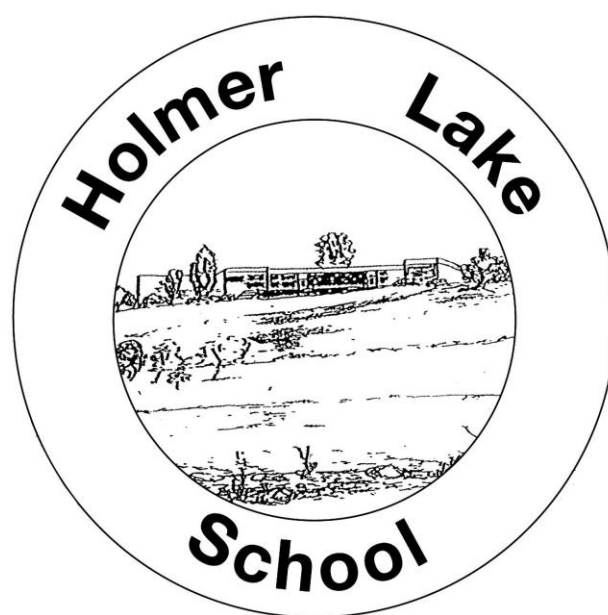


Holmer Lake Primary School

Child Protection Policy



2018-2019

Designated Safeguarding Leads – Siân Deane (Headteacher), Rachel Gillett, Anna Baylis and Helen Watson

Local Authority Designated Officer - Glenn Ashbrooke

PREVENT Duty – Paul Fenn and Jas Bedesha

Virtual Headteacher for Children in Care – Michelle Salter

Holmer Lake Primary School

Child Protection and Safeguarding in schools policy

Context

“Section 11 of the Children Act 2004-Places duties on a range of organisations, agencies and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children”

Taken from HM Government [“Working Together to Safeguard Children” July 2018 Chapter 2 Paragraph 1 \(pages 56, 57, 58 & 59\)](#)

Furthermore, [“Individual organisational responsibilities” Chapter 2 Paragraph 10 Page 59](#) outlines a number of named organisations and agencies in addition to s11 duties where further safeguarding duties are also placed on individual organisations and agencies through other statutes.

[Paragraphs 11, 12 & 13 \(pages 59 & 60\)](#) are explicit for Schools, Colleges and other Educational Providers. It is noted that Early Years and Childcare are explicit and set within [Paragraph 14](#).

Furthermore [pages 59 & 60](#) and noted within [“Individual organisational responsibilities”](#) state the duties of [“Schools and colleges”](#) within the Section of 175 and 157 of the Education Act 2002 and noting [“Keeping Children Safe in Education” September 2018 \(KCSIE\)](#). It is also noted other statute law, guidance and regulations are listed at the bottom of the page.

This policy also notes that [Chapter 3 page 73 “Multi-agency safeguarding arrangements”](#) makes explicit makes reference to schools [paragraphs 25, 26 & 27](#).

****Footnote: reference to “School” = All Educational Settings throughout this document**

Aims

- The aim of the school policy is to make all within the school feel safe and have clear roles and responsibilities in place for that to happen. This policy replaces the previous policy of October 1st 2017
- This school recognises its responsibilities for safeguarding within the remit of Ofsted “The common inspection framework: education, skills and early years”
http://www.telfordsafeguardingboard.org.uk/lscb/downloads/file/345/ofsted_inspecting_safeguarding_in_early_years_and_skills_setting
- The school’s duty of care will be in line with Government Legislation and [Local Telford & Wrekin Safeguarding Children Board \(TWSCB\) Procedures](#)
- The protection of children is the responsibility of everyone. Primary responsibility for the care and protection of children rests with parents, but a range of services is available to help them in this task. Many referrals to agencies are made by parents seeking help for themselves. Relatives, friends and neighbours may also directly, or encourage families to, seek help or alert statutory authorities to children about whom they are concerned. All agencies with staff that are in direct contact with children and families must be involved.

- The safety and protection of all children is of paramount importance to all those involved in Education. For avoidance of doubt the role of governing bodies of all schools is set out in [“Keeping Children Safe in Education” September 2018 \(KCSIE\)](#), effective from September 3rd 2018. This guidance coupled with [“Working Together to Safeguard Children” July 2018 Chapters 2 & 3](#) and the areas identified above within the context, is the blueprint for all inter agency working and should be available and accessible to all those responsible for children’s welfare. This school policy reflects the “Keeping Children Safe in Education” 2018 making it clear to Governing Bodies that staff in all schools and colleges should ensure that all staff read at least [part one of KCSIE and signed as such](#) *although best practice would be for all staff to be acquainted with all five parts of KCSIE 2018. We also acknowledge that Appendix A & C of KCSIE 2018 shall be referred to all circumstances where further support and advice is required by this school.*

Purpose

- Children can develop a special and close relationship with the school community and view them as significant and trustworthy adults. For the purpose of these policies and for avoidance of doubt, the school community shall include all those that work at the setting. Those being teachers, whole school staff, governors, children, parents that play an active role regularly at the setting and volunteers.
- All of the school community believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. As a school we will follow the Department for Education advice. [‘What to do if a child is being abused’](#)
- Parents/Carers need to be in no doubt that this policy is our commitment towards the statement above and we expect that they embrace everything that is documented in our policy. *In principle parents sign up to our school ethos, the law and the legislation that sits behind it.*
- It is not surprising therefore that a child, if they have been abused, may confide or disclose to a teacher or another member of staff. For staff to interpret any concerns this school will assess each incident as it appears. In respect of assessing any bruising to a child this school will refer to the [“Bruising of Children” guidance produced by the TWSCB](#) to assist their decision making. It is important to note that the four defined categories of abuse being;
 - Physical
 - Sexual
 - Emotional
 - Neglect

But not forgetting **bullying** which can transgress across all four definitions.

The 4 categories can be viewed in detail in KCSIE 2018 page [14 & 15](#) and within;

[“Safeguarding Information for all staff” September 2018 page 13 & 14 which précis Part 1 of KCSIE](#)

As a school we also recognise that extremist views in children can be a sign of potential abuse and will be dealt with in the same way as any other concerns children may face whilst in our care. The same principle applies to Domestic Violence, Adult’s Mental Health Impact on children, Special Education Needs, Children With a Disability, Female Genital Mutilation, Honour Based

Violence, Child Trafficking, Modern Slavery, Forced Marriage, Suicide Intervention, Young Carers, Children in the Court System, Homelessness, Adoption, Children returned to their family from care, Sexual Violence, Sexual Harassment, Sexual Exploitation, Initiation or hazing, Drug and Substance Misuse, Gang Activity, County Lines Fabricated and Induced Illness (***see Section 7 “Children’s Welfare”***). ***All our staff will be made aware of all these safeguarding issues that children may face whilst in our care and what steps they need to take if they are aware of them. For avoidance of doubt Annex A of KCSIE 2018 will be referred to for any assistance that the DSL or any other school staff may need in ensuring a child’s safety and welfare.***

- Because of the day to day interaction with children, school staff are also in a unique position to notice any change in demeanour such as being quieter than usual, clingy towards staff, changes in appearance, being withdrawn or not wishing to go home at the end of the school day. Or circumstances where staff may notice injuries, marks or bruises when for instance children are doing PE, games or swimming which might indicate a child has been abused.

[\(In line with Telford & Wrekin Safeguarding Children Board \(TWSCB\)-Child Protection Procedures, 2010 which are reviewed and updated on an ongoing basis\)](#)

Statement on Child Protection

At Holmer Lake Primary School we agree that the safety, welfare and protection of all children is paramount and any delay in reporting concerns unacceptable. All staff will adhere to this principle and the child protection procedures established by the Telford & Wrekin Safeguarding Children Board (TWSCB) and the underlying principles that lie within it. Our policy will be published on our School website for all to view and reviewed annually.

