in Care safe. We will ensure that:

- Appropriate staff have relevant information about Children in Care's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, **Kate Trueman-Brown (Deputy Head)** (Emily Williams in her absence) who is responsible for promoting the educational achievement of Children in Care and previous Children in Care in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding Children in Care and previous Children in Care are quickly and effectively responded to
- Work with the virtual school heads to promote the educational achievement of, Children in Care and previous Children in Care, including discussing how pupil premium plus funding can be best used to support CiC and meet the needs identified in their personal education plans

17. Named Virtual Head in Dudley– Andrew Wright

Andrew.wright@dudley.gov.uk

18. Children with Special Educational Needs and Disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. 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 SENDCo, Miss Russell.

19. Safer Recruitment

Howley Grange Primary School has created a culture of safe recruitment, and has adopted the Local Authority policy on recruitment procedures. We 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 DSPPB 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.

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.

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

All visitors in school will be required to verify their identity to the satisfaction of staff before being allowed entry into school. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the electronic visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or

- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out
- Will be given a red lanyard which they will need to wear at all times.

All other visitors, will be given a green lanyard and will always be accompanied by a member of staff. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

20. Procedure for dealing with Allegations about Staff - Concerns about a staff member, supply teacher or volunteer

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' (DSPPB Procedures) in conjunction with part four of Keeping Children Safe in Education 2020. This includes new information added in relation to Managing Allegations criteria, so schools must work with other agencies to investigate when a member of staff has **“behaved or may have behaved in a way that indicates they may not be suitable to work with children”** Howley Grange will ensure allegations against supply teachers are dealt with appropriately when they are not the employer. We will not simply cease to use this teacher. Processes are developed to manage this akin to the disciplinary procedure and the school will advise supply agencies of its process for managing allegations.

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

If any concerns or allegations made against a members of staff, supply teacher or volunteer are brought to the headteacher, 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 DSPPB 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 (2019). 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 below 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 (2020). 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.

21. 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>

22. 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.

23. Adaptations to Safeguarding Procedures during COVID-19

There may be times when children in 'bubbles' or the entire school are unable to come into the school building during term time due to COVID-19 restrictions. If this is the case the following procedures will come into action:

- Howley Grange Primary School is committed to ensuring the safety and wellbeing of all its Children and Young people. Where the DSL has identified a child to be on the edge of social care support, or who

would normally receive pastoral-type support in school, they should ensure that a robust communication plan remains in place for that child or young person. Details of this plan must be recorded on CPOMS, as should a record of all contacts made. Communication plans can include; remote contact, phone contact, doorstep visits. Other individualised contact methods should be considered and recorded.

- Howley Grange Primary School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. Plans must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.
- We recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Howley Grange Primary School need to be aware of this in setting expectations of pupils' work where they are at home.
- Attendance - Senior leaders, especially the Designated Safeguarding Lead (and deputies) know our most vulnerable children. They have the flexibility to offer a place to those on the edge of receiving children's social care support. DSL staff should continue to notify social workers where children with a social worker do not attend. They should also continue to follow up with any parent or carer whose child is expected to attend and does not. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the DSL will notify their social worker.

Howley Grange Primary School should have at least two emergency contacts to enable communicating with parents and carers and ask for any additional emergency contact numbers where they are not available.

- The DSL or a Deputy will continue to engage with social workers, and attend all multi-agency meetings, which can be completed remotely.
- Howley Grange Primary School to continue to work with local safeguarding partners and receive any updated advice. DSLs (or deputies) should be leading the school's input into the local arrangements
- Howley Grange Primary School to work with and receive any updated advice from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need
- Staff to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners.
- Staff and volunteers should be aware of the clear reporting routes for children to raise any concerns whilst working online and are able to signpost children to age appropriate practical support from:
 - [Childline](#) - for support
 - [UK Safer Internet Centre](#) - to report and remove harmful online content
 - [CEOP](#) - for advice on making a report about online abuse

Howley Grange Primary School will ensure that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per this policy and where appropriate referrals should continue to be made to children's social care and as required the police.

- All staff and volunteers should continue to consider the safety of their children when they are asked to work online. Online teaching 'do's and don'ts' should be the same principles as set out in the school's staff code of conduct and should be followed. This code of conduct also includes acceptable use of technologies, staff pupil relationships and communication including the use of social media.

