

## Child Protection and Safeguarding Policy



### Child Protection Policy Statement

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

Brook Primary School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from “significant harm”.

Brook Primary School is committed to safeguarding and promoting the welfare of all children and young people as paramount both within the school environment and outside. In order to fulfil the responsibility effectively, the school will ensure our approach is child centered. This means that we will consider, at all times, what is in the best interests of the child. Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children’s behaviour or their failure to develop. We need, therefore to be alert to the possibility of abuse occurring, aware of the procedures to be followed if the school have suspicions and have the confidence to follow those procedures. This policy applies to all staff, governors and volunteers working in the school.

Date of last review:	September 2020
Reviewed by:	Miss S Nicklin
Agreed by Governors:	
Shared with all Staff:	
Frequency of Review:	Annually
Date of Next Review:	September 2021

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Named Governor for Safeguarding/Child Protection	Mrs Katherine Poole
Chair of Governors	Mr Peter Simpson
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OFSTED	0300 123 3155 <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a> whistle blowing hotline
MASH (Multi Agency Support Hub)	0300 555 0050
SPA (Single Point Access)	0300 555 0050
Out of Hours Duty Team:	0300 555 8574
Emergency Duty Team	0300 555 8574
Advice Line (Ghost Line)	0300 555 0050 Press 7
Prevent Officers:	Mark Wilson / John Hodt Prevent Education Officer / Prevent Team 01384 816883 / 01384814736 07966503370 / 0755732157 <a href="mailto:Mark.Wilson@dudley.gov.uk">Mark.Wilson@dudley.gov.uk</a> <a href="mailto:John.Hodt@dudley.gov.uk">John.Hodt@dudley.gov.uk</a>
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## Definition

For the purposes of this policy, Brook Primary School will define safeguarding and protecting the welfare of children as:

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

## Legal framework

This policy will have consideration for, and be in compliance with, the following legislation and statutory guidance:

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- Education (Pupil Referral Units) (Application of Enactments) (England)(Amendment) Regulations 2012
- School Staffing (England) Regulations 2009, as amended

- Education (Independent School Standards) (England) Regulations 2014 □ Equality Act 2010
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- Education (Non-Maintained Special Schools) (England) Regulations 2011, as amended
- Protection of Freedoms Act 2012
- DfE (2015) 'Working Together to Safeguard Children 2018'
- Guidance for Safer Working Practice October 2018
- DfE (2019) 'Keeping Children Safe in Education 2020'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE 'Disqualification under the Childcare Act 2006
- DfE (2015) 'The Prevent duty'
- Section 5B of the Female Genital Mutilation Act 2003
- Early Years Foundation Stage Statutory Framework (EYFS) 2020
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- DSCB procedures (school)
- Dudley Safeguarding Children Board (DSCB) – Safeguarding Children Procedures/Threshold Document: <http://safeguarding.dudley.gov.uk/>

## Policy aims

The aim of this policy is to provide information for all staff to carry out this duty of care responsibly.

The six main elements of the policy are:

- Ensuring we practice safe recruitment through checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his / her child protection plan.
- Establishing a safe environment in which children can learn and develop.
- Ensuring there are links with other safeguarding policies and procedures for example, behaviour, attendance, physical intervention, medical conditions, first aid, intimate care, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, CCE/CSE, female genital mutilation, radicalisation and extremism, honour based violence, fire, lock down and rapid assembling emergency procedures. For further information on some of these procedures, refer to the DSCB website. There is also separate guidance for schools on what to do in the event of a death of a child, use of images and safer working practice guidance.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from harm.

## Procedures

Brook Primary School will ensure that all staff follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department of Education (DfE) to:

- Ensure we have a designated safeguarding lead for child protection who has received appropriate training and support for this role. The designated safeguarding lead for the school is Miss S Nicklin. The deputy safeguarding leads are Mrs M Fellows, Mr M Allen, Mrs J Blomfield and Mrs J Crump
- Ensure we have a nominated governor responsible for child protection. The designated Governor for Child Protection for the school is Mrs K Poole
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding lead responsible for child protection and their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus. Parents should be made aware of the policies and procedures
- Ensure that parents are aware that this policy is available on request, and make the policy available on the school website
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings
- Develop links with other agencies that support the child such as Child and Adult Mental Health Service, Education Investigation and Education Psychology Service
- Keep written records of concerns about children, even where there is no need to refer the matter immediately via the CPOMS system.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Ensure that all staff are aware of what to do if there are concerns around a child. Appendix 1 refers to what to do if you are concerned. A multi-agency referral (MARF) must be completed when making a referral and can be accessed from the DSCB website or shared area. This would normally be completed by or with the DSL, who should always be informed of any referrals