However, if need be, it may be reviewed and refined before this yearly commitment so that it is flexible to change and current with new legislation. Wherever possible there should be a conversation with the Designated Safeguarding Lead (or Deputy), who will help staff to decide what to do next. Options include:

- Managing any support for the child internally via the school’s own pastoral support
- An early help assessment
- A referral for statutory services, for example as the child is in need or suffering or likely to suffer harm

In exceptional circumstances where the Designated Lead or Deputy is not available, this should not delay appropriate action being taken, as there are four Designated Safeguarding leads in the school.

- We will work appropriately with each child, their family and other agencies to protect in all cases the welfare of the child Furthermore, will work in partnership and fulfil the ethos and abide by the principles of the thresholds guidance produced by Telford & Wrekin Council within the Family Connect Model **[“The Child’s Journey in Telford & Wrekin”](#)**. Furthermore, all school staff will be prepared to identify children who may benefit from early help. For avoidance of doubt, early help means this school will provide support as soon as a problem emerges at any point in a child’s life from foundation through to Year 6.
- Staff within this school 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 should be kept under constant review and consideration given to a referral to children’s social care

assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

- Staff within this school will also be made aware of the process for making referrals to children's social care and statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral (as identified on page 10 of KCSIE 2018), along with the role they might be expected to play in such assessments. [Also staff will be made aware of the flowchart from KCSIE 2018 page 13 "Actions where there are concerns about a child."](#)
- On occasions the school, where necessary, may be asked to participate in multi agency meetings and in cases of sexually harmful behaviour (including social media and youth produced sexual imagery known as "sexting"), and be asked to undertake a risk and vulnerability management plan. This school will use the [TWSCB Risk & Vulnerability Management Plan-Sexually Harmful Behaviour](#) to assist them if this is deemed necessary and appropriate, so clear support is in place. This will be recorded and kept under review within school and with other partner agencies. Furthermore, school recognise that children are capable of abusing their peers and it will not be tolerated, and whilst participating in the above processes, the school will not pass off the abuse as "banter", "just having a laugh" or "part of growing up" (See Section 7 "Children's Welfare" for more detailed information). Any intervention will consider the victim, alleged perpetrator, all other children and if appropriate adult pupils and staff. Also we will engage with parents to manage and agree this process for all those involved.
- The school's role is to refer with the information received and [under no circumstances](#) become the investigator.
- The school also works to the TWSCB procedures for all staff who work with children, where allegations may be made by a child/adult of abuse in any form. All staff will adhere to the procedures drawn up by the Board in line with national guidelines and supported by the TWSCB managing allegations against those working with children (Section 1.14) "Allegations Against Staff and Volunteers" where this is managed by the TWSCB through the Local Authority Designated Officer (LADO). The process for managing allegations can be viewed at <http://westmidlands.procedures.org.uk/> and [Section 4 of KCSIE](#).
- This school believes that those who work within the school community are in positions of trust and as such codes of conduct are based on the underlying principle that the highest standards are expected from all. In line with KCSIE a separate code of conduct policy will be adapted by this setting for [Staff](#) and [Governors](#).
- The document ["Guidance for safer working practice for those working with children and young people in educational settings"](#) produced by the Safer Recruitment Consortium October 2015, provides excellent guidance on the expected standards of all those that work with children. All those in the school community will be made aware of its existence and this will work alongside the separate code of conduct mentioned above and any established Human Resources processes currently in place.

For avoidance of doubt, for those that provide **Early Years** provision within our school premises will adhere and ensure that they follow the Early Years Framework 2017. This is fundamental in setting the standards for learning, development and care for children from birth to five.

- Furthermore within our school and to ensure the safety and welfare of our children in our care, personal mobile phones are not permitted, when in the presence of children. This being a statutory requirement of the [Early Years Foundation Stage Framework 2017](#); however as good practice this is expected across the school.
- Therefore we will ensure that the setting takes measures including;
 1. All mobile phones must be kept in a secure place and should not be accessed throughout contact time with the children
 2. Photographs or images of any children within our care may only be taken following parental consent and only using the school camera and those images should remain within the setting
 3. When on outings, mobile phones may only be used to make or receive phone calls relating directly to ensuring the safety and wellbeing of the children

Key Responsibilities

1. Headteacher and Governors

The Headteacher and Governors are committed to working together to create and maintain a safe learning environment for the children and young people attending the school.

The Headteacher and Governors will follow the specific guidance as set out in paragraphs [Chapters 2 & 3 of “Working Together to Safeguard Children” 2018](#) and [“Keeping Children Safe in Education” September 2018](#) and will ensure that:

- clear arrangements are in place to encourage, facilitate and support the reporting of child welfare concerns, including instances where pupils are missing from school
- that a Designated Safeguarding Lead (DSL) is available at all times whilst pupils are under direct supervision of school staff
- provision is made for appropriate training, induction, support and supervision for DSLs and other members of the school’s community and workforce
- the school works with the Local Authority Designated Officer (LADO) and appropriate partner agencies proactively to safeguard pupils
- records relating to safeguarding are kept safely and shared appropriately
- where our school uses alternative provision we continue to be responsible for the safeguarding of that pupil as identified in Part 3 of KCSIE 2018. Therefore, the school will obtain written confirmation from the setting that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.
- appropriate safeguarding policies are adopted, monitored and evaluated which will include areas such as:

- ❖ child protection and safeguarding

- ❖ suicide intervention
 - ❖ bullying, harassment and discrimination
 - ❖ behaviour for learning and use of reasonable force and restraint
 - ❖ health and safety including use of equipment and provision of first aid
 - ❖ use of the internet, mobile phones and social networking sites
 - ❖ educational visits, placements, outdoor activities
 - ❖ extended services provision
 - ❖ drugs and substance misuse
 - ❖ addressing the needs of vulnerable pupils and their families
 - ❖ codes of conduct for [staff](#) and [governors](#)
 - ❖ meeting the needs of pupils with Special Educational Needs and Disabilities and special medical conditions
 - ❖ meeting the need of pupils in disseminating prescribed medications
 - ❖ Intimate care
 - ❖ school security
 - ❖ issues which may be specific to our local area or population, for example gang activity, county lines or knife crime.
 - ❖ ensuring that pupils with EAL know how to report a concern using resources to support the translation of their concerns.
 - ❖ [“Speak Up” Policy](#)
- the school premises are safe and that the school grounds are not open to unwanted intruders.
 - appointments to staff positions and other roles within the school community are made following the safer recruitment guidance within Part 3 KCSIE September 2018 and all appropriate vetting checks have been completed (see safer recruitment section).
 - approved safer recruitment training, as designated by the Lucy Faithfull Foundation Consortium, has been completed by appropriate members of selection panels (see safer recruitment section)
 - the school’s Single Central Record of recruitment and vetting checks covering all staff and others identified by the school as having regular contact with children is kept up-to-date in line with Ofsted requirements.
 - the identity of visitors to the school is checked, a record made using the school’s electronic InVentry system, suitably identified/badged and that visitors are not left unsupervised within the school.
 - The Designated Governor Safeguarding Lead has a Workbook of roles and responsibilities available which will ensure the completion of the Safeguarding s11 audit, on a yearly basis- [TWSCB s11 Safeguarding Self Assessment Toolkit Audit for Governors](#). These will be supplied by the Telford & Wrekin Council Safeguarding Children in Education Officer.

