

Halesowen C of E Primary School



We care, we trust, we believe.
We share, we enjoy, we achieve.

Child Protection and Safeguarding Policy

Signed by

Headteacher: *Z. Knowlton*

Date: 4.9.23

Chair of Governors:

Date: 20.10.23

Review date: September 2024

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Key persons for Safeguarding

Designated Safeguarding Lead	Mrs L Knowles	Head teacher	01384818885
Deputy Designated Safeguarding Leads	Miss C Davies Mrs A Bowen Mrs R Minogue Mrs E Mills	Assistant Headteacher Pastoral lead Assistant Headteacher SENCO	01384818885
Governor with responsibility for safeguarding	Mrs J Price	Chair	01384818885

Date of last review: September 2023

Agreed by Governors: October 2023

Shared with all Staff: October 2023

Frequency of Review: Annually or when there are any statutory changes

Date of next review: September 2024

Other Key Persons

School Children in care lead person	Mrs E Mills	01384818885
Privately Fostered named person (School)	Mrs E Mills	01384818885
School Online Safety Lead	Miss C Davies	01384818885
Mental Health Lead	Mrs L Knowles	01384818885
Local Authority Designated Officers (DO), for allegations against staff	Yvonne Nelson Brown and Sukhchandani Kaur	01384813110 Yvonne.Nelson-Brown@dudley.gov.uk Sukhchandani.Kaur@dudley.gov.uk allegations@dudley.gcsx.gov.uk
Virtual Head Dudley	Emma Thomas	Emma.Thomas@dudley.gov.uk
Virtual Head Sandwell	Balwant Bains	0121 569 2770 LACE_Team@sandwell.gov.uk

Dudley Single Point of Access/MASH (now called Children's front Door)	0300 555 0050
Out of Hours Emergency Duty Team	0300 555 8574
Halesowen Family Centre	01384 813954 Fs.halesowen@dudley.gov.uk
Channel helpline	020 7340 7264

(Please note: Numbers and email addresses were correct at writing this- they may change)

School vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

Introduction

At Halesowen C of E we believe that every child in our care is entitled to the best possible education. We recognise the key to learning at our school is quality first teaching. It is important to us that learning here is fun and purposeful. To achieve this it is essential that children follow school responsibilities and that they are ready to learn.

For us to fulfil our purpose we need to ensure all children are safe. This policy outlines our responsibilities in regards to safeguarding and child protection. Child protection forms part of the school's safeguarding 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 extended school and off-site activities.

SAFEGUARDING:

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

CHILD PROTECTION:

Refers to the activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Aims and Objectives

The school 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
- ✓ Are missing or absent from education for prolonged periods and/or repeat occasions
- ✓ Whose parent/carer has expressed an intention to remove them from school to be home educated.

At Halesowen C of E we also recognise that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults helps prevention. The school will therefore:

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

Statutory Framework

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2023\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We also comply with [DfE's filtering and monitoring standards](#). 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 the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm

from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

- [InformationSharing\(2018\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information sharing advice practitioners safeguarding services.pdf](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
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

Local multi-agency safeguarding arrangements.

The school's policy has been written taken into consideration our locally agreed multi-agency procedures that have been put in place by the three safeguarding partners:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area

The links for Dudley's procedures are below:

<https://dudleysafeguarding.org.uk/>

<https://dudleysafeguarding.org.uk/wp-content/uploads/2023/03/DSPP-Support-Level-Guidance-and-Framework-March-2023.pdf>

The safeguarding priorities for Dudley 2022/24 are:

- Neglect
- Exploitation
- Family Safeguarding

These are detailed further on the above website and are included in whole school training.

Role of Stakeholders

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 extended school and off-site activities.

The Role of Governors

It is the responsibility of the governing board to ensure that they comply with their duties under legislation. They must ensure that the policies, procedures and training in their schools is effective and comply with the law at all times. The governing body should hold the head teacher to account for the implementation of the policy. The Governing board will approve this policy at each review. They must ensure safeguarding is on the agenda at all Full Governing Body meetings.

