

Jubilee Park Academy



reaching and believing

Safeguarding and Child Protection Policy and Guidance

September 2016

Policy will be reviewed: September 2017.

Signed by Chair of Governors: _____

Date: _____

Key Personnel

Designated Safeguarding Lead: Linzi Pepper

Deputy Designated Safeguarding Lead: Harv Kumar

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN

Section 175 of the Education Act 2002 places a duty on local authorities and the governors of maintained schools to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies) to have arrangements for safeguarding and promote the welfare of children who are pupils at the school. "Keeping Children Safe in Education", issued to schools in 2016, details statutory guidance, placing a duty on schools to promote the welfare of children. The definition of safeguarding children as detailed in the document "Working Together to Safeguard Children" is as follows:

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

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children and their families to be safe, healthy, enjoy and achieve, contribute positively and achieve economic wellbeing

Jubilee Park Academy strives to promote the welfare of our pupils by:

1. Creating and maintaining a safe learning environment.
2. Identifying child welfare concerns and taking appropriate action.
3. Using the curriculum to enable our children to develop keep safe strategies
4. Creating a listening culture to hear the child's voice
5. Operating safe recruitment and selection procedures to prevent unsuitable people working with our children.

The school has a suite of policies designed to meet these needs and are available on request or via the school website.

This policy reflects current legislation, accepted best practice and complies with Government guidance: *Working together to Safeguard Children (2015)* and *Keeping Children Safe in Education (2016)*.

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1. INTRODUCTION

At Jubilee Park Academy we strive to be inclusive, to meet the needs of all students and to treat all students, parents, staff and members of the wider community with equal respect. We celebrate diversity and actively work to create a cohesive community. Our safeguarding policies are designed to promote this ethos and to create clear systems for any stakeholder with a complaint.

This document is the safeguarding and child protection policy for Jubilee Park Academy and any extended services that it provides.

Safeguarding and promoting the welfare of children is defined by the Department for Education in the statutory guidance “Working Together to Safeguard Children” 2015 as:

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

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

In this document school refers to:

- Maintained nursery schools
- Maintained, non-maintained or independent schools
- Academies and free schools
- Alternative provision academies
- Pupil referral units.

Staff refers to anybody working for or on behalf of the school in a full time, part time, temporary or permanent basis, in either a paid or unpaid capacity.

A parent refers to birth parents and other adults who are in a parenting role, e.g. step-parents (by marriage), foster carers and adoptive parents.

This Child Protection Policy forms one part of the school’s safeguarding responsibilities and should be read in conjunction with other relevant policies as defined in the Annual Safeguarding Report to the Governing Body. This policy applies to all teaching and non-teaching staff, volunteers, governors and parents, and relates to all children and young people up to the age of 18. Jubilee Park Academy expects that:

- No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- Staff must have an understanding of what safeguarding and child protection is and that they have a vital role to play in promoting the welfare of children.
- Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
- Staff must understand the School's Child Protection and Safeguarding Policy and follow it if a concern is witnessed or disclosed.
- Parents and pupils must understand how the school responds to incidents giving rise to concerns about the welfare of children and what they should do if they have a concern about their own welfare or that of a child.

2. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (sections 175/157)
- Education (Independent Schools Standards) (England) Regulations 2014
- Sandwell Safeguarding Children Board Inter-Agency Procedures
- Keeping Children Safe In Education (2016)
- Working Together to Safeguard Children (2015)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)

3. SCHOOL RESPONSIBILITIES

The Education Act 2002 states that education institutions have a legal duty to safeguard and promote the welfare of children. They must ensure that:

- A safe learning environment is created and maintained for children and young people
- They make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.
- Pupil's views are considered in the light of age and understanding.

"Working Together to Safeguard Children" 2015 explains the legislative requirements and expectations of individual agencies to promote the welfare of children. Schools must ensure that:

- Children's welfare needs and concerns are paramount and are identified quickly so that every child receives the support they need before a problem escalates.

- Appropriate action is taken to address them in partnership with other organisations as required.
- They have effective safeguarding systems in place in and take into consideration the needs and wishes of each child.
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children
- All professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children’s social care;
- All professionals contribute to whatever actions are needed to safeguard and promote a child’s welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes
- The institution works with the LSCB to coordinate the work to safeguard children locally.
- “Keeping Children Safe in Education” (2016) is issued to schools and colleges under their relevant guidance and they must have regard to this document when carrying out their duties to safeguard and promote the welfare of children.

The Teacher Standards (2012) explicitly state that teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. These state that teachers, including the head of school, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties. It is expected that the following principles are followed by all staff:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
- Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways, which exploit pupils’ vulnerability or might lead them to break the law.

4 GOVERNING BODIES

The Chair of Governors in this school is:

NAME: Mr Derek Rowley

CONTACT NUMBER:0121 522 2598

The Vice Chair in this school is:

The Governing Body is responsible for ensuring that a school discharges its safeguarding functions effectively and within the law.