2. The Designated Safeguarding Lead’s (DSLs)

The Designated Safeguarding Leads(DSLs) for child protection are: Siân Deane, Rachel Gillett, Helen Watson and Anna Baylis

Responsibilities

- They have received DSL child protection training and will liaise in accordance with the TWSCB procedures and Telford & Wrekin People Services Team procedures. It is the professional responsibility of the DSLs to update their own training gaps/needs with enhanced updates and training which are held throughout the year and regularly offered by the TWSCB, conferences/workshops offered by private providers and other mainstream providers. If in doubt, [“Keeping Children Safe in Education” September 2018 Annex B](#) should be referred to for clarification about the role of DSLs. The Role of DSLs and their Deputy’s is made explicit within Job Descriptions.
- The DSL will ensure that all staff has received appropriate child protection training within the advised timescales. These staff will include full time, temporary and volunteer staff. It is advised that the content reflects the requirements identified by the TWSCB.
- The DSL will make known to the whole school community the location of the TWSCB website address <http://www.telfordsafeguardingboard.org.uk> where the policies & procedures are on view; these are regularly reviewed and updated by the TWSCB.
- The DSL will ensure that all members of staff will have **completed an induction** to child protection and safeguarding systems within the school and satisfy themselves that that member of staff understands their responsibility for sharing a concern and with whom. Furthermore, all staff will receive regular safeguarding and child protection updates (for example, via e mail, e bulletins and staff meetings) to provide staff with relevant skills and knowledge to safeguard children effectively. This will also allow staff to contribute to and shape safeguarding arrangements and child protection policy.
- Therefore, **all school staff** will be given a copy of this **Schools Child Protection & Safeguarding Policies (which explicitly refers to processes in school where there may be concerns for a child’s welfare and how to respond)**, **Schools Behaviour Policy, Part 1 of KCSIE 2018, a copy of the flowchart from KCSIE 2018 page 13 “Actions where there are concerns about a child” and Annex A & B of KCSIE 2018.**
- The DSL has direct referral links with the **Social Care Safeguarding Advisors & Safeguarding Team via the Family Connect Team 01952 385385**. For avoidance of doubt the DSL should be the point of contact with regard to referring a child if there are concerns about possible abuse. A formal [written request for service](#) should not delay a verbal discussion so that immediate action can be taken if necessary. However, any referral should be confirmed in writing within 48 hours.
- The DSL must make it clear to all staff that if the DSL or someone from the Senior Leadership Team is not available, then this should not delay in sharing any concerns about a child to the Safeguarding Advisors Team via The Family Connect Team on 01952 385385. However, this school will ensure that there is always a nominated cover presence on site for Child Protection and Safeguarding issues
- The DSL keeps all written records of concerns about a child even if there is no need to make an immediate referral for action; this will include any online misuse issues that may cause indirect abuse to a child. Online safety will be treated as any other form of abuse and

recognition that bullying can transgress across all four defined categories of abuse including bullying and harassment.

- The DSL will ensure that they have received training and are confident in dealing with online safety issues. It is the responsibility of the DSL to assess their own confidence and skill set and to ensure that they have the skills to support and report if need be. It is recognised that online safety is an ever changing process and any information that is cascaded down should also be shared on a whole school basis if it is of generic content, such as new and existing social media applications that may be harmful to a child's welfare. Also see Section 10 of this policy Online Safety.
- The DSL will have due regard to safeguarding incidents and/or behaviours that 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) should be considering the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means assessments of children should 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 should consider such factors so our school will 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>
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, ensuring that an indication of further record keeping in terms of child protection is marked on the pupils records.
- Ensuring that they or a deputy senior colleague are available to attend/assist in any meetings/verbal responses in relation to;
 - **Child Protection Strategy Meetings**
 - **Child Protection Resolution Meetings**
 - **Child Protection S17's Children In Need Meetings (CIN)**
 - **Child Protection S47's Visits/Meetings (and other Social Care enquiries if requested/desired to be in attendance by Police/Social Worker)**
 - **Child Protection Child Conferences**
 - **Child Protection Core Groups**
 - **Child Protection Professionals Meetings**
 - **CAF/TAC/TAF (Common Assessment Framework/Team Around Child/Family)**
 - **Special Education Need Meetings (SEN)**
 - **Disabled Children's Team**
 - **Sensory Inclusion Service Meetings (SIS)**
 - **Vulnerable Learners**
 - **Children In Care Meetings (CIC)**
 - **Multi-Agency Public Protection Arrangements (MAPPA Meetings)**
 - **Multi-Agency Risk Assessment Conference Meetings(MARAC)-Domestic Violence**
 - **Operation Encompass-Domestic Violence Notifications**
 - **Local Authority Designated Officer Position of Trust Meetings (LADO/POT's)**
 - **Child Sexual Exploitation (CSE) & Children Abused Through Exploitation (CATE) Risk Panel Meetings**

- **PREVENT-Channel Panel Meetings & Referrals**
- **Multi-Agency Child Enquiries checks (MACE) within Family Connect**

Or any planning meetings as deemed necessary in the remit of child protection and safeguarding. Also that attendance by any school staff includes key information to be tabled at the meeting, especially attendance figures which are considered a key element of all conference reports.

- Ensuring information regarding any pupil currently subject to a Child Protection Plan and deemed “at risk”, who is absent without explanation for two days, is shared with Children’s Services Family Connect Safeguarding Team.
- The Designated Safeguarding Lead has a Workbook and will ensure the completion, on a yearly basis, of the [TWSCB s11 Safeguarding Self-Assessment Toolkit Audit](#). These will be supplied by the Telford & Wrekin Council Safeguarding Children in Education Officer.

3. The Staff

- All those in the school community, including supply teachers, visiting professionals working with pupils in the school (e.g. counsellors), those who support sex education (e.g. school nurse), external providers of school activities and those supporting school visits, are informed of the name of the DSLs and the school procedures for protecting children, for example, how to report their concerns, suspicions and how to receive, record and report disclosures:
 - ❖ during their first induction to the school
 - ❖ through a copy of this policy
 - ❖ through the staff handbook
 - ❖ through induction/supply teachers’ booklet
- All staff are required to be alert to signs of abuse. They should report any concerns or suspicions if not immediately, as soon as possible, that day to the DSL. If in doubt they should talk with the DSL(s), **delay is unacceptable**.
- We recognise that children cannot be expected to raise concerns in an environment where colleagues fail to do so. All of the school community should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Unacceptable standards, conduct or behaviour should be challenged appropriately at the outset, and will not be tolerated. A separate code of conduct policy has been adopted by this school.
- We will adopt the [“Speak Up” Telford & Wrekin Policy](#) on raising concerns. However, where staff feel that they cannot report a concern through the above channels general guidance can be found at [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call **0800 028 0285** or e mail help@nspcc.org.uk
- Provision to view the TWSCB website should be made accessible to all staff. In the first instance if computer access is needed this should be requested through :

DSL(s) - Siân Deane(Headteacher), Rachel Gillett(Deputy Headteacher), Helen Watson(Senior Leadership Team) and Anna Baylis(Senior Leadership Team).

4. Response in School

Reporting to the DSL

Any concern must be discussed with Siân Deane or another DSL member of the Senior Leadership Team (Rachel Gillett, Helen Watson and Anna Baylis), as soon as is possible, no later than the end of the morning or afternoon session of that day. In Primary settings this must be the Headteacher or the Deputy.

Immediate Response to the Child

- It is vital that our actions do not abuse the child further or prejudice an investigation, for example:
 - ❖ listen to the child, if you are shocked by what is being said, try not to show it.
 - ❖ it is OK to observe bruises but not to ask a child to remove their clothing to observe them.
 - ❖ if a disclosure is made, the pace should be dictated by the child, without the child being pressed for detail or by asking leading questions such as “what did he/she do next?” or “where did he/she touch you?” **It is our role to listen not to investigate.** Use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”
 - ❖ accept what the child says. Be careful not to burden them with guilt by asking “why didn’t you tell me before?” or “why did you let it happen”.
 - ❖ do acknowledge how hard it was for them to tell you this and reassure them that they have done absolutely the right thing by telling you.
 - ❖ don’t criticise the alleged perpetrator, the child may have warm feelings for them, but merely wish any abuse to stop.
 - ❖ **don’t promise confidentiality**, reassure the child that they have done the right thing, explain whom you will have to tell (the DSL) and why; and, depending on their age, what the next stage will be. It is important that you don’t make promises that you cannot keep such as “I’ll stay with you all the time” or “It will be all right now”.

Recording Information

- Make some brief handwritten notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, recording facts, who you shared them with and not assumption, supposition and interpretation.
- Also record where you spoke with them and personal safety details such as “I discussed the incident with the child in the Head’s office with the door open” or justify if it were closed, but naming those who you told this to be the case. If alone, reason that rationale stating “the child stated they would only confide in me if I was alone”.
- If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow”, “bruise noticed on fleshy part leg”.
- Note the non-verbal behaviour and the key words in the language used by the child (try not to translate into ‘proper terms’ ensuring that you use the child’s own words). Body language should be noted and support any disclosure.