They must also:

- Ensure we have a nominated governor responsible for child protection; **the designated Governor at Halesowen C of E for Child Protection is Jane Price.** Their role is to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- Know the name of the designated safeguarding leads responsible for child protection and their roles.
- Ensure that they comply with their duties under legislation ensuring as it states in guidance that policies, procedures and training in their schools are effective and comply with law at all times.
- Ensure that school put in place an appropriate safeguarding response to children who go missing from education to help identify the risk of abuse and neglect.
- Keep up to date with all current legislation and documentation such as Keeping Children Safe in Education and Working Together to Safeguard Children.
- Ensure schools have an appropriate child protection policy in place and that this is reviewed at least annually.
- Ensure the school have a staff code of conduct policy.

- Manage any allegations against the headteacher. The Chair of governors Jane Morgan will act as the 'case manager' if an allegation of abuse is made against the headteacher, where appropriate (see appendix 2).
- Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
- Ensure that the school has appropriate filtering and monitoring systems in place and review their Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- ✓ Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- ✓ Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

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.

All Governors will undertake training relating to online filtering and monitoring, in addition one Governor will be trained in Cyber-security.

All Governors will read and confirm they understand Keeping Children Safe in Education 2023.

The Role of the headteacher

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
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service/Teaching Regulatory Agency/TRA as required
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Complete appropriate safeguarding and child protection (including online) training
- Ensuring the relevant staffing ratios are met In Early Years Foundation Stage.
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, mobile phones and cameras in the setting
- Promoting good oral health and signposting accordingly to services.

The Head teacher and DSL role do not have to be held by the same person; however at Halesowen C of E the head teacher is the DSL.

The Role of Designated Safeguarding Lead

The DSL is a member of the senior leadership team. Our DSL is Lorna Knowles (head teacher). The DSL takes lead responsibility for child protection and wider safeguarding in the school. The Designated Safeguarding Lead has a legal responsibility for dealing with safeguarding issues, providing advice and

support to staff, liaising with the local authority and working with a range of agencies.

This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

At Halesowen C of E we also have deputy DSL's. They are trained to the same standard as the DSL. DSL training takes place every 2 years. Online safety training will be undertaken annually and regularly updated to keep knowledge of staying safe online and the risks associated up to date, this includes including filtering and monitoring and cyber security by at least one DSL/ Deputy. 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.

The deputies will play a significant role in supporting the DSL and dealing with safeguarding issues. They will also step up in the absence of the DSL.

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
- ✓ Set out procedures so that staff promptly share their safeguarding concerns 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.
- ✓ Refer cases of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care.

- ✓ Refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to Channel programme.
- ✓ Refer cases where a crime may have been committed to the Police
- ✓ 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
- ✓ Have a good understanding of harmful sexual behaviour
- ✓ Have a good understanding and takes the lead of the filtering and monitoring systems and processes in place at our school, this is included in the DSL's job description
- ✓ Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- ✓ Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- ✓ The DSL will liaise with local authority case managers and designated officers (LADO) for safeguarding and child protection concerns as appropriate.
- ✓ act as a point of contact with the safeguarding partners
- ✓ promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

At Halesowen C of E the DSL and deputy DSL team will:

- Manage referrals
- Work with others
- Undertake training and share this with others

- Raise awareness
- Maintain and transfer (as necessary) child protection files.

Managing referrals

DSL's should refer cases of suspected abuse to the local authority by contacting the Children's front Door and by completing a referral form (on the portal) DSL's should also offer support and guidance to other staff completing referrals. If necessary DSLs should also report cases where a crime may have been committed to the police. They should also refer cases to the Channel Programme where there is a radicalisation concern and support staff who also need to report to this service. As necessary, the DSL should refer cases where a person is dismissed or had left due to risk/ harm to a child to the Disclosure and Barring service as required.

Working with others

The DSL should liaise with the headteacher (this is the same person at Halesowen C of E) as necessary to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. The DSL should, as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns. The DSL should liaise with staff(particularly deputy DSL's, pastoral staff, schools nurse and the SENCO) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. At Halesowen C of E we recognise that dealing with child protection issues can be stressful and upsetting; the DSL and deputy DSL's will act as a source of support, advice and expertise for staff. DSL's are required to attend meetings such as Case conferences, strategy meetings, allocation meetings, core groups etc. They should ensure they are prepared before attending this with up to date information about the children. On occasion the school and other agencies may not agree, for example, on whether a case should close. The DSL should follow the Dudley's escalation procedure for this.