The governing body ensures that the school:

- Ensures that safeguarding is everyone's responsibility and is based on a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.
- Contributes to inter-agency working in line with statutory guidance.
- Has appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Has the necessary statutory policies and procedures adopted by our governing body, particularly concerning referrals of cases of suspected abuse and neglect, and ensures that these are followed by all staff.
- Has procedures in place for dealing with allegations of abuse against members of staff or volunteers that follow any guidance from Government, the local authority and locally agreed inter-agency procedures.
- Has a staff code of conduct or staff behaviour policy (including covering those whom are temporary staff and volunteers) in place that is in accordance with any guidance from the government, the local authority and locally agreed inter-agency procedures.
- Has designated appropriate senior member of staff to take lead responsibility for dealing with safeguarding and child protection, and ensures that they are given the time to undertake the role. It will be recognised as part of the role through their job description.
- The Lead Safeguarding officer for the SLT will recognise that their responsibility cannot be delegated.
- Organises appropriate training for the Head Teacher or Principal and all other staff and volunteers who work with children to carry out their responsibilities for child protection effectively
- Identifies any instance where there are grounds for concern that a child is suffering or likely to suffer significant harm either at school or at home and immediately refers any concerns to the local authority children's social care services.
- Has put in place appropriate safeguarding responses for children who go missing from School, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Has a member of the governing body, or any other body managing the school, who is responsible for liaising with the local authority and/or partner agencies, as appropriate, in the event of allegations of abuse being made against the Head Teacher/Principal.
- Works with the Head of School to consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues

through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE).

- Has at least one person on any appointment panel that has undertaken safer recruitment training.
- Has procedures in place to handle allegations against members of staff and volunteers.
- Has procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Has procedures in place to handle allegations against other children.
- Has appointed a designated teacher for Looked After Children to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.
- Acts reasonably and in line with Government legislation in making decisions about the suitability of the prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.
- Has a live single central record that is regularly updated in the light of appointments and resignations for all staff (including supply staff, and teacher trainees on salaried routes) who work at the school, as well as volunteers, proprietors of schools, contractors and visitors – and that its contents are in line with 'Keeping Children Safe in Education.' 2016.
- There is an adequate filtering system in place that is reviewed on a regular basis and internet use is monitored
- ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.'

Regular reports are submitted to the Governing Body to evidence how the school are discharging their statutory safeguarding duties. Any weaknesses must be rectified without delay.

5. DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead in this school is:

NAME: Linzi Pepper

CONTACT NUMBER: 0121 5222598

The Deputy Designated Safeguarding Lead in this school is:

NAME: Harv Kumar (Head of School)

CONTACT NUMBER: 0121 5222598

The School has appointed a Designated Safeguarding Lead. The designated Safeguarding Lead has **lead responsibility** for safeguarding and child protection. It will be recognised as part of the role through their job. They are given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in

strategy discussions and inter- agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The School has also appointed a Deputy DSL. Whilst the activities of the designated safeguarding lead are delegated to our appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** is not being delegated.

The role of the DSL is to:

Manage referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children’s social care as required;
- Support staff who make referrals to local authority children’s social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the Head of School to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Undertake training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

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

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

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

Child protection file

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

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

6. SCHOOL PROCEDURES

All school staff and volunteers need to be alert to the potential abuse of children, both within their families and from other sources including members of the school community.

To ensure staff have the knowledge and skills to recognise the signs and symptoms and be aware of the process's and procedures to safeguard young people they will:

- Read Part One of Keeping Children Safe in Education 2016
- Read Appendix A of Keeping Children Safe in Education 2016
- Attend Safeguarding training on a 12 monthly basis
- Have a clear understanding of the role of the DSL
- Attend regular briefings on specific safeguarding issues including CSE, Honour-based Violence and FGM
- Have a good understanding of the threshold document and the difference between a concern, immediate danger and risk of harm
- Have an understanding of Early Help and the local service available to families
- Have an understanding of their role and the schools' responsibility in contributing to the Early Help Model

All school staff are made aware through annual training that our children and their families must be treated with respect and dignity in relation to their age, disability, ethnicity, gender, religion and belief, sexual orientation and culture but that will never prevent the school from following the Safeguarding and Child Protection Policy when concerns are identified.

Staff will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

When concerns have been raised regarding a child, or they are subject to any multi-agency work, a written record will be kept securely and separately from the child's main pupil record.

The member of staff must record information regarding the concerns and ensure the written record is passed to the DSL on the same day. The recording must be a clear, precise and factual account of the observations.

If it is decided that a referral to children's social care is required, this will be discussed with the parents, unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm;
- Place a vulnerable adult at risk of harm; and
- Compromise any enquiries that need to be undertaken by children's social care or the police.

The school will robustly monitor the attendance of children on roll in the school, in line with the attendance policy. When a safeguarding/child protection concern is being monitored, all absences from school will be followed up with a home visit by an appropriate member of staff, to ensure that the welfare of the child is maintained.

In cases where children are subject to a child protection plan, all absences of more than **2** days (without explanation) will be reported to the allocated social worker.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

All staff, volunteers and governors, through ongoing training, must be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix A for details**.

All school and college staff are trained to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

All staff are aware of the early help process. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help is appropriate the designated safeguarding lead supports the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case is kept under constant review and consideration is given to a referral to children's social care if the child's situation doesn't appear to be improving.