- It is important to retain on file signed original handwritten notes and pass them on to the DSLs who may ask you to complete a Family Connect Safeguarding Team referral request for service form.

Support for all Children-The Role of Designated Teaching Staff and Virtual Heads

All Children.

- Any child identified with extra vulnerability in their lives are prone to more peer group isolation than other children. They will be made aware of the school's support system and offered access to that or any other appropriate service if needed and offering that extra support if required. Especially vulnerable are the areas of Special Educational Need (SEN), Care Leavers, Children with a Disability, Children with EAL, Children in Care and those experiencing any form of abuse.
- The Designated Safeguarding Lead and along with any Designated Teachers will also have any details of the local authority Personal Advisors so that they can assist within the setting and onto transition. The DSL will liaise with the appropriate person when the child leaves the host setting sharing full information of the Child's Journey.
- Recognition that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child may feel self blame and we will ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Recognition that the school may provide the only stability in the lives of children who have or who are at risk from harm. The school community will therefore establish an ethos where children feel secure and are encouraged to talk and are always listened to.
- Acceptance that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We will ensure PSHE curriculum opportunities which equip children with the skills they need to stay safe from harm.
- Our policy on bullying and racist incidents is set out in separate documents and acknowledges that to allow or condone bullying or racism may lead to consideration under child protection procedures. These will be documented like all other incidents. Any bullying whether racist, emotional, physical, sexist, homophobic, extremist, cyber or in any other forms will not be tolerated under any circumstances.
- Children in Care (CIC) and those previously looked after have access to a DSL in our school, where they can seek support, where in certain circumstances the needs are specific or different. This may be the same DSL for all school child protection issues but in some cases it is not. Our school recognises the Children in Care Policy and which we will adhere to it. This school recognises that this group of children are especially vulnerable and holistic agency working is essential.
- In addition on the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers and virtual heads will be assigned to have responsibility for promoting the educational achievement of children who have left care through adoption, special

guardianship or child arrangement orders or who were adopted from state care outside England and Wales (see link below)

- <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>
- The Virtual School Head(Michelle Salter) manages pupil premium plus for looked after children which they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. (See link below).
- <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Staff-Disclosures and Allegations

- Staff (to whom a disclosure was made, who will be supporting the child and who might be attending, strategy and case conferences) would be able to liaise with the DSL, with the minimum number of people involved who have "a need to know basis" of detail.
- Of the staff not directly involved they will be informed on a "need to know basis".
- Staff may also need support either as a person who has received a disclosure or if an allegation has been made against them and subsequently needs investigation to conclusion. In both cases support should be offered and Human Resources Business Partner for your school consulted appropriately.
- Staff should not accept personal invitation visits to the homes of children unless permission or instruction has been sought from the Head teacher and it is viewed as a professional appointment, for example supporting Education Welfare issues etc. This should be viewed on a case by case basis. To support this, guidance from the **Department of Education (September 2010) states "Meetings with pupils away from the school premises should only be arranged with the specified approval of the Headteacher and the prior permission of the pupil in question"**.
- We accept this guidance from the Department of Education (September 2010) stating that in the case of private meetings; **"Staff and volunteers should be aware that private meetings with individual pupils could give cause for concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary. Such interviews should be conducted in a room with visual access or an area which is likely to be frequented by other people. Another pupil or adult should be present or nearby. Where conditions cannot apply, staff should ensure that another adult knows that the interview is taking place"**.
- Staff should be advised to seek support from their Professional Association or Trade Union if it is needed.

- All staff/governor meetings will have Child Protection and Safeguarding as a standing agenda item on all meetings; this is testament to our school making these priority areas and at the forefront of our minds.
- The process of managing allegations against those who work with children can be viewed on <http://westmidlands.procedures.org.uk/> Section 1.14 “Allegations Against Staff or Volunteers”.
- The school has internal procedures and processes in place for dealing with allegations and will follow TWSCB Policies & Procedures and involve the DSL in school. The procedures make it clear that all allegations are to be reported straight away, normally to the Head teacher or Principal for referral if necessary. The procedures also allow for the Chair of Governors to be informed. If the Head teacher or Principal themselves are the subject of the allegation, the Deputy Head and DSL (if not the Head) will liaise with the Chair of Governors and follow the appropriate process. The TWSCB procedures allow for the Local Authority Designated Officer (LADO) to be party and responsible for monitoring cases to conclusion.
- The school will in addition also work within and alongside all agencies relating to [Part 4 of KCSIE 2018 “Allegations of abuse made against teachers and other staff”](#)
- We will liaise with our commissioned Human Resources Team to provide support to staff going through the disciplinary and LADO process. This will support referrers, investigators and those affected in any such dealings and gravity.
- To avoid potential allegations and for the safety and welfare of pupils and the protection of staff, we will make classrooms highly visible places whereby easy viewing is possible, this is in light of national Serious Case Review recommendations and lessons learnt from them. Therefore, the masking of windows will be forbidden and as such treated as a health & safety issue for the protection of all. There may be exceptional circumstances where masking of classrooms is needed and justified, for example for the teaching of drama, in these cases the Head will make a judgement on a case by case basis being appropriate, balanced and proportionate.

Confidentiality

- If abuse is suspected, information should be given directly to the DSL for child protection or, in their absence, to another member of the DSL of the Senior Leadership Team.
- The personal information about all families is regarded by those who work in this school as confidential. All staff need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality in all areas of the school.
- Staff should understand they need know only enough to prepare them to act with sensitivity to a child and to refer concerns appropriately. It is inappropriate to provide all staff with detailed information about the child, the incident, the family and the consequent actions.
- Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies.

- If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the welfare of that child.
- Within that context, the child should however be reassured that this will be shared on a “need to know” basis. If conversations need to take place and confidentiality is paramount to welfare, then these conversations will be held in appropriate settings and away from any general areas, where that confidentiality may be compromised. Further details on information sharing can be viewed at the Department of Education website.

Parents & Carers

- Parents and Carers play an important role in protecting their children from abuse. The school is required to consider the safety of the child and should a concern arise, professional advice will be sought prior to contacting parents/carers. If deemed appropriate parents/carers will be contacted, and the school will continue to work with the parents/carers to support the needs of their child. Gaining consent from the parents/carers will be sought, although in exceptional circumstances and with the best interests of the child being considered, this may be overridden.
- The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all children and has a duty to refer cases to Family Connect in the interests of the child. The Governors will include a child protection statement in the school prospectus and all parents can view a copy of this policy. The policy will be made available electronically via the schools portal website.
- The school takes seriously its duties to assist parents and help them with on line safeguarding resources. As such, we will make them aware of the web page **Parent Info** which a comprehensive, free resource for schools and parents is covering a range of safeguarding topics and information about apps and when they are updated etc. The content is updated by CEOP (Child Exploitation & Online Protection Centre) and can be found at <http://parentinfo.org/>
- Parents/Carers that may have concerns regarding a whole school staff member can in the first instance raise those with the Headteacher, DSL or Governing Body of the school for further exploration. This may involve sharing those concerns with the relevant agencies. Where the parent/carers may have concerns regarding the Headteacher, the Governor for Child Protection or Deputy Head should be consulted in the first instance.
- Parents/Carers can liaise with Ofsted on such conduct issues or regulatory concerns, advice can be found on its website www.ofsted.gov.uk or contact can be made direct to Ofsted on; Helpline (08456 40445) or a Whistle-blowing line (08456 404046).
- On occasions Ofsted may forward complaints that ***may*** raise a safeguarding concern about our school via Family Connect. In such instances we will work with all agencies within Family Connect to clearly respond to Ofsted on a case by case basis. We wish to make it clear that there is a separate standalone formal school complaints procedure which can also be used to raise concerns of any nature, please see the schools website for familiarisation of that route. ***We would hope that the need to elevate those concerns is a rare occurrence but for transparency we wish to make it clear that that route is available for parents. Parents can also speak to the Head/Governing Body if clarification is needed.***