The online safety policy should continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school's IT systems. The policy should apply equally to any existing or new online and distance learning arrangements, which are introduced. The policy should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

- Reporting a concern - Where staff have a concern about a child, they should continue to follow the process outlined in this Safeguarding Policy

Following a return to school the following procedures will come into action:

- Staff and volunteers are able to identify any new safeguarding concerns about individual children as they see them in person. They understand the school's process if they have any concerns about a child and are able to act immediately.
- A DSL or Deputy will ensure that relevant safeguarding and welfare information held on all children remains accurate. The DSL or deputy should be doing all we reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.

24. 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.

25. 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

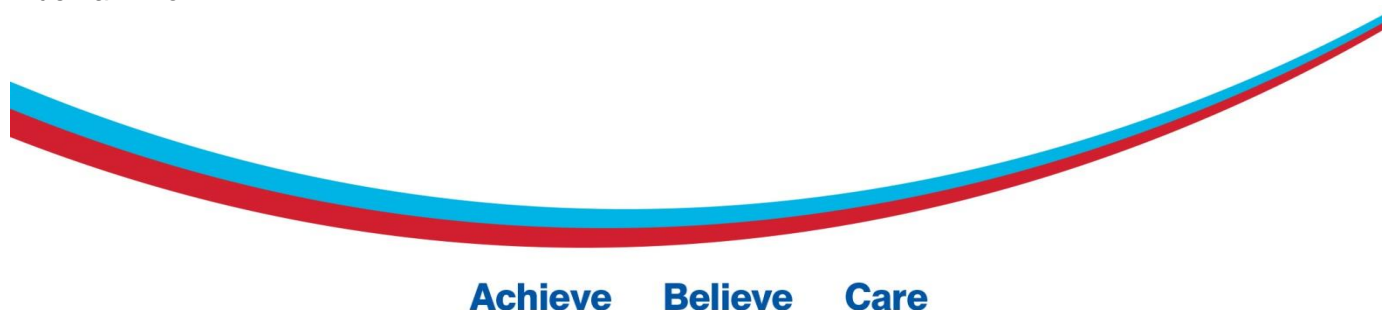
DSPPB Safeguarding Children Procedures <http://safeguarding.dudley.gov.uk/>

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2019)
- Keeping Children Safe in Education: Information for all Schools and College Staff (2019)
- Safer Working Practice Guidance (October 2019)

Date of Review September 2020 (K Trueman-Brown)

Date of next review September 2021

K Trueman-Brown

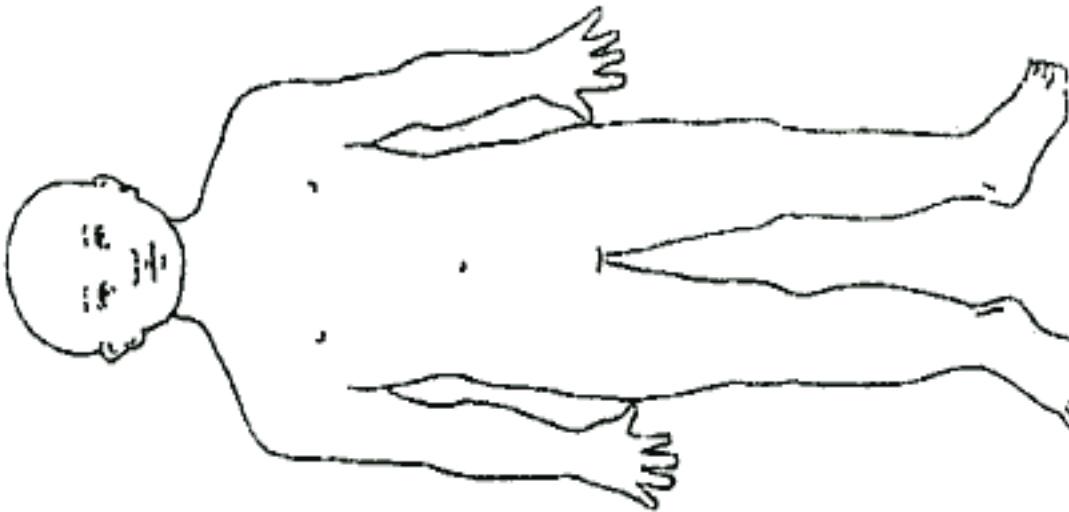
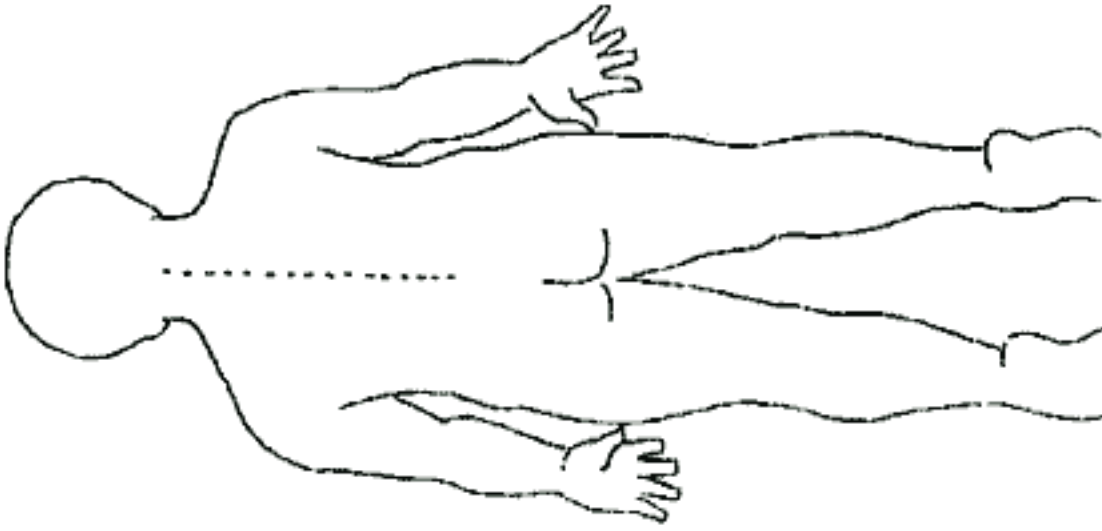