## **Roles and responsibility of governors**

It is the responsibility of the governing body to ensure that they comply with their duties under legislation. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

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

The governing body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation, including all members of the governing body undertaking DBS checks.
- Ensure that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2015'.
- Ensure that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the governing body is nominated to liaise with the LA in the event of allegations of abuse made against the headteacher or other governor. This is Mr P Simpson
- Ensure that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Appoint a member of staff from the senior leadership team (SLT) to the role of designated safeguarding lead as an explicit part of the role-holder's job description – there should always be cover for the designated safeguarding lead.

- Consider how children may be taught about safeguarding, including protection for dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that there are procedures in place to handle allegations against members of staff or volunteers.
- Ensure that there are 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 – this is a legal duty.
- Ensure that there are procedures in place to handle allegations against other children.
- Ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children.
- Ensure that there are systems in place for children to express their views and give feedback.
- Appoint a designated teacher to promote the educational achievement of 'looked after children' and ensure that this person has undergone appropriate training.
- Ensure that staff members have the skills, knowledge and understanding necessary to keep 'looked after children' safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.

### **Role and responsibilities of the Head Teacher**

The head teacher has a duty to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

### **Role and responsibilities of Designated Safeguarding Lead**

The Designated Safeguarding Lead has responsibility and management oversight and accountability for safeguarding and child protection. They report to the head teacher and governing body.

The designated safeguarding lead has a duty to:

- Refer all cases of suspected abuse to children's social care, the LA designated officer for managing allegations (LADO) for child protection concerns, the DBS and the police in cases where a crime has been committed.
- Liaise with the head teacher regarding safeguarding issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations. Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention. Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part-time staff members.
- Be alert to the specific needs of children in need, including those with special educational needs and/or disabilities and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.

- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Ensure the school's Child Protection Policy is reviewed annually and the procedures are updated and reviewed regularly, and work with the governing body regarding this duty.
- Ensure the school's Child Protection Policy is available publically and parents are aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- When a Designated Safeguarding Leader resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.
- Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
- Access to these records by staff other than by the Designated Safeguarding Lead will be restricted.
- Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility. Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.
- If a pupil/student moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- If sending by post pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- If a child who is subject to a child protection plan leaves, their information should be transferred to the new school immediately and that child's social worker be informed.

### **Other staff members should:**

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which children can learn.
- Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- Take appropriate action, reporting concerns to the designated safeguarding lead and working with other services as required.
- Not agree confidentiality with children and must always act in the best interest of the child.
- Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead.
- If at any point there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately.
- Follow the Whistle Blowing policy to raise concerns about poor or unsafe practice.
- Not be in contact with pupils or parents via social media.

- Brook Primary School works in partnership with the LA's Channel Panel to assess the extent to which individual pupils are at risk of being drawn into terrorism.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

## **Mental Health**

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

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

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this child protection policy and speaking to the DSL or a Deputy DSL.

## **Child abuse can take a variety of forms:**

**(Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children).

- **Physical abuse** involves: hitting, slapping, kicking, misuse of medication, undue restraint, 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.
- **Sexual abuse** involves: forcing or enticing a child into sexual activities whether or not the child is aware of what is happening. This includes noncontact situations such as viewing child abuse images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Acts of sexual abuse can be committed by both sexes and by children.
- **Emotional abuse** involves: persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only 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 a child's developmental capability, as well as overprotection and limitation or exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Neglect:** persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: Provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Significant Harm

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

## Signs of Abuse

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

The physical signs of abuse may include:

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

Changes in behaviour that can also indicate physical abuse:

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

Changes in behaviour which can indicate emotional abuse include:

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

## Domestic Abuse

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over, who are or have been intimate partners or family members, regardless of gender or sexuality. We recognise that domestic abuse can have a serious, long term emotional and psychological impact on children.