Training

The designated safeguarding lead for child protection will receive appropriate training and support for this role. The designated safeguarding lead (and any

deputies) will undergo advanced DSL training and refreshers as well as other relevant training courses to equip them with the knowledge and skills required to carry out the role (usually online on SSSCPD). The DSL training will be updated at least every two years. The designated safeguarding lead will undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via DSL forum, e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role particularly in relation to processes within Dudley local authority.

This will support them to:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raising Awareness

The DSL will ensure the school's child protection policies are known, understood and used appropriately. This child protection policy will be reviewed annually (as a minimum) The DSL will ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this. The DSL will keep up to date with local authority updates and training and will ensure important messages and training opportunities are passed onto staff.

Record Keeping

The DSL should ensure child protection records are kept securely and separately from general records. At Halesowen C of E children protection records are stored securely on CPOMS. (Any historic records prior to use of CPOMS are kept securely in child protection files or documents are scanned onto CPOMS). Access to these records by staff other than by the Designated Safeguarding Lead/s will be restricted. If a pupil moves school the DSL should consider whether it is appropriate to share any information with the new school. When a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with guidance on the transfer of such records. (hand delivered and received by DSL or sent recorded deliver)

In addition to these key areas a DSL should keep up to date with all current legislation and documentation such as Keeping Children Safe in Education and Working Together to Safeguard Children. They should line manage the deputy DSL's ensuring they understand their roles. They should ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection and should hold them to account alongside the head teacher if they are not adhering to the policy. They should develop effective links with relevant agencies including children's services, Early Help, Child and Adolescent Mental Health Service, Education Investigation Service, Learning Support Service and Education Psychology Service. When A DSL leaves their post they should have a face to face meeting to handover/ exchange information with the new post holder.

At Halesowen C of E the work of the deputy DSL's is crucial to support the DSL with the caseload.

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

During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff at Halesowen C of E Primary school to discuss any safeguarding concerns. If the designated lead or their deputy is not onsite then a telephone consultation will take place. Over the school holidays DSL's can be contacted by email- pastoral@halesowen.dudley.sch.uk- which will be checked at least weekly.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

The Role of all school staff

All staff members will undertake safeguarding and child protection training, online safety training including IT filtering and monitoring roles and responsibilities. They will also be made aware of how we manage allegations and whistle-blowing procedures. This way they will 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 keep up to date with all current legislation and documentation such as Keeping Children Safe in Education and Working Together to Safeguard Children.
- ✓ All staff will undertake annually training on Cyber-security training.
- ✓ Have regard to the Teachers' Standards to support the expectation that all teachers:
- ✓ Manage behaviour effectively to ensure a good and safe environment using our school behaviour policy.
- ✓ Have a clear understanding of the needs of all pupils
- ✓ 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 including online safety, as required but at least annually. Regular updates throughout the academic year could include (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.
- ✓ All new staff will receive robust safeguarding training in line with the whole school training package, this will be delivered as part of their induction process before they commence working with our pupils/students.
- ✓ Be alert to signs of abuse. It is the responsibility of all staff members to exercise vigilance at all times and to raise concerns as soon as possible by reporting the incident to a designated safeguarding lead as soon as possible after the event.
- ✓ To keep written records of concerns about children; noting date, event and action taken, (on CPOMS) even where there is no need to refer the matter to Social Services and other relevant agencies immediately. This should be done as soon as possible but within 24 hours.

The Role of volunteers and contractors

All volunteers and contractors will receive appropriate training, as applicable. Include the identity and suitability of visitors and adapt this section to reflect procedures in your setting.

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

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 in on the Inentry system 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

All other visitors, including visiting speakers, 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.

Involving parents

It is really important that parents understand the school's duty to safeguard pupils and the need to refer things to other agencies such as children's services. This policy will be available on the school website.

The school will:

- Ensure parents are aware who the designated Safeguarding lead and deputy DSL's are and how to communicate with them. Signpost parents to Children's front door and the phone number should they have any concerns they wish to report directly to Children's front door.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection; parents will be made aware of the policies and procedures.
- Ensure that parents are aware that this policy is available on request and make the policy available on the school website.
- Where we are sure doing so would not increase the risk of significant harm to the child, we will discuss any child protection/ safeguarding concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency.
- Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead.
- In the case of allegations of abuse made against other children, we will usually notify the parents of all the children involved.