Some children, and adults, may have an increased risk of abuse due to specific circumstances including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will ensure staff receive appropriate information and support to meet the needs of the whole school community:

7. DEALING WITH A DISCLOSURE

Where a pupil actually discloses that he/she has been abused, the following guidelines must be followed:

LISTEN

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality. Inform the child that you are happy to talk to them but, if they tell you anything which you believe may be putting them or anyone else at risk of harm; you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

RESPOND

- If you need to clarify information, ask open-ended questions e.g. *"Is there anything you'd like to tell me?"*, *"Can you explain to me..."*, *"Can you describe to me..."*
- **Never** ask leading or suggestive questions e.g. *'Did he/she do anything that they shouldn't have done?'*
- **Never** ask 'accusing' questions e.g. *"Why didn't you tell someone earlier?"*
- **Never** criticise the alleged perpetrator, it may be someone that they will continue to live with.
- **Never** ask the pupil to repeat their disclosure for any other member of staff, it is your responsibility to share the information.
- These four factors may compromise enquiries that need to be made later by children's social care or police.

SUPPORT

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

RECORD

- Make notes as soon as possible afterwards using the appropriate record of concern with the words that the child has used
- Do not record your assumptions and interpretations, just what you heard and observed.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write an account or sign any documentation or take any pictures of potential injuries as this may compromise enquiries undertaken by children's social or police.

SPEAK

- Staff will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.
- 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.
- Where a staff member feels unable to raise an issue with the School, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them and staff are aware of these.

UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

8. MAKING A REFERRAL

A referral involves sharing information in line with the **Multi Agency Threshold Document** to either the Early Help Team (with the consent of the parents/carers), children's social care or the police in matters of immediate risk.

Emergency Response

If a child is at imminent risk of significant harm/immediate danger you should consider calling 999 in the first instance (for police or ambulance) and making a referral to children's social care by immediately via Sandwell's contact centre on 0121 351 0131. You will be expected to complete a Multi-Agency Referral Form (MARF). Where referrals are not made by the designated safeguarding lead, they should be informed, as soon as possible, that a referral has been made.

Non-Emergency Response

If you believe that the risk is significant and is a child protection issue but the child is in no immediate danger you must complete and submit a MARF within one hour. Send the MARF on completion via secure email to **access_team@sandwell.gcsx.gov.uk**

Parents/carers should be informed if a referral is being made except in the circumstances outlined in **communication with parents**.

However, inability to inform parents for any reason should not prevent a referral being made to children's social care via the Contact Centre if you believe the child is at risk of harm. It would then become a joint decision with Children's Social Care about how and when the parents should be approached and by whom.

If low level multi-agency support is required for a child and/or their family, the DSL will, with consent of the parent/carer, submit an Early Help Assessment to enable a team around the family plan to be initiated. This will be targeted multi-agency support to help the family resolve any identified concerns.

If the concerns are more complex and require statutory intervention, then the DSL will refer the matter to children's social care where a decision will be made whether any enquiries are needed under Section 17 (child in need enquiry) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at **Appendix C** detailing the referral procedure.

How to make a referral

- **Early Help** – submit an Early Help assessment via the ECAF system with the consent of the parent/carer to access multi-agency support via a Team around the Family (TAF))
- **Social Care** – submit a **Multi-Agency Referral Form (MARF)** unless it is an emergency (see above) via secure email **access_team@sandwell.gcsx.gov.uk** where consideration will be given to the referral via the MASH screening process.

Accurately record the action agreed following the referral, including if no further action is to be taken and the reasons for this decision, noting with whom discussions were held and who made the decisions on the appropriate school form.

9. COMMUNICATION WITH PARENTS

The school will always discuss concerns with parents/carers unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm;
- Place a vulnerable adult at risk of harm; and
- Compromise any enquiries that need to be undertaken by children's social care or the police.

In these situations, the school will always seek advice from children's social care. The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

In situations where it is unclear whether information should be discussed with parents, the DSL will seek advice from the local Community Operating Group or Multi Agency Safeguarding Hub Early Help Desk where they will be able to seek advice from a qualified social worker.

10. SHARING INFORMATION AND CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

All staff in schools have a responsibility to share concerns about the welfare of a child or young person with the DSL or, in situations where the concern is not school based, other professionals, particularly children's social care and the police.

If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.

Staff/volunteers who receive information about children and their families in the course of their work should share that information within the expectations of the school's confidentiality policy and other relevant policies e.g. **SSCB inter-agency procedures**, and **Information Sharing – Advice for Practitioners Providing Safeguarding Services**.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles.

Safeguarding files will be stored in a locked facility and any electronic information will be password protected and only made available to those individuals who are authorised to have

access. Every effort will be made to prevent unauthorised access.

Any sensitive information held by the school will not be held on laptop computers. If it is necessary to store child protection information on moveable devices, such as memory stick, they will be encrypted and stored securely.

Any child welfare concerns will be stored in a safeguarding file separately from the pupil's school file. An identifying mark will be placed on the main pupil file if a safeguarding file exists to ensure that all information follows the child should they leave the school.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they must refer the request to the Head Teacher/Principal or DSL. They will not be able to deal with the request themselves.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

11. SPECIFIC SAFEGUARDING CIRCUMSTANCES

The nature of work undertaken by schools means that there will be other circumstances when the welfare of children, young people and the wider school community needs to be taken in to consideration. These include:

- **Extended school and off-site arrangements** - Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site the school will undertake checks to ensure that they provide adequate safeguarding arrangements. When pupils attend off-site activities, including day and residential visits and work related activities, the school will ensure that the proprietors of the activity/venue operate safe practices to maintain the safety of our children/young people and liaise with investigating agencies in the locality relevant to where the concern has taken place.
- **E-Safety:** As members of the whole school community are using electronic media more frequently we are aware that we need to keep everyone safe in the virtual world as well. Some people will use technologies to harm others whether by sending harmful or inappropriate messages or enticing others in to unsafe situations. The school have an e-safety policy and procedures, which are available on the school website, and explain how we try to keep pupils and the wider school community safe. Any incidences of cyber bullying will be dealt with through the schools anti-bullying procedures. We endeavour to support parents and carers to help keep their children safe whilst online

or using social media. The school has an e-safety coordinator who can advise parents and carers on how to keep their children safe. The school's staff code of conduct makes it clear about how staff use social media and electronic technologies to ensure that they, and children, are kept safe.