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. We work with other key partners and share relevant information such as, Operation Encompass.

This can encompass, but is not limited to, the following types of abuse:

### Psychological, Physical, Sexual, Financial and Emotional

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

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

### Honour-based Violence

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

## **Serious Violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendship or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

## **Female genital mutilation (FGM)**

All school staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the police.

There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when approaching the subject.

The following indicators are taken from government guidelines regarding FGM:

Indicators that may show a heightened risk of FGM include:

- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from Personal, Social and Health Education (PSHE).

Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

If a member of school staff has a concern, they should activate local safeguarding procedures.

As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

## **Forced Marriage**

Brook Primary School recognizes that forced marriage is a criminal offence – it is a form of child/adult/ domestic abuse and has to be treated as such; ignoring the needs of victims should never

be an option. Forced marriage affects people from many communities and cultures, so cases should always be addressed using existing structures, policies and procedures designed to safeguard children, adults with support needs and victims of domestic abuse. The Forced Marriage Unit has published the Multi-Agency guidelines.

## **Child sexual exploitation (CSE)**

CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

## **Child Criminal Exploitation (CCE)**

While there is still no legal definition of 'Child Criminal Exploitation' or CCE it is increasingly being recognised as a major factor behind crime in communities while also simultaneously victimising vulnerable young people and leaving them at risk of harm. CCE involves young people being encouraged, cajoled or threatened to carry out crime for the benefit of others. In return they may receive something, such as food, gifts or in some cases simply affection.

### **Step one – Identifying cases**

School staff members are aware of and look for the key indicators of CSE/CCE, these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing school
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour

### **Step two – Referring cases**

Where CSE/CCE, or the risk is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

### **Step three – Support**

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

## **Allegations of abuse made against other pupils (Peer on Peer Abuse)**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated. Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence – this might include:
- Bullying – including Cyber bullying
- Sexual violence or sexual Harassment
- Physical Abuse – hitting, kicking, shaking, biting, hair pulling
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence or rituals
- Involves pupils being forced to use drugs or alcohol
- Could put pupils in the school at risk
- Involves 'upskirting' – taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or harm

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

- Inform the DSL and record the allegation, but do not investigate it

- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

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

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

## **Sexting**

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

## **Upskirting**

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

## **Preventing Radicalisation and Extremism.**

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.

## **Training**

The school's designated safeguarding lead will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The designated safeguarding lead will arrange or hold training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis:

- Family tensions
- A sense of isolation

- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred? □ Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the child is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead.

The designated safeguarding lead will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made.

However, concerns are most likely to require a police investigation as part of Channel, in the first instance.

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

The SPOC is responsible for:

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

## **Building children's resilience**

The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

## **ICT policy**

The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist and other unsuitable material.

## Resources

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues.

- NSPCC offers information for schools and colleges on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk).
- DSCB guidance on the issues listed below via the website [http://www.proceduresonline.com/dudley/scb/chapters/full\\_contents.html#guides](http://www.proceduresonline.com/dudley/scb/chapters/full_contents.html#guides)
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)

## Online Safety

- All computers and mobile devices in school are managed via the RM Dudley Grid for Learning contract.
- Anti-virus software is regularly updated onto the system.
- Pupils have their own username and password to gain access to the network.
- Pupils have access to the internet via Google Chrome or Internet Explorer which is protected by firewalls managed by RM.
- Pupils are taught about responsible use and what to do if they experience a web page or message that is inappropriate. Staff are aware of the referral process to RM to have inappropriate web pages that have been missed by the firewall removed.
- In addition senior staff receive Esafe reports alerting them to any activity on the system that might be a cause for concern. These are received less than 24 hours after the incident has occurred. These are investigated by senior staff and recorded on CPOMS. In addition a report is received each week indicating that there have been no incidents to report.

## A child missing from education

A child going missing from school is a potential indicator of abuse and neglect. Staff will monitor children that go missing from school, particularly on repeat occasions, and report them to the Headteacher, following normal attendance procedures.

In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register where they:

- Have transferred to another school.
- Have been taken out of school by their parents and are being educated outside the school system, e.g. home education.
- Have ceased to attend school and no longer live within a reasonable distance of the school.
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and we do not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will inform the LA of any pupil who fails to attend school regularly. (See Attendance Policy for further information.)