Training and Development for ALL staff

Halesowen C of E Primary School will ensure that:

- All staff are kept up to date with Child Protection issues by formal training taking place regularly annually; online courses, external training and in-house training provided throughout the year. (this could include briefings, emails etc)
- Upon induction all new staff will receive Child Protection and safeguarding training. They will also be provided with a copy of this policy, will be referred to KCSIE (and will complete training on SSCPD linked to this), the school staff code of conduct, the acceptable use of mobile phones policy and behaviour policy.
- Clear reminders of all procedures will be given out to all staff on the training day at the start of every academic year, with frequent reminders at meetings.
- All policies and procedures will follow DFE guidance on Child Protection issues

- Governors will be kept informed about procedures through the Child Protection Link Governor
- Good monitoring takes place of pupils identified as at risk with weekly pastoral meetings and regular tracking on CPOMS.
- The pastoral team (Headteacher, Assistant Headteachers, SENCO and Pastoral lead) work closely with outside agencies to share information and co-ordinate support for the pupil.

The Headteacher/ DSL and all other staff who work with children will undertake training to equip them to carry out their responsibilities for Child Protection effectively. This will be kept up to date by refresher training at regular intervals for all staff. The DSL will keep a training record for all adults working in contact with children.(this is kept electronically on SSSCPD)

Key considerations

Confidentiality

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. This includes allowing practitioners to share information without consent. (refer to <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>)

It is the responsibility of all staff to share information about the protection of children with the Designated safeguarding Lead and other professionals(3 partners)

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

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

Advice will be sought Children's services who will approach the alleged abuser (or parents if the alleged abuser is a child).

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

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

Timely information sharing is essential to effective safeguarding

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

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

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

Whole staff responsibilities and procedures

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

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.

Dealing with concerns or disclosures from pupils

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

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they will **always** speak to the designated safeguarding lead (or deputies). It is not our role to seek disclosures. Our role

is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

What to do:

- **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 for any reason you cannot access CPOMS then complete the reporting form available from the office and hand it directly to the DSL or their deputy DSL. (Please speak to the school business manager for any issues with CPOMS so you can access it in the future) **Do not** leave it in their pigeon hole or on their desk for them to 'find'. When recording on CPOMS choose to **notify all DSLs**. If a child is at risk of significant harm alert the DSL/ deputy in person/ Direct teams chat so they can read CPOMS. Ensure all records are dated and signed (if doing this on CPOMS date correctly and ensure you have logged on yourself as this acts as a digital signature)
- With disclosures remember to record the children's exact wording (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.
- Sometimes it may be necessary to use a body map to record an injury accurately. This can be done on CPOMS and should be recorded accurately and in line with any other written disclosure. It is never acceptable to photograph injuries
- The Children's services (MASH) 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 a Referral form (request for Advice and Support form) , on the portal , by the Designated Safeguarding Lead.

[Dudley Children's Portal](#)

You can also refer to the Dudley report it page
Dudley **Report it** page: <https://dudleysafeguarding.org.uk/>

Remember anyone can make a referral to Children's Services, the situation may be urgent and require an immediate response. The telephone number is: 0300 555 0050 or out of hours 0300 555 8574

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, support for you will be available from your Designated Safeguarding Lead.

It is not the responsibility of anyone working within Halesowen C of E 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.

If it is appropriate to refer the case to Local Authority Children's Social Care or the Police, the DSL will make the referral or support you to do so. If you make a referral directly you must tell the DSL as soon as possible.

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. Advice and further information on Dudley Professional Resolution can be accessed from the Lead for Safeguarding in Education or directly of the Dudley Safeguarding partnership website.

<https://safeguarding.dudley.gov.uk/media/18113/resolution-and-escalation-protocol-children.pdf>

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. (on CPOMS) Make sure it is dated and you have logged on using your own log in details as this acts as a digital signature.

It is important to also understand the following:

- ✓ The child may not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- ✓ Not recognise their experiences as harmful
- ✓ Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

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, within 5 school days of starting at the new education setting, 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.

You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

When to be concerned

Types of abuse

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

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

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued

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

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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

Provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger;

ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising.

