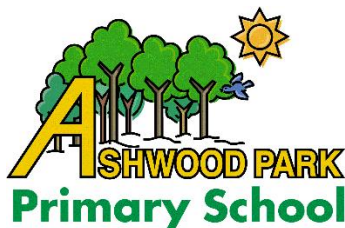


Ashwood Park Primary School

Safeguarding and Child Protection Policy



Date of Last Review: September 2020

Reviewed by: Jane Lister Sept 2020

Agreed by Governors: September 2020

Shared with all Staff: September 2020

Frequency of Review: Annually

Date of Next Review: September 2020 (Or earlier due to changes in legislation)

Designated Lead Person for Child Protection: Jane Lister Deputy Head Teacher 01384 818545
07502 452243

Deputy Designated Lead Person for Child Protection: Keith Butler Head Teacher 01384 818545

Named Governor for Safeguarding & Child Protection: Ben Davis c/o 01384 818545

School CLA Designated Person: Jane Lister 01384 818545

Early Help Facilitator: Alison Webb 01384 818545

School E-Safety Lead: Jane Lister 01384 818545

Local Authority Designated Officer (LADO), for allegations against staff:

Yvonne Nelson Brown

Tel: 01384 - 813110

Referral email: allegations@dudley.gcsx.gov.uk

Chair of Governors: Jo Marchant contact no 01384 818545

Vice-Chair of Governors: Nikki Sehra-Saini contact no 01384 818545

MASH (Multi Agency Safeguarding Hub): 0300 555 0050

Out of Hours Duty Team: 0300 555 8574

PREVENT : Safe and Sound (Dudley's Community Safety Partnership)

<https://www.dudleysafe&sound.org/prevent>

Virtual School for LAC: Andrew Wright 01384 813493

Private Fostering E mail Angela.Marsh@dudley.gov.uk

CSE Team: Nicki.Fernandes@dudley.gov.uk

SCHOOL NURSE: Laura Bickley contact no: 07976 588987

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This policy is written in line with Keeping Children Safe in Education 2020 (KCSiE 2020).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

COVID-19

Keeping Children Safe in Education (KCSiE) remains in force throughout the response to coronavirus (COVID-19). Ashwood Park Primary School will continue to follow government guidance as it is issued and updated.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

Rationale

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

Safeguarding is defined as:

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

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

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

- Dudley Safeguarding People Partnership(DSPP) - Safeguarding Children Procedures
<https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/>
- Dealing with a disclosure school guidance (**See Appendix 1**)
- What do you do if you are worried a child is being abused March 2015 (**See Appendix 2**)
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Equality Act 2010
- Working together to Safeguard Children (DfE) 2018
- Keeping Children Safe in Education (DfE) September 2020
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (May 2019)

- The Prevent Duty for England and Wales June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Children missing in education and at risk of Child Sexual Exploitation (2016)
- Information Sharing (2018)
- Early years foundation stage statutory framework (EYFS) June 2020
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Aims

Ashwood Park Primary School is committed to the safeguarding of all pupils in the school and child protection forms part of the school's safeguarding responsibilities. Our aim is to ensure that all pupils are safe in school and that measures are put in place to support any child, who is at risk of harm. Overall the policy provides information for all adults working with children to carry out their duty of care responsibly. Ashwood Park Primary School will provide information and training for all staff and other adults to carry out this duty of care responsibly.

Prevention

The six main elements of the policy are:

- ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- supporting pupils, who have been abused in accordance with his/her child protection plan
- establishing a safe environment in which children can learn and develop

ensuring there are links with other safeguarding policies and practice; for example, physical intervention, anti-bullying, behaviour policy, attendance, medical conditions, first aid, intimate care, emergency evacuation, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism. (Further guidance on these issues is available on the DSCB website)

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

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

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- ensure children know that there are adults in the 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

At Ashwood Park we have a child centred and coordinated approach to safeguarding which means we consider, at all times, what is in the best interests of the child. We understand that safeguarding and promoting the welfare of children is everyone's responsibility and that everyone who is exposed to children and their families has a role to play.