## Safer recruitment and DBS (See Recruitment and Selection Policy and Disclosure and Barring Policy)

Brook Primary School has created a culture of safe recruitment, and has adopted the Local Authority policy on recruitment procedures. Brook Primary School will follow safer recruitment processes which will include the following:

- Declaration of the intent to undertake a DBS check in the advertisement. **Our statement of Commitment**  
"Brook Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, Qualification and ID Checks."

- Ensuring that at least one member of the interview panel has attended DSCB Safer Recruitment training, this is currently the Head, Deputy and Assistant Head.
- Ensuring that references are gained before interview.
- Ensuring that a safeguarding question is included in the interview.
- Ensuring that any gaps in employment are explored at interview.
- Undertake a DBS check at the relevant level to the position.
- All Governors now require an Enhanced DBS check.
- The prohibition of teaching checks must be completed for everyone engaged in 'teaching work' and recorded on the Single Central Record.

The school will set up and maintain a single central record, which will include all the areas covered in Keeping Children Safe in Education of whether or not the following checks have been carried out on, or certificates obtained from, members of the governing body, staff members, volunteers and other individuals working with children in the school:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- Further checks on people living or working outside the UK
- A check of professional qualifications
- A check to establish the person's right to work in the UK

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

Brook Primary School will follow the "Managing Allegations Against Staff or Volunteers" (DSCB Procedures). The Head Teacher will deal with allegations made against school staff. All allegations against the Head Teacher will be referred to the Chair of Governors.

In addition to this Brook Primary School will have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Brook Primary School will adhere to the Guidance for Safer Working Practice for Adults who work with Children and Young People. This covers a wide range of issues around staff conduct eg Use of mobile phones etc.

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

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

If an allegation is made against any governor, including the Chair of Governors, the Head Teacher will contact the LA appointed Designated Officer.

The NSPCC whistle blowing helpline is available for staff within our School, who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285. The email address is [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **Staff suitability**

All schools providing care for pupils under the age of 8 must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.<sup>1</sup> A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.
- Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).

All staff members are required to sign the declaration confirming that they are not disqualified from working in a school.

A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

## Training and Development

Brook Primary is committed to ensuring all staff are trained to a high standard. The detail around this is set out below.

According to 'Keeping Children Safe in Education', The Designated Safeguarding Lead and any deputies should undergo advanced training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meetings other designated safeguarding leads, or taking time to read and digest safeguarding developments), At regular intervals, but at least annually, to keep up with any developments relevant to their role.

Governing bodies should ensure that all staff undergo safeguarding and child protection training at induction. The training should be regularly updated and in line with advice from DSCB. The Child Protection governor will keep the governing body informed.

In addition, all staff members should ensure regular safeguarding and child protection updates (for example, via email, e. Bulletins, staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

## Staff support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate. All staff have access to the counselling service within Dudley Council.

## Information sharing, confidentiality and record keeping

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. All staff have a duty to share information about the protection of children with the DSL and other professionals. This should normally be done via the electronic database CPOMS but if this is not possible/available by completing a 'cause for concern' form, both within 24 hours.

Timely information sharing is essential to effective safeguarding

'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare and protect the safety of the children.

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

Historical information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure). From December 2018, all Safeguarding information will be recorded on the on-line CPOMS system- a secure place with restricted access to designated people and be maintained in line with data protection laws.

Any records for children who have moved school are securely transferred by the DSL / Deputy DSL and a written receipt obtained from the receiving school.

## Concerns

Staff within our school are clear that if they have any concerns about a child (as opposed to a child being in immediate danger) they will need to put this in writing, via the CPOMS system so that a decision can be made about what action to take. They will have a conversation with the designated safeguarding lead to agree a course of action. Although staff members can make a referral to children's social care.

## Early Help

Brook Primary School is committed to the Early Help approach and staff are able to identify learners who need support through this route. **Any** child may benefit from Early Help. Where a pattern of concerns has developed and escalated but social care thresholds are not reached then Early Help meetings might be instituted. Where social care work is complete, Early Help maybe used to continue some support for a finite period.