Effective early help relies upon local organisations and agencies working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve the outcomes for the child

Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency co-operation to improve the welfare of all children.

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

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

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

From time to time school may be invited to attend an early help Multi agency allocations meeting (MAAM). This should be attended by the DSL or a deputy DSL. They should ensure they take relevant reports to support their input such as attendance reports, reports from class teachers and any relevant information from CPOMS or child protection files.

Dudley Safeguarding Partnership threshold guidance is below, this should be considered when completing Request for Help and Support Form

[DSPP-Support-Level-Guidance-and-Framework-March-2023.pdf](#)
(dudleysafeguarding.org.uk)

What else do you need to know?

Significant Harm

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

Signs of Abuse

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to whether or not child abuse has taken place or if a child is at significant

risk of harm from someone. The following information will help to recognise the signs of possible abuse.

The physical signs of abuse may include:

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

Changes in behaviour that can also indicate physical abuse:

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

Changes in behaviour which can indicate emotional abuse include:

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

Specific safeguarding issues

This section is based on the advice in Annex B of Keeping Children Safe in Education.

Annex B also includes information on further issues to be aware of, including children's involvement in the court system, children with family members in prison, and county lines.

Where there are any specifics not covered in this policy that school need to act on they will use Keeping Children Safe in Education as guidance.

Domestic Abuse

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.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

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.

Child on child abuse (Allegations of Abuse Made Against Other Children)

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online and can occur simultaneously between the 2.

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 child on child abuse. However, all child on child abuse is unacceptable and will be taken seriously.

Child on child abuse can include the following:

- ✓ Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- ✓ Abuse in intimate personal relationships between children (this is sometimes known as ‘teenage relationship abuse’)
- ✓ Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- ✓ Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- ✓ Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- ✓ Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- ✓ Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- ✓ Up skirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- ✓ Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn’t mean that this kind of abuse isn’t happening.

Most cases of pupils/students hurting other pupils/students 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/students 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 Child-on-Child 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 [insert your procedures for making pupils aware of this here]
- ✓ 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.

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, see Part Five of KCSiE 2023.

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.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- ✓ Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- ✓ Regularly review decisions and actions, and update policies with lessons learnt
- ✓ Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns

- ✓ Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- ✓ Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- ✓ Challenging inappropriate behaviours
- ✓ Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- ✓ Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the reporting procedures within school ensuring that the DSL is informed immediately

Consensual and Non-consensual sharing of indecent images

This is a suggested approach based on guidance from the UK Council for Child

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, consider how the school will support in relation to your pastoral/safeguarding systems some ideas are below e.g.

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 dialing 101 or doing a 1001 online chat.

Recording incidents

All Sharing of nudes/semi-nude 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.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

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.

Child Sexual Exploitation

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.

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>

Children who are absent from education

A child being absent 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

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

At Halesowen C of E we have an attendance officer (who is also a deputy DSL) She monitors attendance of pupils closely through their daily register. We address poor or irregular attendance in a timely fashion with parents. Halesowen C of E will inform the local authority of the details of pupils who fail to attend regularly. We work with Instill Excellence, who go to visit homes on our behalf to ensure children are safe if they are not attending school. Please refer to our attendance policy for further information.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child.

We will inform the local authority if a child leaves the school without a new school being named and will adhere to requirements with respect to sharing information with the local authority, when applicable.

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

Honour based Abuse

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.

Forced marriage

Implementation of the Marriage and Civil Partnership (Minimum Age) Act 2022, Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used.

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

Female Genital Mutilation

It is mandatory to report cases of FGM that have been carried out on someone under the age of 18 to the police.

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.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are

two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers

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Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [here](#)

Preventing Radicalisation and Prevent Strategy (Radicalisation and Extremism)

Halesowen C of E Primary School is actively involved in the Prevent strategy.

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

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 and DDSL's will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children susceptible.

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.

Dudley's LA Prevent Officer is Mark.Wilson@dudley.gov.uk

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 (see 'Referral' above). 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.