- Parents/Carers can also access [“Parent View”](#) which is an online survey questionnaire where parents/carers can give their views on 12 statements from strongly agree to strongly disagree. The statements relating to safeguarding are:
 - **my child is happy at this school**
 - **my child feels safe at this school**
 - **my child is well looked after at this school**
 - **this school deals effectively with bullying**
 - **this school responds well to any concerns I raise**
- We will keep parents/carers informed in all areas of safeguarding and child protection through the regular methods of interaction such as parent’s/carers evenings, newsletters and through the school website. We will also monitor “Parent View” at regular intervals and seek to quickly address any concerns with parents/carers that may be expressed on this site. At the start of any inspection process we will make available a list of no named referrals that have been made to the DSL, those subsequently referred to the local authority and brief details of resolutions, with the aim being a transparency of operation.
- This school wish to make it clear to parents the standards, behaviour and respect we expect from them and conversely from us. In relation to this we understand that on some occasions tensions can run high where safeguarding concerns arise and need to be discussed, but for the safety of all we wish to remind parents that although schools are fulfilling a public function, schools are private places. This school will therefore act to ensure they remain a safe place for pupils, staff and other members of the community. The public has no automatic right of entry. The same principles of safety will apply to social media issues where we will ***expect parents to talk to school in the first instance, before taking to social media to express their thoughts***
- If a parent’s behaviour is a cause for concern, the school will ask him/her to leave school premises. We wish to make it clear that in serious cases, the Headteacher or the local authority can/will notify parents in writing that their implied licence to be on the school premises is temporarily revoked, subject to any representations that the parent may wish to make. This school will give parents the opportunity to formally express their views on the decision to bar in writing and this will be reviewed via the formal Complaints stand alone policy. The content above has been adopted by this school from Department of Education advice **“Best Practice Advice for School Complaints Procedures 2016”**

Record Keeping

- The present policy for record keeping is to chronologically record concerns in a confidential file, including details of dates, times, staff involved and action taken. These should be handwritten but can be typed up to sit alongside handwritten notes. **Never discard handwritten notes.**
- Copies of e-mail streams are also useful additions which can clearly document sequential action. Again, these should be used alongside handwritten notes and by no means be regarded

as a substitute action. It is preferable not to name children in an e mail, but if they are then this should be password protected.

- In the absence of a national standards framework across the country for record keeping we have adopted guidance from Telford & Wrekin Safeguarding Board [“Workbook Guidelines for Child Protection Records, Transfer, Retention & Archiving” \(September 1st 2018\)](#) to keep our systems robust with the latest current advice.
- As a school all our concerns are recorded in a specific bound book, with numbered pages. By using this process, the concerns are noted sequentially to match the child’s journey with us, with each entry noted for that child alone. It is our intention to tell a child’s story during the time of their education with us.
- The records are reviewed annually in the Summer Term by the DSLs and checked to be chronological, tidy, legible and factual in content. This should be undertaken each year, as records may sometimes be immediately required by Professionals. Where reports are needed for Child Protection Conferences these should include attendance figures where the child is of compulsory school age.
- Where children are transferring to other schools within and outside of the district we will follow the transfer guidance within the Workbook Guidelines. This includes any transfer to Further Education Colleges
- Access to these records should be clearly stated as to whom–i.e. DSLs, Headteacher, Head of Year, Senior Leadership Team or as the school feels appropriate.
- All child protection records are clearly marked as such and are kept securely locked on the premises, the nominated key holders are responsible, accountable, documented and are identifiable within our school for total security at the setting. Also procedures are in place when a member of staff leaves the setting or is on long sickness for that fob to be returned. Withdrawal of child protection records from the school by staff will be noted and signed for, as will files released to Professionals, such as the Group Solicitor, Safeguarding/Child Protection Officers, LADO, NSPCC or Police Teams. We will follow the Workbook Guidelines guidance on release and return.
- In respect of files being released when requested by the Police under [Section 29 of the Data Protection Act 2018 a form entitled “Request to external organisation for the disclosure of personal data to the police-Under Schedule 2 Part 1 Paragraph 2 of the Data Protection Act 2018 and GDPR Article 6\(1\)d\)”](#) should accompany that release and a copy will be retained for our records. Also we will consider the [7 Golden Rules for Information Sharing](#). This school will also seek advice and adopt HM Government Information Sharing Advice July 2018.
- <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- If in any doubt we will seek advice from our **chosen Data Protection Officer**.
- Upon releasing records the school will request ID Badges for release.
- No named statistics in relation to Child Protection are an important part of performance information. Since 1 September 2017 each DSL and nominated Governor has access to a DSL/Governor s11 Workbook. This information will be collated in the Workbooks and will

inform the Head and the Governing Body of how our school is coping with child protection issues. These will be entered and updated on a regular basis either in the Workbook or within the CPOMS process. [The Workbook for DSLs and Governors can be downloaded here.](#)

5. When a Child Transfers To Another School

- If a child is subject to a Child Protection Plan deemed at risk, the child's key worker within Social Care will be contacted by the DSL.
- When a child changes school within or outside the authority, all child protection records will be passed on to the DSL of the next educational setting by the current DSL or Headteacher, or to Social Care within the authority if the child is transferring to another authority. The DSL if thought appropriate may wish to share relevant safeguarding information in advance of new children arriving if they need continuing support e.g. in response to sexual abuse. If the child is transferring to another school within term time, best practice is for a signed record that the transfer of files has taken place. The current host school in this process should **not** photocopy and retain child protection records as this is deemed from the Information Commissioners Office that this would contravene The Data Protection Act 2018 (DPA 18), but rather produce a chronology to pass on with the child protection records and retain a copy of this chronology for themselves for audit purposes, this would be deemed as best practice. We will follow the Workbook Guidance in all circumstances where we need to or seek advice from our data officer.

6. Retention of Children's Files

All schools must keep educational records on their children. These should include:

- copies of the reports which have been sent to parents/carers on the child's achievements, as well as other records about those achievements
- exchanges of correspondence between parents/carers and the school
- any information the school has on the child's education from the local authority
- any statement of special educational needs
- any personal educational plan

There may be other records kept like details of attendance, exclusions, behaviour and family background. This is not compulsory but would be viewed as "best practice". The educational record does not include the notes that a teacher makes for his or her own use only.

The Child Protection file is a separate file to the educational records. It must be noted that if files are asked to be secured, both files are key elements in any processes for which they are needed. It is important that on releasing files they are signed for on release and on return.

Pupil record files must be kept until the individual reaches the age of 25 years or in certain circumstances later. At this point the file should be shredded. Also a useful document to be familiar with is the ["Records Management Toolkit for Schools" Version 5 February 2016 guidance from the Information and Records Management Society](#) and ["Workbook Guidelines for Child Protection Records, Transfer, Retention & Archiving" TWSCB September 1st 2018](#)

Further information is available via: www.education.gov.uk and www.direct.gov.uk

7. Children's Welfare-Context

This section is paragraphed into 15 areas and all staff will be made aware of these safeguarding issues children may face. All staff will be trained in how to escalate any of the concerns appropriately.

For avoidance of doubt Annex A of KCSIE 2018 will be referred to for any assistance that the DSL or any other school staff may need in ensuring a child's safety and welfare.

1. Poor or Irregular Attendance

"School staff need to be particularly sensitive to signs which may indicate possible safeguarding concerns. This could include for example, poor or irregular attendance or children missing from education" (Ofsted September 2009). The recognised figure for persistence absence being less than 90%, although concerns may still be raised if above this. The school will comply with the statutory guidance **"Children Missing Education" (September 2016)**

- In respect of this and at a local Telford & Wrekin Council level, the school will require behaviour and attendance leads to refer to and use the established protocol document of notification to the Local Authority, filling out the appropriate paperwork, **"Policies and Procedures for Identifying Children Not Receiving Education (CNRE) and Children Missing Education (CME)" Telford & Wrekin Council (September 2016).** This document has a further two supplementary elements that will be complied with and adhered to **"Modified Timetable Protocol" Telford & Wrekin (September 2016)** and **"Children Out of School Protocol" Telford & Wrekin Council (September 2016).**
- In addition to the above and where reasonably possible we shall endeavour to hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child is missing education and poses a potential welfare/safeguarding concern.