The definitions of Early Help are:

### Early Help Level 2 – Additional Support

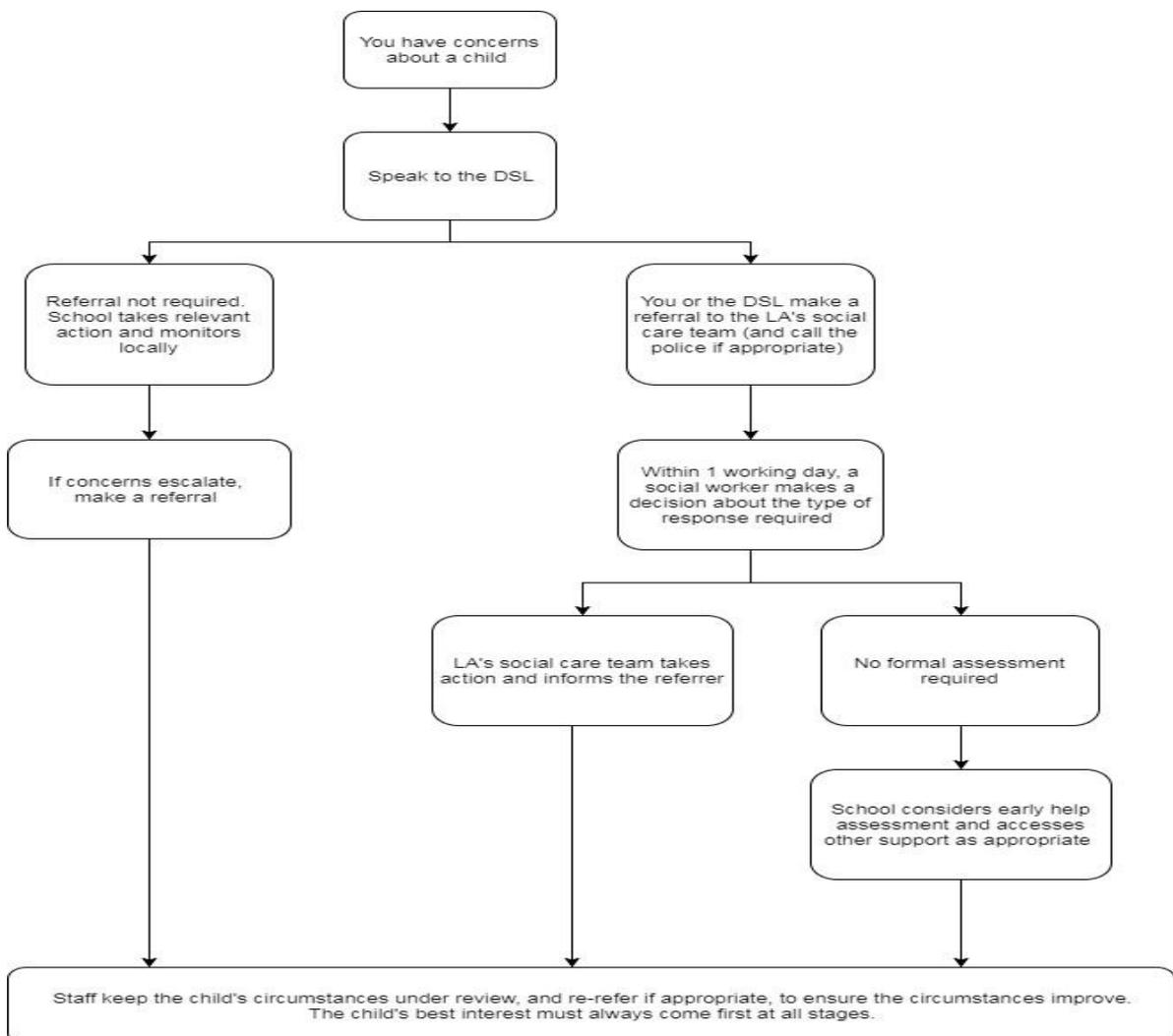
Children’s needs can be met through a single agency response who coordinates the assessment and plan. The plan may only be short but could lead to escalation if issues are ignored

### Early Help Level 3 – Children with Multiple Needs

Children will have multiple and complex needs that require a multi-agency Early Help response with a lead professional.