- **Bullying:** This can cause distress for children as well as adults. Serious incidents can have a profound and lasting effect on individuals. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and managed through the schools anti-bullying procedures. If the bullying is particularly serious, or actions taken to resolve a situation are ineffective, the Head Teacher/Principal and the DSL will consider involving other appropriate agencies and may implement safeguarding and child protection procedures if required, particularly in peer on peer abuse cases (see below).
- **Managing safeguarding allegations against other pupils/ peer-on-peer abuse:** We recognise that there may be situations where pupils will negatively affect the learning and wellbeing of others. In these circumstances, their behaviour will be dealt with under the school's behaviour policy. Occasionally, others may make allegations against pupils in the school, which are of a safeguarding nature. We are aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting (see below), initiations and hazing*. The school believe strongly that abuse remains abuse and will never be tolerated or passed off as "Banter" or "growing up". In all cases where possible safeguarding situations arise between pupils, the school will ensure that local procedures are followed. The police will be informed of any circumstances where a possible criminal offence has been committed and we will ensure parents of all those involved are informed. It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned. The School will support victims of peer on peer abuse, and offer external support where appropriate. Staff have been briefed on peer on peer abuse. ****Initiations and Hazing** - Hazing consists of hazardous behaviours and activities required of newcomers by team or group members as a condition of their membership, or to maintain full status on a team or group. Hazing can include harassment, verbal, sexual, physical or emotional abuse, humiliation and degradation.
- **Sexting** - "The exchange of sexual messages and images, creating, sharing and forwarding sexually suggestive nude or nearly nude images through mobile phones and the Internet" (NSPCC). In the event of a sexting disclosure, staff should follow School CP procedures and establish whether the disclosure **is about sending, receiving or sharing an image** and who it involves. You will need to be establish if the pupil has the device on which the image has been stored or shared. Devices should not be searched unless the pupil is in immediate danger. If indecent images of a child are found staff should report the incident to the DSL. The DSL should assess the risk to the child or young person and make referrals as appropriate, taking advice from the local authority if necessary. If the image has been shared on the school network, social network or website, the school should

block the network to all users and **isolate** the image. **Images should not be moved, sent or printed.** Staff have been briefed on sexting.

- **Work Experience** - The school follows robust procedures to safeguard pupils undertaking work experience, including arrangements to make sure that those providing placements and supervising our pupil whilst on placement are appropriate individuals to do so in line with statutory safeguarding guidance. The schools work experience procedures are available on request.
- **Children Missing Education** - All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education. A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.
- **Child Sexual Exploitation** – is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:
 - Children who appear with unexplained gifts or new possessions;
 - Children who associate with other young people involved in exploitation;
 - Children who have older boyfriends or girlfriends;
 - Children who suffer from sexually transmitted infections or become pregnant;
 - Children who suffer from changes in emotional well-being;
 - Children who misuse drugs and alcohol;
 - Children who go missing for periods of time or regularly come home late; and
 - Children who regularly miss school or education or do not take part in education.

Staff have been briefed on the indicators of possible sexual exploitation and will refer any concerns to the DSL immediately “Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation” (KCSIE 2016).

- **Forced Marriage and Honour Based Violence** - A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. In the UK it is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Honour based violence can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Staff have been briefed on the indicators of possible forced marriage and honour based violence and will refer any concerns to the DSL immediately.
- **Female Genital Mutilation** - Female Genital Mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It is also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM however it is a dangerous practice and has been a criminal offence in the UK since 1985. There are no medical reasons to carry out FGM and it can cause severe and long-lasting damage to physical and emotional health. Staff have been briefed on the indicators of possible FGM. 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.
- **Extremism and Radicalisation** - extremist organisations can develop and popularise ideas, which create an environment conducive to violent extremism and terrorism. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up but we recognise that, children and young people can be exposed to extremist influences or prejudiced views, particularly via the internet and other social media. We will endeavor to help pupils learn about different cultures and faiths (as directed by the Department for Education) and gain an understanding of the British values we share which are defined in the Governments 2011 Prevent Strategy as:
 - *Democracy*
 - *The rule of law*
 - *Individual liberty*
 - *Mutual respect*
 - *Tolerance of those of different faiths and beliefs*

We will also take account of the Counter-Terrorism and Security Act 2015 in providing a safe environment where we will support young people to express their views but also appreciate the impact their views can have on others. We will encourage pupils to take responsibility for their actions and to understand that the use of violence to further any cause is intolerable. Staff have been briefed on the indicators of possible extremism and radicalisation and will refer any concerns to the DSL immediately.