APPENDIX 1

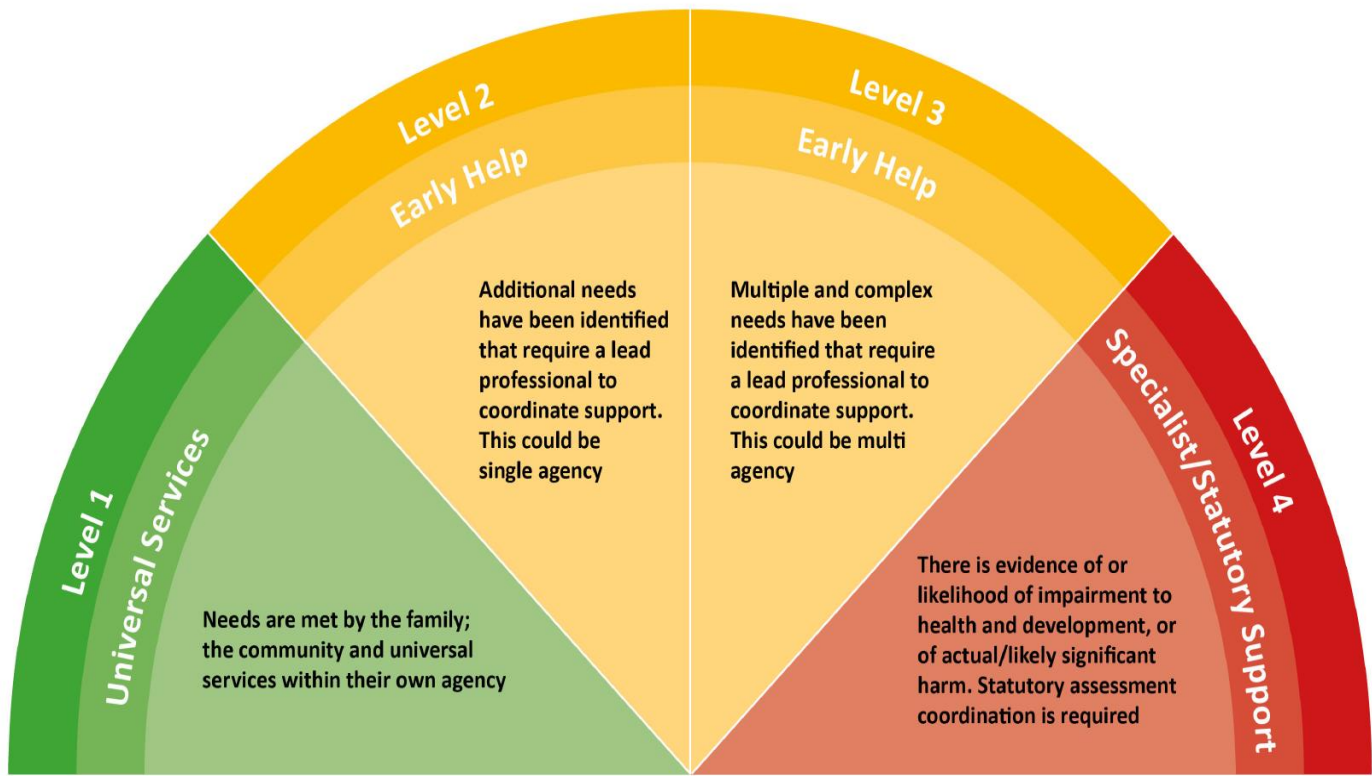
Form for recording and reporting concerns about a child (double sided with body map)