There are increasing levels of un-met needs that are more significant and multiple. These are preventing the child from achieving and maintaining a reasonable standard of health or development if they do not receive appropriate services. This is likely to be a longer term intervention from specialist services.

Procedure if you have concerns about a child’s welfare (no immediate danger)



## Making a Referral

If a child is in **immediate danger or is at risk of harm** (staff believe the child may be in danger when they leave school/in the care of other adults) a referral should be made to the Single Point of Access Team and / or the police immediately.

Telephone Contact - **0300 555 0050**. Anonymous advice can be sought via the Ghost Line, press 7

Advice should be sought, from the Single Point of Access Team (SPA) where the child lives, on, who should approach the alleged abuser (or parents if the alleged abuser is a child).

Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

It may be necessary to liaise and where necessary, challenge other agencies involved, in order to obtain relevant information to support the child appropriately. If a child resides in another borough but attends Brook Primary School, we will ensure that we liaise with the Local Authority in which the child resides.

If a child who is subject to a child protection plan leaves, their information should be transferred to the new school immediately and that child's social worker is informed.

## **The curriculum**

Child protection and wider child safety issues will be addressed through the curriculum as appropriate. Relevant issues will be addressed through the curriculum, for example PHSE, RSE, self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety, bullying and the NSPCC's Underwear Rule programme.

## **Other areas of work**

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

Our Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff will follow DSCB Children Procedures if there are concerns around 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.

## **Involving parents and carers**

In general, we will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child. Parents / carers will be informed about our Child Protection Policy through the school website and induction meetings. ([www.brook.dudley.sch.uk](http://www.brook.dudley.sch.uk) – parent information>policies>child protection.)

## **Resolution and Escalation Protocol**

When working with children and their families professional disagreement can be positive, as challenge allows for review and can foster creative ways of working, however, disagreements can impact negatively on positive working relationships and consequently on the ability to safeguard and promote the welfare of children. Disagreements always require resolution.

Escalation is a process of formally challenging a decision made by another professional, group or organisation. Escalation procedures ensure that all professionals have a quick and straightforward means of resolving professional differences in order to safeguard the welfare of children and young people.

**WHEN ANY PROFESSIONAL CONSIDERS A CHILD IS AT IMMEDIATE RISK OF SIGNIFICANT HARM, THEN THE INDIVIDUAL MUST ENSURE THEIR CONCERNS ARE ESCALATED ON THE SAME WORKING DAY USING ESTABLISHED SAFEGUARDING PROCEDURES.**

Where practice disputes pertaining to the safeguarding arise, the concerned staff member should raise and attempt to resolve any issues directly. If the concern is not resolved then Dudley's Resolution and Escalation Protocol must be followed.

## **Children with Special Educational Needs and Disabilities**

Brook Primary is committed to working with children with special educational needs (SEN) and disabilities who often face additional safeguarding challenges. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, peer group isolation without outwardly showing any signs:
- Communication barriers and difficulties in overcoming these barriers.

## **Visitors to School**

Visitors to the school site will always be carefully supervised, those without DBS checks, for example parents visiting for workshops, will be supervised at all times and access around the site will be restricted to a particular venue. For public events, including performances, the appropriate emergency information will be given prior to the event beginning.

## **Children in Care**

Staff at Brook Primary acknowledge that children who are in Local Authority Care may have experience trauma and other events in their lives which affect them. Staff will work together with other agencies to provide the highest level of care possible and liaise with professional to meet statutory duties with regard to PEPs and Reviews. The designated teacher for looked after children at Brook Primary is: Miss S Nicklin. They are responsible for promoting the educational achievement of children who are looked after

## **Implementation, Review and Monitoring**

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

This policy will be monitored and reviewed on an annual basis and has been ratified by the Governing Body on

A copy of this policy is also available on the school website. This policy will monitored and reviewed on an annual basis and has been ratified by the Governing Body.

Created September 2016 Updated Sept 2017, Sept 2018,

Last updated September 2019

## **Amendment: – COVID-19 Pandemic:**

To ensure the safety of children, staff and families, necessary Local Authority risk assessments will be in place alongside more specific to Brook safety measures that have been carefully considered.

**However, School cannot guarantee that the recommended 2mtr social distancing rule can be adhered to at all times especially when dealing where child protection concerns are evident / suspected.**

It remains essential that we continue to be safe places for children.