- **Additional Safeguarding Vulnerabilities of Pupils with Special Educational Needs** – Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Children with special educational needs and disabilities are at higher risk of harm than most children, yet keeping them safe can be more of a

challenge. For children with the most profound difficulties their vulnerability is extremely high. additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - Social isolation;
 - Reliance on others for personal care;
 - Impaired capacity to resist or report abusive behaviour, communication barriers and difficulties in overcoming these barriers.
 - Reduced access to someone to tell;
 - Especially vulnerable to bullying and intimidation without outwardly showing any signs;
 - More frequently away from home, e.g. in hospital, respite care or residential living.
-
- **Supporting children to keep safe** – The school will endeavour to help children understand how to keep themselves safe through its curriculum and, in particular, through the schools Personal, Social, Health and Economic (PSHE) education, Sex and Relationship Education (SRE) and Spiritual, Moral, Social and Cultural (SMSC) Policy. We provide opportunities for children to think about risks they may encounter and, with support from staff; work out how those risks might be overcome. The aim is to empower children and help them conduct themselves in a safe manner. The school promotes an environment of respect for all and pupils are encouraged to speak to a member of staff in confidence about anything that is worrying them.

12. SCHOOL COMMUNITY SUPPORT

If children have been exposed to harm, it can have a profound and lasting effect on the individual and those supporting them. We will support the school community by:

- Ensuring all disclosures or concerns are taken seriously.
- Keeping safeguarding and child protection records securely stored.
- Sharing information on a need-to-know basis only with relevant individuals and agencies
- Cooperating fully with statutory agencies as required.
- Nominating a central point of contact when safeguarding processes are implemented. Where a member of staff is the subject of an allegation made by a pupil, an individual will be identified to liaise with the child and family to avoid any conflict of interest.
- Responding to any request from pupils or staff for time out to deal with distress or anxiety in a sensitive and supportive manner.
- Offering details of support both in and out of school as required.
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures as required.

Looked after Children

The most common reason for children being placed in the care of the local authority is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements. As previously stated, the designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care, to ensure that their needs are met and maintained.

13. RECORD KEEPING

All records need to be given to the DSL before the end of the working day. No copies to be retained by the member of staff or volunteer.

The DSL will ensure that all safeguarding records are managed and transferred as soon as possible to the receiving school ensuring secure transit and confirmation of receipt is obtained.

Further details regarding record keeping are available via the Local Authority Guidelines for Safeguarding Record Keeping in Schools.

14. SAFER RECRUITMENT

The school strives to employ 'safe' staff by following the guidance issued in "Keeping Children Safe in Education" (2016) and guidance issued by the LA/LSCB along with the school's individual procedures.

At least one member of each recruitment panel will have attended safer recruitment training to promote the welfare of our school community.

All applicants will be expected to:

- Complete an application form including their full employment history.
- Provide two references, it is a given that at least one will comment on the applicant's suitability to work with children.
- Provide evidence of identity and qualifications to undertake the role in school.
- Be checked in accordance with the Disclosure and Barring Service (DBS) and regulations as appropriate to their role if offered employment, as well as undertake a prohibition check (if required)
- Provide evidence of their right to work in the UK.
- Be interviewed, if shortlisted.
- Further checks should be undertaken to ensure that the person is not prohibited from engaging in a 'management role'
- Checks will be carried out with The NCTL Teacher Services system
- Prohibition checks will be carried out on all teaching staff

Before commencing employment, the school will verify the mental and physical fitness of the candidate to carry out their work responsibilities, which will, in turn, help to promote a safe learning environment for our children.

All staff members will be recorded on the schools single central record as aforesaid, which is the document that is maintained to evidence the recruitments checks that the school has undertaken.

On appointment, all new members of staff will undergo an induction that includes:
Familiarisation with the school's child protection policy, staff behaviour policy and supporting documents;
Provision of Part One of Keeping Children Safe in Education 2016;
Safeguarding and Child Protection training at Induction.

This process will also help identify any additional training needs in regard to child protection and maintain a safe learning environment.

The school obtains written confirmation from supply agencies that agency staff have been appropriately checked to work in our school in line with the requirements above. Agency worker's ID must be checked alongside the information that was provided by the Agency.

Volunteers

Volunteers, including governors will undergo suitable and sufficient checks commensurate with their work in the school and contact with pupils.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

The school has a safer recruitment policy that is available on request.

Disqualification by Association

Where appropriate, the school will follow the guidance issued in the document "Keeping Children Safe in Education: Childcare Disqualification Requirements – Supplementary Advice" and any additional guidance issued by the LSCB.

15. ALLEGATIONS AGAINST STAFF – POSITION OF TRUST

It needs to be acknowledged that those who are concerned about the conduct of a colleague are placed in a challenging situation. Although they may worry that they have misinterpreted a situation it must be remembered that the welfare of the child is paramount.

A position of trust describes relationships where an adult (18 years or older) has power or authority in a child's life (under 18 years) and may have a key influence on their future, by the

nature of their role within an organisation. In a school environment this will be when the care for, advise or train them. Concerns arise when this power of influence may be used to persuade, encourage or intimidate a child or young person into certain behaviours or activities that are not suitable or acceptable.

While young people aged between 16 and 18 can legally consent to some types of sexual activity this is not the case in a situation where there is an abuse of trust.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head Teacher/Principal. Complaints about the Head Teacher/Principal should be reported to the Chair of Governors. Concerns about the proprietor of an independent school should be reported directly to the Local Authority Designated Office.