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.

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. At Ashwood Park we:

- identify children and families who would benefit from early help
- support the assessment of the need for early help
- liaise early help services to address the assessed needs of a child and their family.

Alison Webb is the Early Help Lead for Ashwood Park.

Any child may benefit from early help, but staff should 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
- has returned home to their family from care
- is a privately fostered child

Early help guidance and threshold link can be found at:

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

Brierley Hill Family Centre provides targeted Early Help services for children and young people aged 0-18 (25 where the young person has a disability) and their families.

Contact Name Brierley Hill Family Centre

Contact address 18 Parkes Street, BRIERLEY HILL, West Midlands.DY5 3DY

Telephone 01384 813322

E-mail fs.brierleyhill@dudley.gov.uk

Procedures

Ashwood Park Primary School will ensure that all staff follow the procedures set out by the Dudley Safeguarding people Partnership and take account of guidance issued by the Department for Education (DfE) to:

- ensure we have a designated safeguarding lead for child protection, who has received appropriate training and support for this role. The formal training will be updated every 2 years. The DSL will be updated on a regular basis (at least annually) to keep up with current safeguarding developments and priorities.
- **THE DESIGNATED SAFEGUARDING LEADS FOR ASHWOOD PARK PRIMARY SCHOOL ARE:**
 - 1) Jane Lister (Designated Safeguarding Lead 01384 818545)
 - 2) Keith Butler (Deputy Safeguarding Lead 01384 818545)
 - 3) Alison Webb (Lead for Early Help 01384 818545)

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

- ensure we have a nominated governor responsible for child protection; **the designated Governor for Child Protection is Mr Ben Davis.**
- ensure every member of staff (including temporary and supply staff and volunteers) and governing body members knows the name of the designated safeguarding leads responsible for child protection and their role
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection; parents should be made aware of the policies and procedures
- ensure that parents are aware that this policy is available on request and make the policy available on the school website
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings
- develop links with other agencies that support the child, such as Health, Child and Adolescent Mental Health Service, Education Investigation Service, Learning Support Service and Education Psychology Service
- keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to Social Services and other relevant agencies immediately
- ensure all records are kept securely, separate from the main pupil file, and in secure locations
- ensure that if a child, who has a child protection plan leaves, their information is transferred to the new school immediately and Social Care is informed
- ensure that all staff are aware of what to do if there are concerns around a child. **Appendix 2 refers to What to do if you are concerned.** A copy of the multi agency referral form (MARF) that must be completed when making a referral and can be accessed from the DSPPB) website or Safeguarding Box. The DSL should be consulted for completion of this form.

Role and Responsibilities of Designated and Deputy Safeguarding Lead (Annex B KCSiE P97)

The DSL is a senior member of staff and has lead responsibility for child protection and safeguarding of all pupils including:

- Referring cases of suspected abuse to the local authority children's social care as required
- Supporting staff who make referrals to local authority children's social care
- Referring cases to the Channel programme where there is a radicalisation concern as required
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Referring cases where a crime may have been committed to the Police as required
- Liaising and act as a source of support, advice and expertise for all staff
- Undergoing training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- Having a solid understanding of new and current safeguarding themes (including online risks) and regularly update staff
- Undertaking Prevent awareness training.
- Understanding the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Raising safeguarding awareness within Ashwood Park and wider community

- Ensuring the safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Being available (during school hours) for staff in the school to discuss any safeguarding concerns and arrange adequate and appropriate cover arrangements for any out of hours activities.

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and advises the Head Teacher.

Child protection information will be dealt with in a confidential manner.

Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family.

A CPOM (Child Protection Online Monitoring) record will be made of what information has been shared with whom, and when. Concerns that should be reported to the appropriate services (Eg MASH or Social Worker) should be recorded and reported without delay.

Child protection and safeguarding records are stored on CPOMS. Where paper copies are required these will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with our home school policies and give due regard to which adults have parental responsibility.

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

If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

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

If a pupil is permanently excluded, child protection records will be forwarded on to the relevant organisation.

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.