<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:		

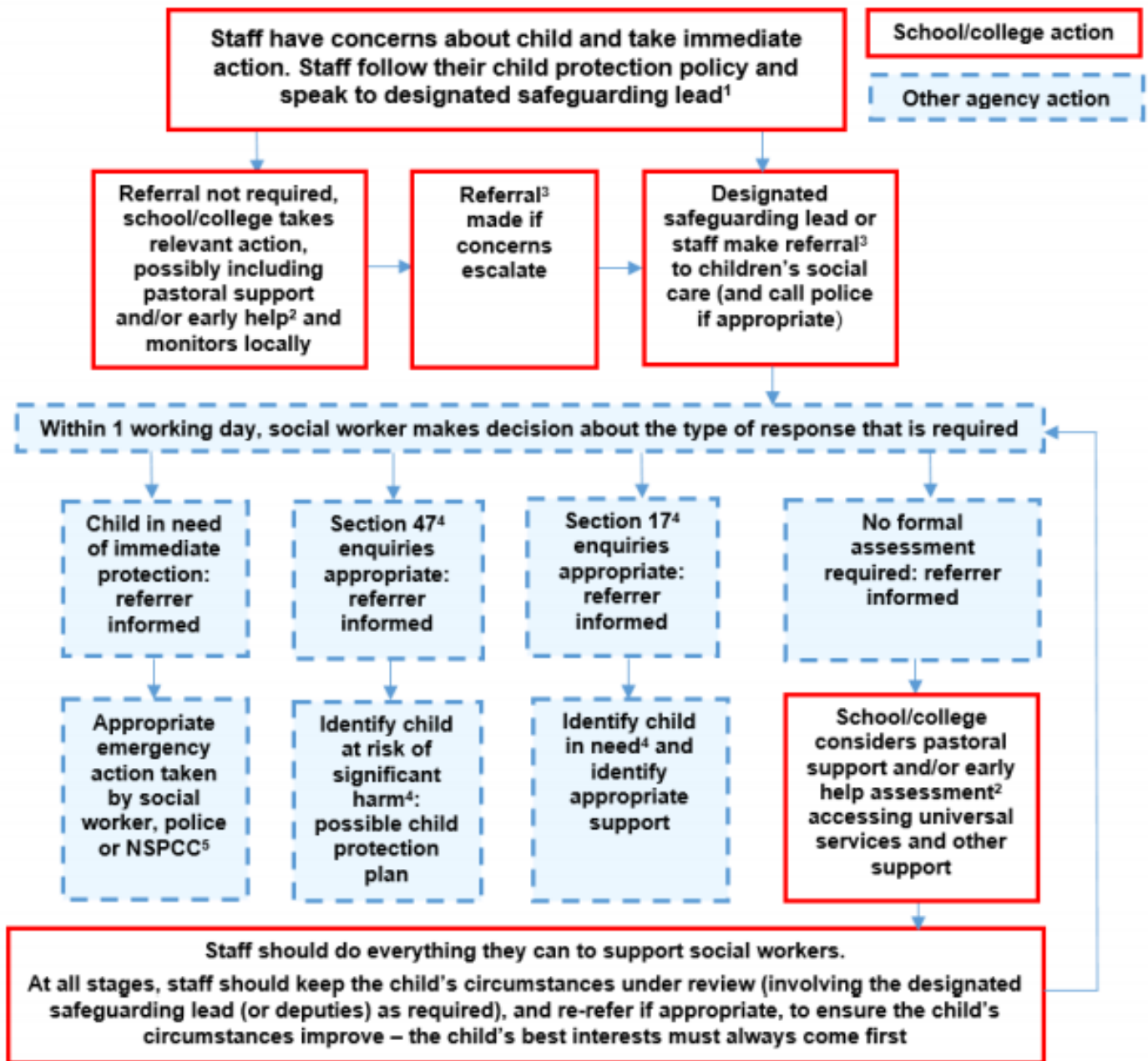
Body Map



Appendix 2-Dudley Safeguarding Threshold / Continuum of Need



Appendix 3 - Actions where there are concerns about a child (Taken from KCSIE 2020)



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).