If you wish to make contact with the (Local Authority) Designated Officer ((LA)DO), please call 0121 569 4770.

Staff may also report their concerns directly to the Designated Officer, Children's Social Care or the Police if they believe direct reporting is necessary to secure action.

Staff may contact the NSPCC Whistleblowing helpline on 0800 028 0285 for further support and advice.

The school also has a whistle blowing policy that may be followed to ensure the safety and welfare of the whole school community.

An allegation relates to an adult who works with children (in a paid or unpaid capacity) and they have:

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

In these circumstances, the allegation should be taken seriously and the Head Teacher/Principal, who has the responsibility for managing allegations against persons in a position of trust in school, should be informed immediately.

It is not the responsibility of the person receiving the allegation to make any enquiries or discuss the allegation with any one other than the Head Teacher/Principal.

As with all other concerns about the welfare of children, the member of staff receiving the allegation should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher/Principal.

Under no circumstances should the informant be asked to make a written record of the allegation or asked to sign any documentation. This is the responsibility of the person receiving the allegation.

The Head Teacher/Principal will not investigate the allegation themselves, or take written or detailed statements, but will consult with the Designated Officer.

If the Head Teacher/Principal is implicated in the concerns, the Chair of Governors, or in their absence, the Vice Chair of Governors should be contacted. They will then liaise with the Designated Officer.

The Chair of Governors in this school is:

NAME: Mr Derek Rowley CONTACT NUMBER: 0121 522598

The Vice Chair in this school is:

NAME: Pastor Steve Peach CONTACT NUMBER: 0121 522598

The same process will be followed by the chair or vice chair of governors as that followed by the Head Teacher/Principal.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document '***Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings***'.

If you have safeguarding or child protection concerns relating to the parents/carers of children and you are aware that they work with children, young people or vulnerable adults, you must inform the DSL. This will allow for consideration to be given as to whether the position of trust process needs to be applied.

If it is decided that the allegation meets any of the three criteria outlined above, procedures will be followed in accordance with **SSCB inter-Agency Procedures**.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher/Principal should, as soon as possible and after consulting with the Designated Officer, inform the person against whom the allegation has been made of the concern.

Further information regarding Position of Trust issues can be found in the document "Allegations of Abuse Against Staff Policy".

16. COMPLAINTS PROCEDURE

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Senior staff, the head teacher/principal and governors manage complaints. A copy of the complaints procedures is available on request.

17. STATUTORY SCHOOL POLICIES

A full list of statutory policies can be found at the **DfE**. Note that none of these policies relate to safeguarding and child protection.

18. OTHER RECOMMENDED SAFE ENVIRONMENT POLICIES

Anti-bullying	PSHE curriculum
Drugs and substance misuse	Race, Disability and Equality Policy
E-Safety (including Acceptable Use Policies and Use of Digital Images)	Recruitment and selection
First aid (including management of medical conditions, intimate care)	Physical Intervention
Management of allegations against staff	Whistle blowing

19. USEFUL TELEPHONE NUMBERS/WEBSITES

Sandwell Contact Centre (children's social care referrals) – 0121 569 3100
Sandwell Multi Agency Safeguarding Hub Early Help Desk – 0121 569 0131
Local Community Operating Group – (add number relevant to your area)
West Midlands Police – 0345 113 5000
Designated Officer – 0121 569 4771

Locality Community Operating Groups

Tipton COG: Unity Walk Owen Street Tipton. DY4 8QL. 0121 569 7291

Wednesbury COG: Wednesbury Library, Walsall Street. WS10 9EH. 0121 569 7294

West Bromwich Central COG: West Bromwich Town Hall, High Street. B70 8DT. 0121 569 7293

West Bromwich North COG: West Bromwich Hall, High Street. B70 8DT. 0121 569 7292

Oldbury COG: Brandhall Library, Tame Road, Oldbury. B68 0JT. 0121 569 7295.

Rowley COG: Cradley Heath Library, Upper High Street, Cradley Heath. B64 5JU. 0121 569 7296

Smethwick COG – Hollies Family Centre, Smethwick. B67 7DW. 0121 569 7297.

<http://www.sandwellscb.gov.uk>

Possible effects of abuse

The sustained physical, emotional, sexual abuse or neglect of children can have major long-term effects on all aspects of their health, development and wellbeing. Children can grow up to feel worthless, unlovable, betrayed, powerless, confused, frightened and mistrustful of others. They might feel, wrongly, that the abuse is their fault.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them.
- Injuries, which occur to the body in places, which are not normally exposed to, falls or rough games.
- Injuries which have not received medical attention,
- Reluctance to change for, or participate in, games or swimming.
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation.
- The child gives inconsistent accounts for the cause of injuries.
- Frozen watchfulness.

Possible effects of physical abuse

Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental

capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction

- It may involve seeing or hearing the ill-treatment of another
- It may involve serious bullying (including cyberbullying)
- Causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

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

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Possible effects of emotional abuse

If a child suffers sustained emotional abuse there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities,
- Encouraging children to behave in sexually inappropriate ways,
- Grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

Possible effects of sexual abuse

Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem have all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse, once recognised, can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions

- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Possible effects of neglect

Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

Aide-memoire for Professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, significant harm

Situation

- I am (give your name / designation / base). I am calling about (child's name(s) / date of birth / address, or mother's details if an unborn child).
- I am calling because I believe this child is at risk of harm.
- The parents are/aren't aware of the referral.