Roles and Responsibilities of staff

Safeguarding and promoting the welfare of children is **everyone's responsibility**. All staff have a responsibility to provide a safe environment in which children can learn.

All staff (including students and volunteers) are aware of their individual roles in safeguarding and promoting the welfare of children. Training is updated annually and staff receive regular updates from the Designated Safeguarding

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

In the event of a child being in immediate danger the Designated Safeguarding Lead and the Deputy Safeguarding Lead are unavailable, the staff member must make a referral to the MASH and/or Police immediately. Anyone can make a referral. Inform the DSL as soon as possible if you make a referral directly.

To report concerns, follow Appendix 1 Dealing with a Disclosure/Reporting a Concern.

Staff support

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

Roles and Responsibility of Governors and Governing Bodies

It is the responsibility of governing bodies to ensure that they comply with their duties under safeguarding legislation. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times. This includes the annual update of this policy and making it available on the school's website.

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

Safeguarding must be on the agenda at all Governing Body meetings.

Safer Recruitment and Employment Practices (KCSiE Part 3 p33 and Annex G p114)

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

- declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement;

Our statement of Commitment

Ashwood Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, Qualification and ID Checks. Ensuring that:

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

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

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

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

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

Peer on Peer Abuse/Child on Child abuse (KCSiE Annex A Pg 91)

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

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

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Children are vulnerable to abuse by their peers and all staff should recognise that children are capable of abusing their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

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. 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.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Professionals should also be aware of the potential uses of information technology and abusive behaviour between young people.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Peer on peer abuse may manifest in the following ways:

- Physical abuse
- Verbal abuse
- Online abuse
- Emotional abuse
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals

When dealing with such incidents, they will usually, in the first instance, be investigated by the classteacher. If there is a need to escalate the issue, it will then be passed to the Designated Safeguarding Lead and Headteacher and, in extreme cases, the Governing Body. At the Headteacher's discretion, the police may be informed, in certain circumstances. If in doubt seek advice from the DSL.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

A record of the investigation will be recorded on CPOMs including how the victim and perpetrator will be supported

To minimise the risk of peer on peer abuse, the school has an ethos of promoting friendship and cooperation. Through assembly time, PSHE, Rights Respecting Schools and other curriculum areas the children are taught tolerance, empathy and understanding.

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. At Ashwood Park we are aware of the increased risk factors and would access appropriate support when required.

Allegations Against Staff (KCSiE Part 4 p56)

This is not the responsibility of the Designated Safeguarding Lead. The **Headteacher** will deal with allegations made against school staff including supply staff and volunteers.

Ashwood Park Primary School will follow the "Managing Allegations Against Staff or Volunteers" (DSPPB Procedures).

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

LADO Yvonne Nelson Brown 01384 813110 allegations@dudley.gcsx.gov.uk

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 Designated Officer.

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

In addition to this, Ashwood Park Primary School has 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 Ashwood Park Primary School will adhere to the Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings (May 2019). This covers a wide range of issues around staff conduct.

If staff have concerns about a fellow colleague, they should follow the Whistle Blowing Procedures.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other channels are open to them such as the NSPCC Whistle Blowing helpline: **0800 028 0285**.

Whistle Blowing

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

Appropriate whistleblowing procedures, are reflected in staff training and such concerns should be raised with the school's senior leadership team.

Where a staff member feels unable to raise an issue, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

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

The NSPCC whistleblowing helpline is available as an alternative <https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline>

Referral to Disclosure and Barring Services (DBS)

Any employee, who is dismissed or resigns due to a child protection case, will be referred to the DBS, who will consider the future risk and harm the individual possesses to vulnerable groups including children.

The Single Central Record must be in place and include all the areas covered in Keeping Children Safe in Education (2020). Further advice is sought from HR.

Information Sharing, Confidentiality and Record Keeping

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

It is the responsibility of all staff to share information about the protection of children with the Designated Safeguarding Lead and other professionals when required. Information should only be shared in a professional context.

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only.