2. Forced Marriage, Honour Based Violence & FGM

Where issues may be raised of Forced Marriage, Honour Based Violence or Female Genital Mutilation (FGM) whether by people within school community, the wider community, older or younger children in all school settings, we will follow Government guidance; **"Handling cases of Forced Marriage" (multi agency practice guidelines) June 2009** **"Female Genital Mutilation" (multi agency practice guidelines) HM Government 2014 pages 42-44** and **Home Office "Mandatory reporting of female genital mutilation: procedural information" October 2015** and further advice from the Home Office **for all professionals and agencies "Multi-agency statutory guidance on female genital mutilation" April 2016.**

- In respect of FGM this school will adopt the local **TWSCB "FGM Practice Guidelines and Resource Pack"** as part of safeguarding responsibilities and inform/educate our staff in this particular area.

- We will consult appropriately and sensitively, in a two way process, in line with that national guidance current, future and local procedure. This school recognises that FGM is against the law and can happen across all ranges of educational settings and we will alert staff to free on line training at www.fgmelearning.co.uk. Furthermore, this school wish to make it clear that in line with Section 74 of the Serious Crime Act 2015 that “If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police”

3. Child Sexual Exploitation

Where we as a school may feel that children may be being abused through exploitation (CATE), we will consult in the normal way with the Safeguarding Team Helpdesk via The Family Connect Team on 01952 385385 and seek advice as to whether the incident follows a [CSE Care Support Pathway](#). The concerns will be followed through sensitively and appropriately with fellow professionals and the [CATE Referral Form](#) will be completed. In relation to the fortnightly CATE Risk Panels, where concerns are expressed around a child attending our school, we will ensure attendance whenever possible as part of the established multi agency process. In addition we have noted and made relevant staff aware of the [“Child Sexual Exploitation-Definition and guidance for practioners” issued by the DfE February 2017](#). Along side this we have taken the same steps and made all staff aware of the [CSE Warnings Checklist](#).

4. Potential victims of Modern Slavery and Child Human Trafficking

Modern slavery, including child trafficking, is child abuse. If as a school we become aware or have suspicions that a child may have or is being exploited or trafficked, we will contact Family Connect in the normal manner to seek advice and support. All children, irrespective of their immigration status, are entitled to safeguarding and protection under the law. This school recognises this as any normal child protection referral and potential victims of trafficking and modern slavery can be of any nationality and may include British children. This may cover not only those trafficked for sexual exploitation but those trafficked as drug carriers internally in the UK.

5. Children Leaving School without Permission

Where children leave the classroom or leave school grounds without permission, this is covered within our behaviour management policy and is also set against the backdrop of the legal framework of the **Children Act 1989 s3 (5); “Anyone who has care of a child without parental responsibility may do what is “reasonable” in all the circumstances to safeguard and promote the child’s welfare. It is likely to be “reasonable” to inform the police, or children’s services departments, and, if appropriate, their parents, of the child/young person’s safety and whereabouts.”**

- However in principle, if a pupil runs out of class we will establish where he or she has gone. For avoidance of doubt and for all within and outside of the school, staff will not pursue them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken themselves out of the school building and possibly out of the school grounds, unless this watchful eye provokes the child to run further. It is and will be a judgement call for staff to take what they feel is **“reasonable”** action in line with the advice above. If a child is no longer on school premises, parents/carers will be contacted in the first

instance. If they are not at home or contactable the police will be informed that a pupil has left school and is at risk.

6. Children That Have Gone Missing ([flowchart](#))

Where children have gone missing and not in manner of the above we will follow the [“Local Missing Children Process” January 2016](#).

7. Private Fostering, Homelessness and Homestay arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16, or under the age of 18 if the child is disabled, this extends to children who are within homestay arrangements. Children who are looked after by the local authority or who are placed in a residential school, Children’s home or hospital are not considered to be privately fostered. Most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases where so called “sofa surfing” has been evident. It is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country. This school also recognise that children whether through family difficulties or through their own choice could be at risk of **becoming homeless**. This school recognises that we will refer and consult with relevant agencies to support any families/child or children in this situation.

- By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children’s Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a pupil that has not been notified to Children’s Social Care, the school will encourage parents and private foster carers to notify Children’s Social Care and will share information to Children’s Social Care as appropriate.
- In the case of Homestay arrangements we will ensure that our school falls within the duties as set out in Annex E (pages 96-98) of KCSIE 2018, “Host families-homestay during exchange visits”. For avoidance of doubt these include any arrangements at home or abroad.

8. Drug and Substance misuse

Where issues come to attention of the school in relation to drugs and substance misuse we will follow the non statutory advice contained within [“DfE and ACPO drug advice for schools” September 2012](#). This document clearly sets out issues around broader behaviour and pastoral support, as well as managing drugs and drug related incidents within our school. The document produced by the Department of Education and the Association of Chief Police Officers clearly sets out the role of schools, their powers and what schools can do. Coupled with this preventative and supportive approach this will sit hand in hand with our statutory functions of child protection and the alerting to established referral procedures and the law of the land. Our drugs policy is a stand alone policy but for avoidance of doubt our stance and our approach is stated here.

9. Domestic Violence and Serious Harm

Research increasingly indicates that Domestic Violence/Serious Harm in any form can and does have an impact on children and young people of all ages and backgrounds. For the avoidance of doubt, and in the spirit of children's welfare, this school will liaise with agencies in a two way process where Domestic Violence/Serious Harm is a factor in the household. Children within our care will be supported where needed and school available for them. This school is part of the Operation Encompass process where Domestic Violence issues are shared directly with school, so that school have an initial awareness. To this end, we will be part of any agency referral, in a two way process, such as the Domestic Violence MARAC (Multi Agency Risk Assessment Conferences), MAPPA (Multi Agency Public Protection Arrangements) or any other named agencies where these specific issues are a factor that may impair and impact on a child's development.

9. Suicide Intervention

This school accepts and understands that thoughts of suicide are common and the leading cause of death in young people. As such suicide intervention is our business too. This school wants to work with our pupils and work in partnership to support anyone in our school community that may have thoughts of suicide. This school will follow our [School Suicide Intervention Policy](#) to assist wherever we can in making those in our care as safe as is possible. We will also make staff aware of the following useful link in raising awareness of the subject;

<http://zerosuicidealliance.com/>

- This school recognises that **suicide bereavement has been described as “grief with the volume turned up”** the effects on families, communities and society as a whole are devastating and tragic. This school will support in any way we can and the link below will be signposted as appropriate;
- http://www.petesdragons.org.uk/Bereavement_Support_2369.aspx

11. Children with Family Members in Prison and within the Court system

This school will be aware that some children will have family members in prison and within the court system and also may be subject to the court system themselves when parents are in the process of separating. We recognise that they may need extra support during this traumatic time in their lives. We will provide whatever support is needed and in respect of the child's wishes, work with the family to support them. We will only do this with consent of the parents and wider family and any agency asking for us as a school community to support. Where necessary we may seek specialist help and direct those needing it to the website; <https://www.nicco.org.uk/>. In relation to children in the court system we recognise that assistance is hyperlinked and available within Annex A of KCSIE 2018 to support staff.