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

Dealing with vulnerable pupils

Children in Care (CiC) and Post Children in Care

A designated person should aim to work in partnership with the Virtual School Coordinator on how funding can best support the progress of a CiC. The name of the Virtual Headteacher is Emma Thomas Emma.Thomas@dudley.gov.uk (please note we also work with virtual heads in other local authorities)

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, Emma Mills, 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 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

Pupils with a social worker

Pupils/students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- ✓ Responding to unauthorised absence or missing education where there are known safeguarding risks

- ✓ The provision of pastoral and/or academic support

Children with SEND and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of pupils. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration.
- That they may be more prone to peer group isolation than others.
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs.
- Communication difficulties in overcoming these barriers.

All staff at Halesowen C of E Primary School will ensure these pupils in their care are identified and take additional care to keep them safe. Clarification around pupils with SEND can be sought from the SENCO, Mrs Mills (DLS trained)

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.

Schools should therefore ensure that they are aware of the increased risk factors and know how to access appropriate support for these young people when required.

Mental health

Positive mental health and well-being is a concern of our community. We recognise the important role school has to play in this. Our school has identified

mental health as a key priority and we want to develop emotional well-being and resilience. We also want to provide specific support for those who need it. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resilience. It is vital we work with parents as partners to support the well being of pupils. Parents should also share concerns with school so the appropriate support and intervention can take place.

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.

The school's Mental Health Lead is Lorna Knowles

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.

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

Safer Recruitment Procedure **Recruitment and selection process**

Halesowen C of E Primary School has created a culture of safe recruitment, and has adopted the Local Authority policy on recruitment procedures. Guidance is also taken from : Guidance for Safer Working practices for those working with children and young people in education settings (GSWP2020)

The recruitment steps outlined below are based on part 3 of Keeping Children Safe in Education 2023.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training. At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- ✓ Our school's commitment to safeguarding and promoting the welfare of children
- ✓ That safeguarding checks will be undertaken
- ✓ The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- ✓ Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- ✓ Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- ✓ Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- ✓ Consider any inconsistencies and look for gaps in employment and reasons given for them
- ✓ Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- ✓ Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - ✓ If they have a criminal history

- ✓ Whether they are included on the barred list
- ✓ Whether they are prohibited from teaching
- ✓ Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- ✓ Any relevant overseas information
- ✓ Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- ✓ Not accept open references
- ✓ Liaise directly with referees and verify any information contained within references with the referees
- ✓ Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- ✓ Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- ✓ Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- ✓ Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- ✓ Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- ✓ Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this

- ✓ Explore any potential areas of concern to determine the candidate's suitability to work with children
- ✓ Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

- ✓ All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:
 - ✓ Verify their identity
 - ✓ Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
 - ✓ Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
 - ✓ Verify their mental and physical fitness to carry out their work responsibilities
 - ✓ Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
 - ✓ Verify their professional qualifications, as appropriate
 - ✓ Ensure they are not subject to a prohibition order if they are employed to be a teacher
 - ✓ Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:

- ✓ For all staff, including teaching positions: criminal records checks for overseas applicants
- ✓ For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- ✓ Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- ✓ Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- ✓ Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- ✓ There are concerns about an existing member of staff's suitability to work with children; or
- ✓ An individual moves from a post that is not regulated activity to one that is; or
- ✓ There has been a break in service of 12 weeks or more
- ✓ We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
- ✓ We believe the individual has engaged in relevant conduct; or

- ✓ We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009;
or
- ✓ We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- ✓ The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- ✓ An enhanced DBS check with barred list information for contractors engaging in regulated activity
- ✓ An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- ✓ We will obtain the DBS check for self-employed contractors.
- ✓ We will not keep copies of such checks for longer than 6 months.
- ✓ Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- ✓ We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our

assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- ✓ Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- ✓ Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- ✓ Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Governors

All schools include:

- ✓ All governors will have an enhanced DBS check without barred list information.

- ✓ They will have an enhanced DBS check with barred list information if working in regulated activity.
- ✓ All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Allegations of abuse against staff

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

Halesowen C of E Primary School will follow the 'Managing Allegations Against Staff or Volunteers' (DSCB Procedures) in conjunction with Keeping Children Safe in Education.

If any concerns or allegations are made against members of staff these will be reported to the head teacher.

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.

Any support with allegations is from the the Designated Officer for Managing Allegations (DO-Yvonne Nelson Brown)

Complaints regarding Supply staff, volunteers or students should also be reported to the head teacher who will deal with this in line with KCSIE 2023.

Halesowen C of E Primary School will ensure it will fully support and protect anyone, who in good faith, reports his or her concern that a colleague is, or may be, abusing a child.