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

Information will be stored in a secure place with 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. (See page 6 Role of Designated Safeguarding Lead)

Involving Parents/Carers

This policy is available on the school's website. Parents are requested to supply the school with two telephone numbers and to keep these updated.

In general, 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. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

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.

Parents should contact the school safeguarding lead if they have safeguarding concerns. In the event that the school is closed then parents can also access the Multi Agency Safeguarding Hub (MASH).

MASH: 0300 555 0050

Out of hours duty team: 0300 555 8574

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), Relationships Education (Sept 2020), Information and Communication Technology (ICT), Citizenship, Rights Respecting Schools, British Values and Growth Mindset. Assemblies, visitors to school and themed weeks such as Health, Online safety and Anti-Bullying also support the safety and well-being of the children in our care.

Online Safety (KCSiE Annex C pg 102)

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

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

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and

- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Filtering and monitoring systems are in place at Ashwood Park which report concerns to the Designated and Deputy Safeguarding Lead. (See E Safety Policy)

Looked After Children and previously looked after children (KCSiE pg 29)

The designated teacher for looked after children at Ashwood Park Primary School is: Jane Lister. She is responsible for promoting the educational achievement of children who are looked after. The designated teacher will work closely with the Virtual School Head, to ensure that pupil premium funding is best used to support the progress of the looked after child. The Virtual School Head for Dudley is Andrew Wright.

We recognise that previously looked after children potentially remain vulnerable. Prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Children Missing from Education (KCSiE pg 83)

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

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

Absence is monitored by a designated member of staff on a weekly basis. (See School Attendance Policy). When a child has poor attendance or are regularly missing they are supported through our early intervention to identify the existence of any safeguarding risk. Where attendance is unauthorised school attendance policy procedures are followed.

Any member of staff who has concerns over the attendance of a child or the validity of their absence should report this to the DSL.

Where a child goes missing our procedures are designed to ensure that the child is found and returned to effective supervision as soon as possible. We will contact and work with the parents, Children's Services and the Police as required.

Homelessness (KCSiE pg 86)

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and deputies) will follow referral routes into the local housing authority so they can raise concerns at the earliest opportunity. Where a child is at risk of harm the DSL will make a referral to social care.

Other areas of our work

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, physical handling, positive behaviour, will be linked to ensure a whole school approach.

Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils are:

- treated with respect and dignity
- taught to treat each other with respect
- feel safe
- are listened to

Training and Development

The Ashwood Park 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
- clear reminders of all procedures will be given out to all staff on the training day at the start of every academic year, with frequent reminders at teacher and teaching assistant meetings, meetings with lunchtime supervisors, training events, weekly staff briefings and subsequent training days
- the Designated Safeguarding Leads will take part in advanced level training (Core Working Together) at least every two years
- all policies and procedures will follow DFE guidance on Child Protection issues
- governors will be kept informed about procedures through the Child Protection Link Governor
- good monitoring takes place of pupils identified as at risk
- the pastoral team (Headteacher, Deputy Headteacher, Early Help Facilitator, SENCo) works closely with outside agencies to share information and co-ordinate support for the pupil

According to 'Keeping Children Safe in Education' (2020), the Headteacher and all other staff who work with children will undertake training to equip them to carry out their responsibilities for child protection effectively. This will be kept up to date by refresher training at regular intervals for all staff. A training record is kept for all adults working in contact with children.

Site Security

Access to the school site is monitored by CCTV cameras and gates are locked during the school working day. Visitors report to the school office to sign in and to have their identity checked. (See School Emergency Plan)

Definitions and Indicators 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 2020 as follows:

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

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Physical Abuse

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

Emotional Abuse

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

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

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

Sexual Abuse

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

Neglect

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

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

Significant Harm

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

Signs of Abuse

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

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises - in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones

- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

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

Changes in behaviour which can indicate emotional abuse include:

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

Domestic Abuse (KCSiE 2020 pg 85)

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

- Psychological
- Physical
- Sexual,
- Financial
- Emotional

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

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

Our school recognises that exposure to domestic abuse can have serious and long term emotional and psychological impact on the children we work with. We work with other key partners and share relevant information where there are concerns that domestic abuse may be an issue for a child or placing them at risk of harm.