12. Sexual Violence and sexual harassment between children in schools and colleges

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

- This school will treat sexual violence and sexual harassment in line with any other child protection concern and refer onto relevant agencies as stated within our policy, as such this school will adopt the DfE document: [Sexual violence and sexual harassment between children in schools and colleges: advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads : May 2018](#)

Context-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, it may also include initiation/hazing they can occur online and offline (both physical and verbal) and are never acceptable. It is important in our setting that **all** victims are taken seriously and offered appropriate support in a non-judgemental way and on a case by case basis. Staff will act in the best interest of the child. In light of this this will consider;

- ✓ The wishes of the victim in terms of how they want to proceed.
 - ✓ The nature of the alleged incident
 - ✓ The ages of the children involved
 - ✓ Any power imbalance between children
 - ✓ Is the incident a one-off or a sustained pattern of abuse
 - ✓ Are there ongoing risks to the victim, other children, school and college staff
 - ✓ Contextual safeguarding issues
 - ✓ The rights of children to receive an education
- Established research suggests it is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. This school will have a whole school approach in;
 - 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 (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.
 - Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Research states that disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
 - The potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs;
 - Communication barriers and difficulties overcoming these barriers.
 - Established research found that children who are Lesbian, Gay, Bi, or Trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

- We as a school will ensure that designated school staff understand consent. It will be especially important if a child is making a disclosure that suggests they might have been raped. Additional information from the CPS around consent will be sought and will be especially helpful for the schools designated safeguarding lead and their deputies where the above definition is clearly set out. Consultation will be sought through Family Connect for practical advice and support in this particularly sensitive area.
- In addition and where necessary for effective safeguarding this school will utilise/seek resources and seek support from established sources. This school will consider and in some cases access the toolkit [Peer-on-peer abuse toolkit \(PDF\)](#) to assist in our decision making and will also consider the <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> For an initial scoping we may consider the [TWSCB Risk & Vulnerability Management Plan-Sexually Harmful Behaviour](#)
- This school will, as necessary, seek advice on harmful sexual behaviours from the specialist sexual violence sector for a whole school approach. We will consult in the first instance with Family Connect for advice and support and seek advice around how best to deal with any issues.
- In relation to sexting, also known as youth produced sexual imagery, this school will where necessary consult with guidance produced by The UK Council for Child Internet Safety (UKCCIS) Education Group “Sexting in Schools and Colleges” and Department of Education document “Searching, screening and confiscation” January 2018. The Designated Safeguarding Lead (or Deputy) will take the lead on these issues <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- It is important in this school that policies and procedures are developed in line with legal obligations, including the Human Rights Act 1998 and the Equality Act 2010 and especially the Public Sector Equality Duty.
- This school will, as necessary, seek advice on harmful sexual behaviours from the specialist sexual violence sector for a whole school approach. We will contact/signpost as necessary to Rape Crisis <https://rapecrisis.org.uk/> or the Survivors Trust for the nearest contact points <http://thesurvivorstrust.org/> . Also we will seek advice from the NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/signs> and NICE guidance <https://www.nice.org.uk/guidance/ng55> for advice on developing interventions; working with families and carers; and multi-agency working.

13. Fabricated and Induced Illness

“The fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child’s signs and symptoms of illness. At all times professionals need to keep an open mind to ensure that they have not missed a vital piece of information”. [Taken from “Safeguarding Children in whom illness is fabricated or induced” HM Government.](#) This supplementary guidance to [“Working Together to Safeguard Children” will be adopted by this establishment and we will adhere to our duties set out in “Working Together”](#)

14. Youth Violence, Gang Activity & Child Criminal Exploitation (County Lines)

“The vast majority of young people and educational establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact.” [Taken from the Home Office “Preventing youth violence and gang involvement Practical advice for schools and colleges”](#) In light of this we will embrace the Home Office document and follow this guidance which clearly sets out understanding the issue, seeking support, working with local partners, early intervention and legal powers for staff. Our educational establishment has a duty and a responsibility to protect our pupils and staff and we recognise dealing with violence also helps attainment.

Furthermore, 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. Missing episodes are key to identifying potential involvement in county lines.

In respect of the above we will ensure staff and pupils must;

- feel safe at our setting all the time
- understand very clearly what safe situations are; and
- be highly aware of how to keep themselves and others safe
- monitor thoroughly missing episodes
- aware that any child of any age and gender may be vulnerable to grooming activity by others of any age and gender
- aware a child of any age may be susceptible
- aware that it is exploitation even if consensual
- aware that it may be typified by a form of power imbalance

15. Extremism, Radicalisation & the PREVENT Agenda

- Extremist views by anyone in school will not be tolerated. Therefore, we will take and expect quick and decisive action where issues of this nature are brought to our attention and we as a school will follow the [PREVENT duty departmental advice for schools and childcare providers June 2015](#). Namely, that we expect staff to encourage pupils to respect the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. Staff should ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views. **We will treat extremism and radicalisation like any other child protection referral.**
- As a school we have procedures in place to monitor IT usage and have a duty to seek advice and explore by filtering suspicious content being viewed. Those within and outside the school community should be left in no doubt our duty to cooperate under the law. Further details are included in Section 10 of this policy.
- We will ensure that every frontline member of staff in school has received a **Workshop to Raise Awareness of Prevent (WRAP 3 Training)** as identified in the [PREVENT Duty Guidance 2015](#) and delivered by an approved WRAP 3 trainer.

- The PREVENT Duty is seen by this school as its wider safeguarding obligations. Our Designated Safeguarding Lead and any other senior leaders will familiarise themselves with the [Revised PREVENT Duty Guidance for England and Wales](#), especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The four general themes being; Risk assessment, working in partnership, staff training and IT policies.
- As a school if we feel children are being abused through extremism or being radicalised, we will consult directly with Family Connect and the police PREVENT Team and seek advice. This is done with a [PREVENT referral form](#) (please see [the flowchart](#)) for avoidance of doubt any PREVENT referral will be sent to **Family Connect and the Police**. As with all referrals this referral will be dealt with appropriately with professionals. If it is deemed from the PREVENT Team that the intervention is not criminal and does not warrant a Channel Panel, but needs local support, we will work with those professional leads for Telford & Wrekin Council. Presently those being **Paul Fenn and Jas Bedesha**. Our policy also recognises that the local police can be contacted in imminent circumstances on **01386 591835/591825 or 591816** and at prevent@warwickshireandwestmercia.pnn.police.uk

10. Health & Safety, Physical Intervention & The Use of “Reasonable Force”

- Policies on Health & Safety and Physical Intervention are set out in separate documentation. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits. There is separate documentation for this and we will liaise and contact Jo Barnett (T&W Outdoor Education Service Manager 3820057) for the relevant guidance to follow refer to www.twccommercial.co.uk/educationalvisits
- Where this school considers arrangements for safe changing of children for PE and in respect of recommendations from Serious Case Reviews, this school will consider the NSPCC document “Best Practice for PE Changing Rooms”. This consideration will come under our duty and remit of Health & Safety and in the context of children’s welfare. Any individual school policy stance will take this best practice guidance into account. The guidance includes: what we as a school need to consider when organising changing facilities for children; staff supervision; changing areas for children with additional needs; changing considerations where drama productions require careful planning and additional thought and using off-site changing rooms. [NSPCC factsheet](#)
- For avoidance of doubt for parents and the whole school community there are circumstances when it is appropriate for staff in school to use “reasonable force” to safeguard children and young people. The term “reasonable force” covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be retrained to prevent violence or injury. For avoidance of doubt reasonable force will only be used where de-escalation processes have failed.
- When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, this school will consider the risks carefully recognising the additional vulnerability of these groups. This school will consider our duties under the Equality Act 2010 where we make reasonable adjustments, non-discrimination and the Public Sector Equality Duty. This school will by planning positive and proactive behaviour

support where necessary by drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers. By doing this this school will as far as is possible reduce and minimise the occurrence of challenging behaviour and the need to use reasonable force.

- “Reasonable” in these circumstances means “using no more force than is needed”. The use of force may involve either passive physical contact, such as standing between pupil’s or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom. The Department for Education believes that the adoption of a “no contact” policy at a school can leave staff unable to fully support and protect those in their care. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances (see link below)
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

11. Training

The school will set aside a sum of money per annum to be agreed within its budget as contingency for training, updates and for attendance at inter-agency meetings for (Siân Deane, Rachel Gillett, Helen Watson and Anna Baylis).

- All new staff receives knowledge and be in no doubt on induction (See Section 2- “Responsibilities”) of how to access the TWSCB Policies & Procedures, the School Child Protection & Safeguarding in Schools Policy (which includes signposting for online safety for pupils and staff), a copy of the schools behaviour policy, Code of Conduct and accessing of whole school training. The same principle applies to current staff where refresher training may be considered by the Designated Safeguarding Lead. This may be done in a format such as regular briefings, e mails, newsletters or thematic workshop approaches.