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

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

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

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

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

In addition to this, Halesowen C of E 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 Halesowen C of E 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.

Staff concerns that do not meet the harm threshold.

We will refer to KCSIE 2023 - 'Section 2: Concerns that do not meet the harm threshold' where appropriate for support in the following:

- ✓ Definition of low-level concerns
- ✓ Sharing low level concerns
- ✓ Responding to low level concerns
- ✓ Record keeping

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.

The policy should be accessible to all staff without them having to ask a senior leader for a copy- ours will be on teams.

General guidance can be found at: Advice on whistleblowing
<https://www.gov.uk/whistleblowing>

Please see separate whistleblowing policy

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.

Online Safety and the use of mobile technology

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 four areas of risk:

Our approach to online safety is based on addressing the following categories of risk:

- ✓ **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- ✓ **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- ✓ **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- ✓ **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year

Any mobile phones that have access to the internet are not allowed to be used by staff when children are in the classroom. Children in Y6 need to follow the mobile devices policy and surrender these to the office at the start of the school day.

The government have produced guidance “Teaching online safety in school”.

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

It outlines the importance of helping children and young people not only to use the internet safely but also to give them opportunities to learn how to behave online. At Halesowen C of E our staff are made aware of the importance of teaching online safety that is age and developmentally appropriate. The guidance includes the following:

- How to evaluate what pupils see online
- How to recognise techniques used for persuasion
- Online behaviour
- How to identify online risks
- How and when to seek support.

We communicate the risks comprehensively to the children and parents. This includes: (but not exhaustive)

- Age restrictions
- The safe use of social media
- Content: how it can be used and shared
- Disinformation, misinformation and hoaxes
- Fake website and scam emails
- Fraud
- Password Phishing
- Personal data and keeping it private
- Privacy settings
- Abuse
- Challenges (to do something and post about it)
- Content which incites hate, violence
- Fake profiles
- Grooming
- Live streaming
- Pornography
- Unsafe communication
- Impact on confidence(body confidence)
- Suicide self-harm and eating disorders

The Teaching online safety in school guidance emphasises the need for a whole school approach that is embedded in everything the school does. It should not be something that stands along in safety week. We teach e safety as part of our computing curriculum , through each unit but also through wider curriculum areas whenever technology is used. We teach children how to report things that concern them online.

We educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety

We make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.

We put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. (RM systems and smooth wall monitor)

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.

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 Halesowen C of E Primary School 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.

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

Monitoring and review

This policy will be reviewed every year, but can be revised as needed. It will be ratified by the full governing board.

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

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

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2023)
- Guide to Safer Working Practice Guidance
- Information sharing July 2018
- Whistleblowing policy 2023

Links with other Policies

This policy links with our policies on:

- Staff disciplinary procedures
- Staff grievance procedures
- Whistle blowing policy
- Staff Code of conduct
- Use of reasonable force in schools DFE July 2013
- Behaviour policy
- Attendance
- Acceptable use of cameras and mobile phones
- Complaints policy (Dudley)

APPENDIX 1

Dudley Safeguarding People Partnership guidance.

[Home - Dudley Safeguarding People Partnership](#)

Referrals – How to make them in dudley

[Report a concern about a child or young person | Dudley Council](#)

Government Guidance

- [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [Data protection in schools - Sharing personal data - Guidance - GOV.UK \(www.gov.uk\)](#)
- [Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](#)
- [Mandatory reporting of female genital mutilation: procedural information - GOV.UK \(www.gov.uk\)](#)

Anti-Bullying

www.bullying.co.uk

[Anti-Bullying Alliance](#)

[Bullying | How To Deal With Bullying and Getting Help | YoungMinds](#)

www.parentlineplus.org.uk

Child Sexual Exploitation

<http://www.seeme-hearme.org.uk/>

[CEOP Safety Centre](#)

Domestic abuse

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

[Home - Women's Aid \(womensaid.org.uk\)](#)

Drugs

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Fabricated illness

[Overview - Fabricated or induced illness - NHS \(www.nhs.uk\)](#)

Faith violence

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Female Genital Mutilation (FGM)

www.afruca.org

www.feminist.org

www.youngminds.org.uk

Forced Marriage

www.fco.gov.uk/forcedmarriage

Gangs and youth violence

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Gender based violence

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

Hate <http://educateagainsthate.com/>

Mental Health

www.youngminds.org.uk

www.parentlineplus.org.uk

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

[Samaritans | Every life lost to suicide is a tragedy | Here to listen](#)

Missing children and adults

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

<https://www.gov.uk/government/publications/children-missing-education>

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

Preventing radicalisation

<https://www.gov.uk/government/publications/prevent-duty-guidance>

NSPCC

NSPCC offers information for schools and colleges on its own website www.nspcc.org.uk.