Operation Encompass (KCSiE 2020 Pg 86)

Operation Encompass helps police and schools to work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the incident, the police will inform the key adult (Usually the designated safe guarding lead) in school before the child or children arrive at school the following day.

National Domestic Abuse Helpline 0808 2000 247

Mental health and Well-Being (KCSiE pg 11)

Positive mental health is a concern of the whole community. Our school promotes the development of emotional well-being and resilience in all pupils and staff, as well as providing support for those with additional needs. Staff members are trained in mental health and we work closely with mentoring and counselling services.

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

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

The DSL will work closely with Senior Mental Health Leads.

SEND Pupils (KCSiE pg 31)

It is recognised that children with special educational needs or disabilities (SEND) can present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs due to communication barriers. All staff at Ashwood Park Primary School including those in the Resource Base for the Deaf ensure that these pupils in their care are identified and take additional care to keep them safe. For example; detailed risk assessments and specialist support. Clarification around pupils with SEND can be sought from the SENCO, and Teacher in Charge of the Resource Base for the Deaf.

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on its own website www.nspcc.org.uk. Schools can also access DSPPB guidance on the issues listed below via the website <http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/education-information/>

Honour Based Abuse (HBA) (KCSiE pg 87)

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

Female Genital Mutilation (FGM) (KCSiE pg 88)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police

and children's social care. **It is a mandatory requirement that staff members must personally report to the police a disclosure that FGM has been carried out, in addition to liaising with the DSL.**

Child Sexual Exploitation (CSE) (KCSiE Annex A Pg 84)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

"Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who are sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking".

Child Criminal Exploitation (CCE) (KCSiE 2020 Annex A pg 83)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity(a) in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator and/or (C) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

County lines (KCSiE Annex A Pg 85-86)

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. (See KCSiE Annex A, p85 for further details)

Like other forms of abuse and exploitation, county lines exploitation:

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

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Sexting

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_293_9_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Upskirting

The Voyeurism (Offences) Act which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Prevent Strategy (Radicalisation and Extremism) (KCSiE Annex A pg 90)

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

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

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

The SPOC for Ashwood Park Primary School is Jane Lister. The responsibilities of the SPOC are described on page 19.

Indicators of Vulnerability to Radicalisation

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

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

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

Preventing Violent Extremism -

Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

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

** Channel is a multi-agency approach to provide support to individuals, who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:
Establish an effective multi-agency referral and intervention process to identify vulnerable individuals
Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity
Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

<https://www.dudleysafeandsound.org/prevent>

Implementation, Review and Monitoring

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

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

APPENDIX 1

Dealing with a Disclosure of Abuse/Reporting a Concern

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. *(See Appendix 3 Reporting form). Teachers and/or DSL will record an incident summary on CPOMS (Child Protection Online Monitoring System) and the DSL will scan the reporting form.*

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards (Reporting Concerns)

You must not deal with this yourself. Seek support from the DSL/Deputy DSL. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead or the Headteacher.

Complete a CPOMS incident or the reporting form (*Appendix 3*) available in the E Safeguarding file / staff room noticeboard and hand it directly to the appropriate person. **Do not** leave it in their pigeon hole or on their desk for them to 'find'. It may be urgent and require an immediate response.

Safeguarding Mobile: 07502 452243

If the DSL or deputy is not available, contact the MASH team on 0300 555 0050. Out of hours 0300 555 8574

At no time should an individual consider taking photographic evidence of any injuries or marks. This could lead to managing allegations procedures.

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 or Headteacher.

APPENDIX 2

What to do if you are concerned:

(Concerns outside the immediate environment (e.g. a parent or carer))

- Report your concerns to the Designated Safeguarding Lead, who should contact Social Care Team or the Police as soon as possible.
- If the *Designated Safeguarding Lead* is not available, then the Head Teacher or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
- Social Care Team and the *Designated Safeguarding Lead* will decide how to involve the parents/carers. Parents should not be informed if to do so would 'increase risk to the child'.
- Maintain confidentiality on a **need to know** basis only.

Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family

All incidents will be reported on an Inter-Agency Referral form, by the Designated Safeguarding Lead, to the Single Point of Access Team at SPA_Team@dudley.gcsx.gov.uk

If Ashwood Park believe that a reported concern has not been evaluated and allocated appropriately, the Resolution and Escalation process will be followed.

Responding to allegations or suspicions (about someone working with children or young people)

It is not the responsibility of anyone working within Ashwood Park 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 the appropriate officer or the appropriate authorities.

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

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

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against, or related to a child
- Behaved towards a child or children in a way that indicates they are likely to 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 may include everyone, who works School Ashwood Park Primary including administrative and other support staff.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice, the Headteacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Headteacher/Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Headteacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Headteacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the DO (Designated Officer for Managing Allegations).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Headteacher. If the Headteacher is the subject of the concern/ allegation, the concern must be shared with the Chair of Governors. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

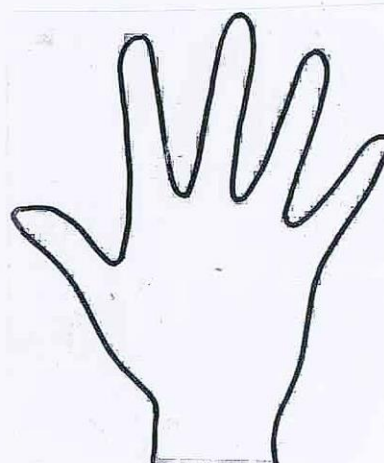
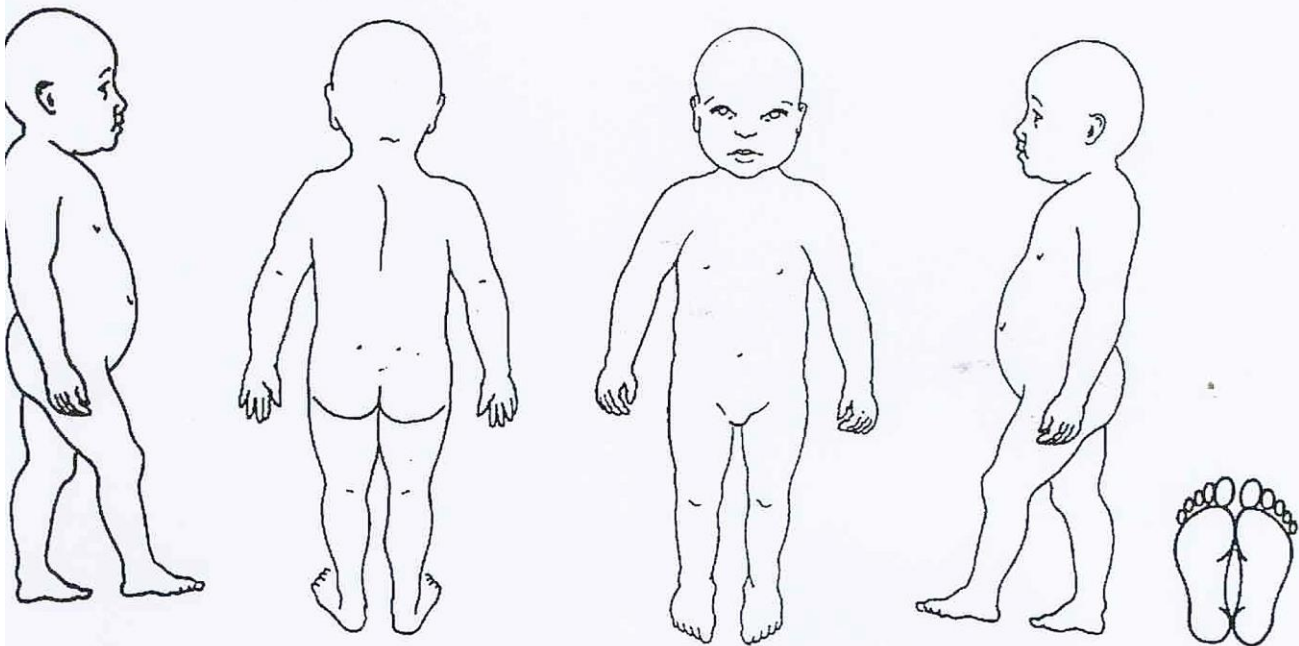
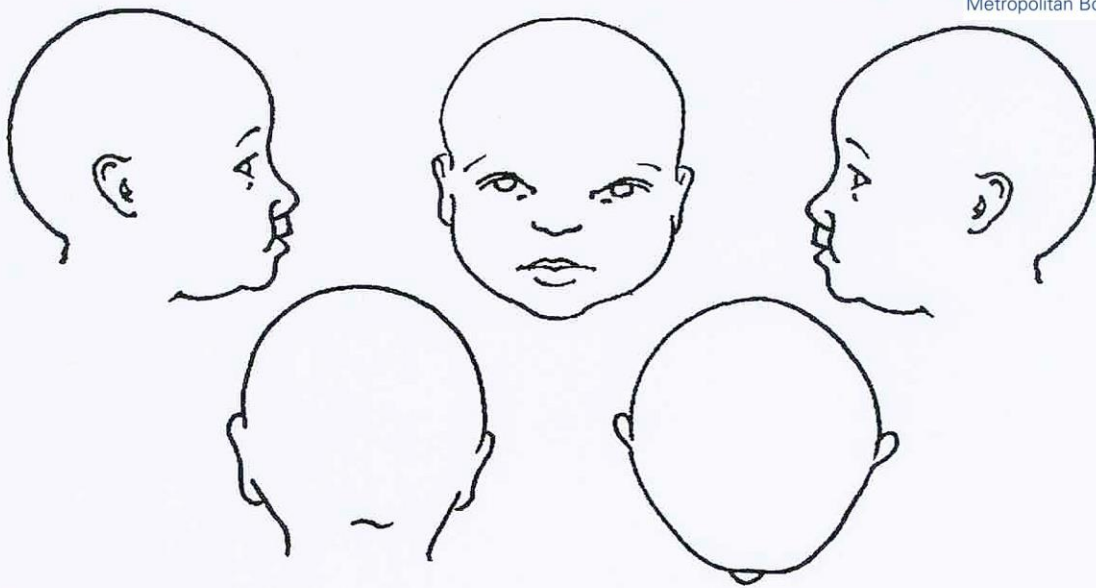
Internal Enquiries and Suspension