12. Safer Recruitment and Online Safety

- It was proposed that Safer Recruitment Training was a requirement from January 2010. The proposal was that from 2010 at least 1 person involved in interviewing an applicant for a post of Headteacher, Deputy Headteacher, Teacher or member of the whole school support staff must have completed the safer recruitment training. This training can be received from any provider but must be accredited by The Lucy Faithfull Consortium; this is acknowledged as the required provider’s qualification. This will continue to be part of our policy on child protection. This requirement states that schools should access “suitable” training. The school maintain the right to seek this training from reputable accredited providers that they choose. However, on each interview panel will clearly officially mark as to whom on the panel is the person who has been fully “Safer Recruitment” trained.
- All staff working in the school community will be subject to enhanced Disclosure Barring Service (DBS) checks and this school will adhere and comply with [“Keeping Children Safe in Education” Statutory Guidance \(September 2018\)-Part 3 “Safer Recruitment” and where necessary Part 4 “Allegations of abuse made against teachers and other staff”](#)
- This school will be governed by our Human Resources Team that are commissioned by this school for advice and support and will seek clarity where any doubt exists. All school staff should make the Headteacher or Chair of Governors (if this is the headteacher) aware of any

relationships and associations both within and outside of the workplace (including online) that may have implications for the safeguarding of children in school. This schools Designated Safeguarding Lead (Deputy) will make themselves aware of the requirements in relation to the Parts 3 and 4 of KCSIE identified above and seek advice where needed.

- All within the school community must adhere to [“The Corporate Information Security Policy \(CISP\)”](#) including [“Acceptable Use of Equipment”](#) and the [“Social Media Policy-Acceptable Use for Employees”](#); the school will make all aware of its existence and importance. Where appropriate, intervention will take place when anyone uses e-technology in an unacceptable fashion.
- Authority wide monitoring software is used within all schools and will be reviewed, updated and checked regularly. This addresses and includes all on line risk of harm, including risks posed by the online activity of extremist and terrorist groups. On occasions unacceptable websites might be accessed inadvertently; if this occurs then this should be closed down immediately and logged and reported to Senior Management and to the ICT Team.
- It is recognised at this school that all Information Technology, whether personal or work based, is **a whole school issue** and all staff has a duty to be vigilant. The policies already mentioned cover the extent of this activity and its suitability, staff and pupils are to be left in no doubt that contravention of them will be forwarded to the appropriate agencies to be dealt with.
- Some useful guidance around Facebook and associated social networking [“Facebook Checklist” produced by the UK Safer Internet Centre](#) will form part of staff awareness training.
- Online safety is a growing and complicated area for all agencies. This school recognises that staff need to be aware that children with Special Education Needs and Disabilities (SEND) are particularly vulnerable and the unique risks associated with online safety because of their SEND recognition. That is not to say that the principle doesn’t apply to any other children in our care. However in light the heightened vigilance needed in school for all, the links below will be made aware to staff in the quest for them to be confident to keep children safe online whilst they are at school. By doing this we wish staff to recognise the additional risks from online bullying, grooming and radicalisation and giving staff the capability to support all children.
- 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. An effective approach to online safety empowers this school to protect and educate the whole school community in our use of technology and we will work with our Information Technology partners to identify, intervene in and escalate any incident where appropriate. ***Parents need to be in no doubt and work with us, support us in and out of school and be aware of this to assist us with effective online safeguarding. We CANNOT do this alone.***
- The breadth of issues classified within online safety is considerable:
- **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.
- Online safety is a major concern for all professionals' not only Social Media forums but issues around youth produced sexual imagery known as "[sexting](#)". This has been covered in detail in Section 7 Paragraph 12 of this Policy. For information and support in these areas the following websites below are available for all staff and parents to view. The sites are for all age groups, parents and carers. which will form the basis and assist with e safety education, support and policy in our school;
<http://swgfl.org.uk/> www.thinkuknow.co.uk & www.virtualglobaltaskforce.com
www.parentsprotect.co.uk www.lucyfaithfull.org.uk www.stopitnow.org.uk
<http://parentinfo.org/> <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

11. Taking Photographs in Schools

- Good practice guidance from the Information Commissioners Office, on taking photographs in educational institutions will be followed. This is attached for information. In the interests of safeguarding a common sense approach on a case by case basis will be taken in this area. A full copy of the guidance can be viewed at [Taking photographs in schools guidance 2014](#).
- Our School and its staff will under **no** circumstances photograph injuries seen on children. Staff in schools are not Crime Scene Investigators nor are they trained to the standard of hospital photographers. These experts are the only people who should be photographing injuries. Professional Crime Scene Investigators who undertake injury photographs present their evidence at court as an expert witness. School staff are not expert witnesses.
- If the concern is around non-accidental injury then that is a matter that requires immediate attention on the day resulting in an appropriate referral to Family Connect. Those professionals will control getting the process of photographic evidence gathering underway and assessment.
- We will as a school make sure staff should record all visible injuries on a body map diagram and describe them the best they can. We will assume good evidential practice to get two persons involved who have seen the injury and can account for it on the body map, then immediately follow up with a referral as described above.

12. Curriculum and Wider Activity in Keeping Children Safe including Section 11 Safeguarding Audits

- A consistent approach to the delivery of Spiritual, Moral, Social and Cultural (SMSC) issues through the curriculum and the general life of the school.
- Team Safeguarding Voice – a children's safeguarding board
- Digital Leaders – promoting Internet safety across the school with a board of pupils
- Expect Respect – Challenging Domestic Violence
- Tackling Homophobia, Biphobia and transphobia bullying – Headteacher is a Stonewall Train the Trainer and DHT is a lead as a School Champion
- PREVENT training delivered to all staff and some governors – Headteacher is a WRAP 3 Trainer
- Section 11 audit completed and an action plan is in place – see below

- Science – understanding the body
- Relationships and Sex Education – taught explicitly from YR – Y6 using Respect Yourself
- Breakfast and After-School Club run by school based staff
- Pedestrian Training
- Cycling Proficiency
- Working with Ghanaian families to understand the laws around physical chastisement and child protection in the U.K.
- Preparing children for life in modern Britain curriculum – democracy, rule of law, tolerance of and respect for difference and beliefs, Keeping Safe, Anti-bullying work, Road Safety, Cycle Training, Junior Road Safety Officers, Anti-bullying, worry boxes in classes, E-Safety, Healthy Eating, Physical exercise using Respect Yourself, Relationships and sex education using Respect Yourself, Domestic Abuse
- Use of Theatre Groups – Unique Voice for anti-bullying and E-safety. 2 Engage for the explicit teaching of the dangers of sexting
- Assemblies which promote children's human rights
- NSPCC biannual assembly and workshops on keeping safe
- NSPCC PANTS campaign – delivered by pupils annually
- I am Me campaign addressing all forms of discrimination
- The curriculum - real contexts for writing – keeping safe, personal safety, bullying, alcohol and drug abuse.
- History –forums which have supported children over the years, including acts to support education , minimum working age, NSPCC, Barnados etc
- All work within the school is based on being healthy and staying safe

See specific year group plans – Preparing children for life in modern Britain

****All staff and the wider school community will be given a copy of these policies**

COMMITTMENT TO REVIEW

These Policies will be flexible to change and will be reviewed on an ongoing basis to reflect where there are any changes in Government Legislation or any changes in the duty of statutory agencies in Child Protection and the wider Safeguarding agenda. If it is not appropriate to refine the policy during the year, then this will be done as a matter of course on yearly basis by a named person responsible below, who shall be accountable for that action.

Child Protection Policy and Safeguarding in School Policies 2018/19- Document Status			
Date of Policy Creation	6 th September 2018	Named Responsibility	Siân Deane
Date of reviews for 2018/19 to be completed by	September 10 th 2019	Named Responsibility	Siân Deane and Governors
Inception of new Policy	10 th September 2018	Named Responsibility	Siân Deane and Governors
Date of Policy Adoption by Governing Body		30 th September 2018	