Private fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

Relationship abuse

[Healthy Relationships – Safe4Me](#)

Sexting

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

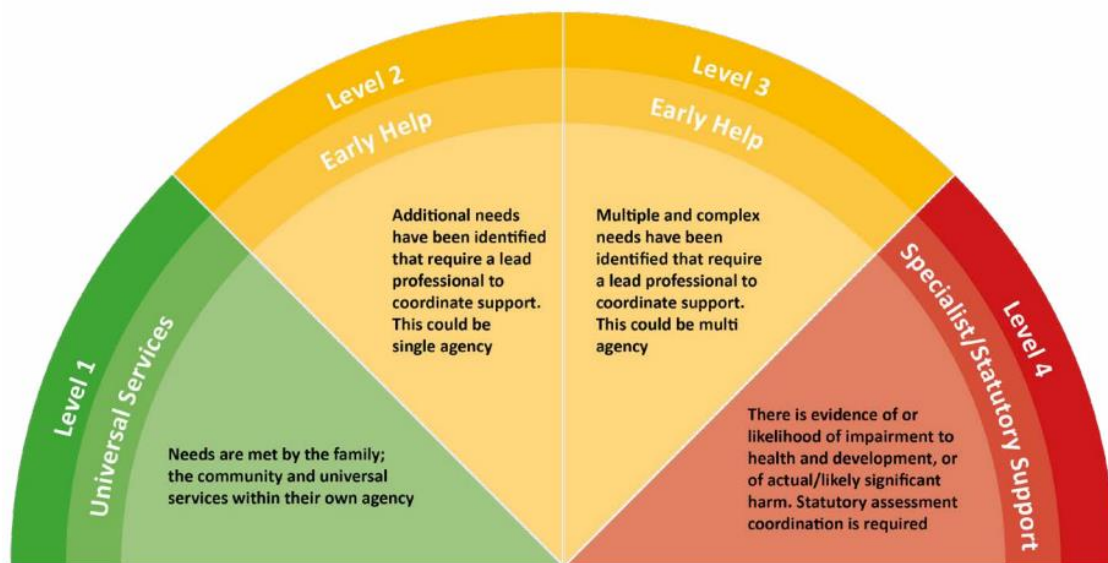
Trafficking

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

APPENDIX 2- Dudley Safeguarding Threshold

[DSPP-Support-Level-Guidance-and-Framework-March-2023.pdf \(dudleysafeguarding.org.uk\)](#)

Dudley Support Level of Need Framework & Indicator Guidance



APPENDIX 3 Process for recording and reporting a concern about a child

DSL: L Knowles

Dep DSLs: C Davies, R Minogue,
A Bowen, E Mills

Safeguarding Governor: J Price

Discuss concern with a
DSL.

Record the concern in
writing on CPOMS

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

Contact Details: 01384813110



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

Decision To <u>MONITOR</u> The Concern	Decision To <u>DISCUSS</u> The Concern With Parent/S Carer	Decision to <u>REFER</u> the concern to Early Help Level 2/3 or MASH Level 4
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MONITOR

DISCUSS

REFER



Class teacher/
pastoral lead
asked to monitor
pupil and
feedback to the
DSL within an
agreed timescale

MONITOR



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

REFER



DSL refers to Front
Door

Or Deputy DSL
discusses with DSL
and refers to Front
Door



**AT ALL TIMES
RECORD**



Remember:

**ANYONE CAN MAKE A
REFERRAL**

**IN ADDITION, REPORT DIRECTLY
INTO EARLY HELP or MASH**

DSL updates concern on
CPOMS

Contact details for:

Children's Social Care referrals:
03005550050

PREVENT/Channel referrals:
01384 814736

FGM reported directly to police