- The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the DO (Designated Officer for Managing Allegations).
- Irrespective of the findings of the Social Care Team or Police inquiries the Headteacher/Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Headteacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

APPENDIX 3

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

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



Appendix 5 Specific safeguarding issues ref to KCSIE p94)

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

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

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, <https://www.tes.com/teaching-resources> MindEd <https://www.minded.org.uk/course/view.php?id=402> and the NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> websites.

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

Abuse

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

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

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

Bullying including cyber bullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Children and the courts

<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

Children missing education

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

Child missing from home or care

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

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

Children with family members in prison

<https://www.nicco.org.uk/>

Child Exploitation: definition and guide for practitioners

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

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

Care of unaccompanied and trafficked children

<https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children>

Child abuse concerns

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Domestic violence

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

Drugs

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

<https://www.gov.uk/government/publications/drug-strategy-2017>

<https://www.talktofrank.com/>

<http://mentor-adepis.org/>

Honour Based Abuse

<https://www.gov.uk/government/collections/female-genital-mutilation>

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

<https://www.gov.uk/guidance/forced-marriage>

Health and Well-being

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

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

Homelessness

<https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities>

Online

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

Private Fostering

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

Radicalisation

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

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

<http://educateagainsthate.com/>

Searching/Screening

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Violence

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

<https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020>

<https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations>

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

<https://www.gov.uk/government/publications/serious-violence-strategy>

KCSiE 2020, Annex A - contains important additional information about specific forms of abuse and safeguarding issues.