Assessment and actions

- I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered).
- Or: I fear for the child's safety because (provide specific facts – what you have seen, heard and/or been told).
- An Early Help Assessment has/hasn't been completed/followed prior to this referral.
- The child is now (describe current condition and whereabouts).
- I have not been able to assess the child but I am concerned because.
- I have (actions taken to make the child safe).

Family factors

- Specific family factors making this child at risk of significant harm are (base on the Assessment of Need Framework i.e. parenting capacity, family/environment, child's developmental needs)
- Additional factors creating vulnerability are ...
- Although not enough to make this child safe now, the strengths in the family situation are

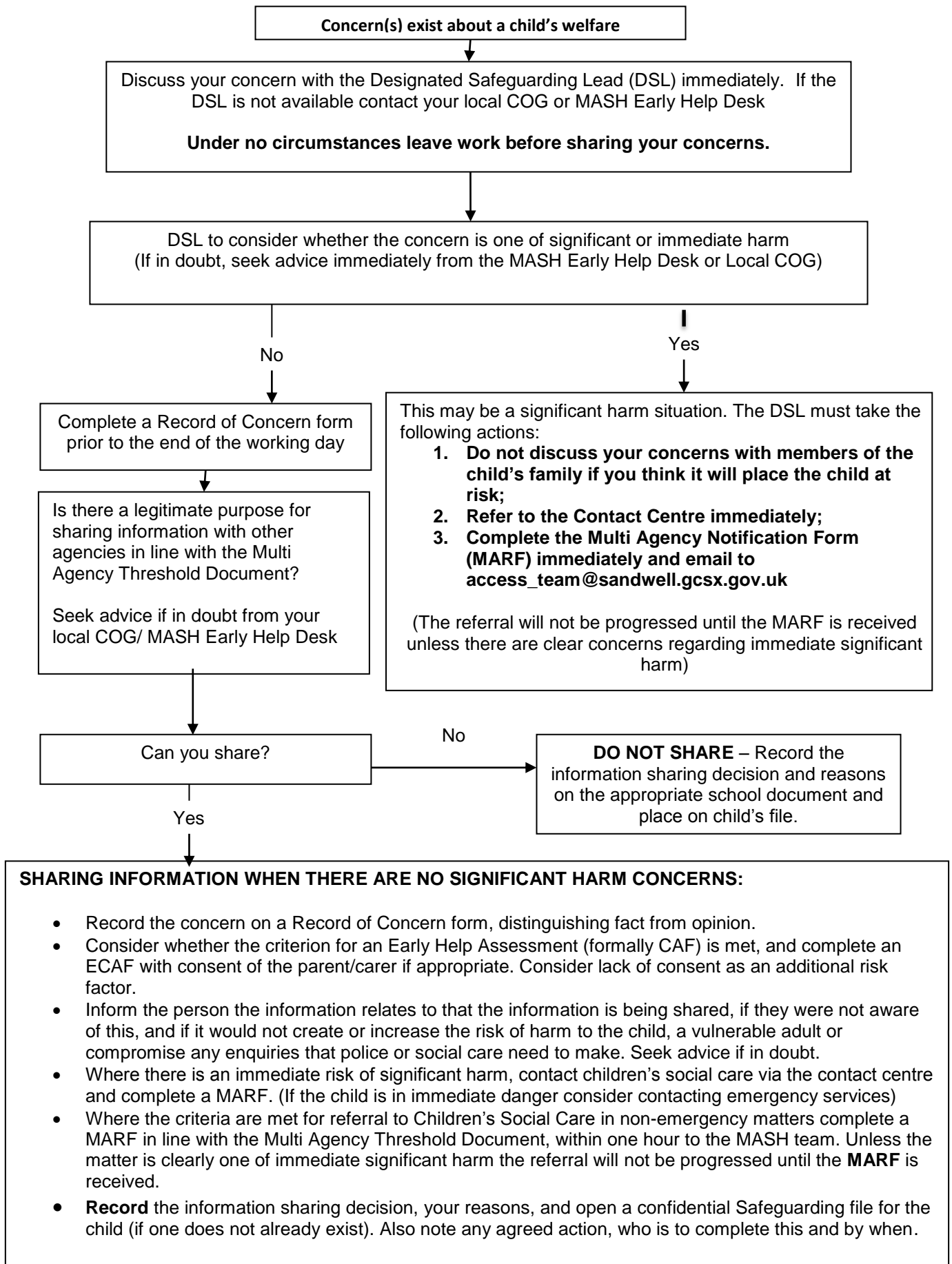
Expected response

- In line with "Keeping Children Safe in Education" 2016, "Working Together to Safeguard Children" 2015 and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).
- Other recommendations.
- Ask: Do you need me to do anything now?

Referral and recording

- I will follow up with a written referral (MARF/Early Help Referral) and would appreciate it if you would get back to me as soon as you have decided your course of action.
- Exchange names and contact details with the person taking the referral.
- Now complete the MARF/Early Help Referral ensuring that it is sent within 24 hours and record details and time and outcomes of telephone referral.

Safeguarding and promoting children’s welfare Procedural Flowchart



Governors' role and responsibilities	
Role	<ul style="list-style-type: none"> • Promote the wellbeing and ensure the safeguarding of all pupils in school • Ensure the school carries out its legal and statutory duties, and observes national and local guidance • Provide leadership to ensure the development, implementation and regular review of the child protection policy • Ensure that policy and good practice is reflected in the school's safeguarding and child protection practice • A nominated Governor is appointed to be responsible in the event if an allegation of abuse being made against the Head Teacher/Principal. • Ensure that a member of the school's senior management team is appointed as a DSL. • Ensure that all staff, volunteers and governors receive regularly updated child protection training making sure their roles and responsibilities are clear. • Identify and remedy any weaknesses or deficiencies in safeguarding arrangements.
Policy development and implementation	<ul style="list-style-type: none"> • Through consultation with all stakeholders, develop a written policy regarding the safeguarding and child protection work of the school • Guide the Head Teacher/Principal and DSL in determining and implementing measures, based on the statement of principles, which promote good behaviour throughout the whole school community • Ensure the policy includes references to age, disability, ethnicity, gender, religion and belief, sexual orientation, culture and any other local issues appropriate to the school context • Nominate a named governor with a particular brief to oversee the safeguarding and child protection work of the school • Make child protection a regular item at governor meetings • Publish and keep under annual review the child protection policy • Review the policy in consultation with pupils, parents/carers and staff and ensure that it is informed by, and responsive to, their experiences • Ensure the annual completion of data reports for SSCB • Ensure that the school makes use of monitoring data and understands its implications for the development of policies, procedures and practice • Provide leadership to ensure a consistent response to all incidents of child protection • Ensure the development and implementation of a complaints policy and procedures • Ensure the development and implementation of a safer recruitment policy and procedures • Ensure the development and implementation of an allegation against staff policy and procedures • Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to child protection.
Behaviour	<ul style="list-style-type: none"> • Provide an appropriate and consistent role model for all staff, pupils and the wider school community • Celebrate and share examples of good practice from the school among individual staff and pupils.

Head Teacher/Principals and senior staff with key responsibilities (DSL)

Role

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff;
- Promote the wellbeing and ensure the safeguarding of all pupils in the school
- Provide support for the governors through the development and implementation of an effective child protection policy;
- Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors;
- Ensure that the DSL is given appropriate time and support to carry out their role.
- Ensure that they access appropriate training to understand their role and responsibilities in the child protection process.
- Refer cases of actual or suspected abuse, including allegations against staff, in line with local procedures.

Policy development and implementation

- With the advice and guidance of governors and through consultation with staff, pupils, parents/carers and other stakeholders, develop, implement and review the child protection policy and measures which promote a safe environment for all
- Ensure the effective communication of the policy to all pupils, staff and stakeholders
- Ensure that pupils, staff, parents/carers and other stakeholders are involved in the creation of a positive school ethos
- Take action to prevent all forms of harm against children and their families
- Ensure that the school's child protection policy and related practice is complied with consistently and effectively
- Make sure that effective monitoring procedures are developed, operated and maintained
- Ensure all staff (including support staff) receive regularly updated training to enable them to recognise and prevent all forms of abuse and ensure they are clear about their roles and responsibilities in preventing and responding to child protection.
- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- Develop and implement a system for recording incidents of child protection which staff know and use consistently
- Ensure that appropriate support systems are in place to prevent and respond to child protection
- Use partnerships and multi-agency approaches to prevent, and/or respond to, child protection which happens off-site
- Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and other stakeholders are supported to participate in the review of child protection policies
- Ensure evidence of the impact of the child protection policy and practice is reflected in the SES

Behaviour

- Share examples of good practice with the wider multi-agency local community
- Act as appropriate role models for all managers, staff, parents and pupils
- Ensure stakeholder consultation and that their opinions and concerns are included in policy review as appropriate.

All teaching and support staff	
Role	<ul style="list-style-type: none"> • Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff • Promote the wellbeing and ensure the safeguarding of all pupils in school • Behave with respect and fairness to all pupils, carrying out the letter and spirit of the child protection policy.
Policy development and implementation	<ul style="list-style-type: none"> • Observe and implement the school's child protection and practices including the contribution to the keeping of relevant records of incidents • Contribute to consultations and reviews of the child protection policy and practice • Develop and support curriculum opportunities to promote equalities and address child protection issues
Behaviour	<ul style="list-style-type: none"> • Provide a consistent response to incidents of child protection • Provide support to the victims of child abuse as required including making referrals and challenging practice if the welfare of children does not improve in individual cases. • Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to child protection concerns • Model positive attitudes and relationships • Promote the wellbeing of all pupils and take steps to ensure freedom from harm • Raise issues with line managers which could contribute to policy review and development

Pupils	
Behaviour	<ul style="list-style-type: none"> • Report any concerns about their welfare, or that of another, to a member of staff. • With the help of staff and parents/carers, create a safe environment within school where everyone feels confident to talk about concerns • Respond to requests for information, opinions and suggestions to help improve the child protection work of the school

Parents/carers	
Behaviour	<ul style="list-style-type: none"> • Demonstrate positive support for the school's child protection policy. • Demonstrate appropriate behaviour at all times within the school grounds • Report to the school any concerns regarding the welfare of pupils where there are concerns that they may be at risk of harm. • Support work undertaken by the school to promote the safety of children. • Respond to requests from the school to provide feedback on the child protection policy and procedures