School recognises that this is a difficult time for children and young people who consider school as a safe place and the current situation may impact on learners', staff and parent/carers mental health.

Keeping Children Safe in Education (KCSIE) remains the statutory safeguarding guidance that school should continue to have regard to as required by legislation and/or their funding agreements.

As stated in the Government guidance a number of safeguarding principles will remain the same:

- The best interests of children must always continue to come first
- If anyone in school has a safeguarding concern about any child they should continue to act immediately
- A DSL or deputy DSL should be available
- It is essential that unsuitable people are not allowed to enter the children's workforce and / or gain access to the children
- Children should continue to be protected when they are online

School Key Safeguarding contacts remain as:

- Miss S Nicklin – Assistant Head Teacher / DSL
- Mrs Marie Fellows – Head Teacher / Deputy DSL
- Mr Matthew Allen – Deputy Head Teacher / Deputy DSL
- Mrs J Blomfield – Deputy DSL
- Mrs J Crump – Deputy DSL
  
- A DSL or deputy DSL will be present on site, although all staff are aware of reporting procedures (as set out in this policy), if they are concerned and contact numbers for Dudley Children's Services are available within school, on display in the Head / Deputy offices.
- Staff and volunteers keep themselves updated with continuing safeguarding updates and new guidance and be aware that school safeguarding arrangements may change during these unprecedented times.
- Children will continue to be encouraged to report concerns to trusted adults both at school and home.
- Parents will continue to be encouraged to report concerns to Children's Services.
- All staff will continue to look for any signs to indicate that a child may be at risk, both on and off site, including online and report these to the DSL as soon as possible. If concern is urgent, the DSL or Deputy DSL will attend the allocated outdoor space or classroom to speak to the member of staff / child immediately.
- Ensure that relevant safeguarding and welfare information held on all children (including returning children) remains accurate.
- Ensure a clear reporting process for parents/carers to inform staff and volunteers that their child has suspected symptoms of COVID19 or feels unwell. Staff will support parents/carers following the advice set out by Public Health England (as set out in the risk assessments)

Concerns will be recorded using the existing safeguarding processes as set out in the policy.

Where staff are concerned about an adult working with learners, they should, as set out in the policy, report the concern to the head teacher.

- If there are concerns about any member of staff or volunteer, the LADO service will be consulted with.
- Concerns around the head teacher should be directed to the Chair of Governors.

If new staff are recruited during this period, school will continue to follow the relevant safer recruitment practices.

If volunteers are recruited, school will continue to follow the guidance in accordance with KCSIE and volunteers who have not had the relevant checks will not be left unsupervised with a child.

We will continue to ensure the safety and wellbeing of all children and young people who remain on roll via suitable communication i.e. telephone calls. School will continue to identify vulnerable pupils that may benefit from Early Help as identified in KCSIE 2020.

The school, DSL and deputy DSL will continue to work closely with all relevant agencies and professionals, including those children who remain offsite.

## APPENDIX 1

### Dealing with a Disclosure of Abuse

#### When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. Written records will then be scanned and added to CPOMs.
- NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

#### Immediately afterwards

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

Complete CPOMS and speak directly to the appropriate person. **Do not** leave it for them to "find" the information. It may be urgent and require an immediate response. Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Headteacher.

## APPENDIX 2

### What to do if you are concerned:

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

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

#### Information for social care or the police about suspected abuse

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

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

All incidents will be reported on a Multi –Agency Referral Form (MARF)

#### Responding to allegations or suspicions (about someone working with children or young people (e.g. a teaching assistant))

It is not the responsibility of anyone working within Brook Primary School in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

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

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

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

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

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 *Sexual Offences Act 2003*);

- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text / e-mail messages or images, gifts, socializing etc);
- Possession of sexual images of children / pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone who works in Brook Primary School including administrative and other support staff.

## **Action if there are concerns**

Concerns about poor practice:

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

Concerns about suspected abuse

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

## **Internal Enquiries and Suspension**

The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the LADO.

Irrespective of the findings of the SPA Team or Police inquiries the Head Teacher / Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Head Teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

## **APPENDIX 3**

### **CPOMS**

Live link can be found at:

<https://brook.cpoms.net>

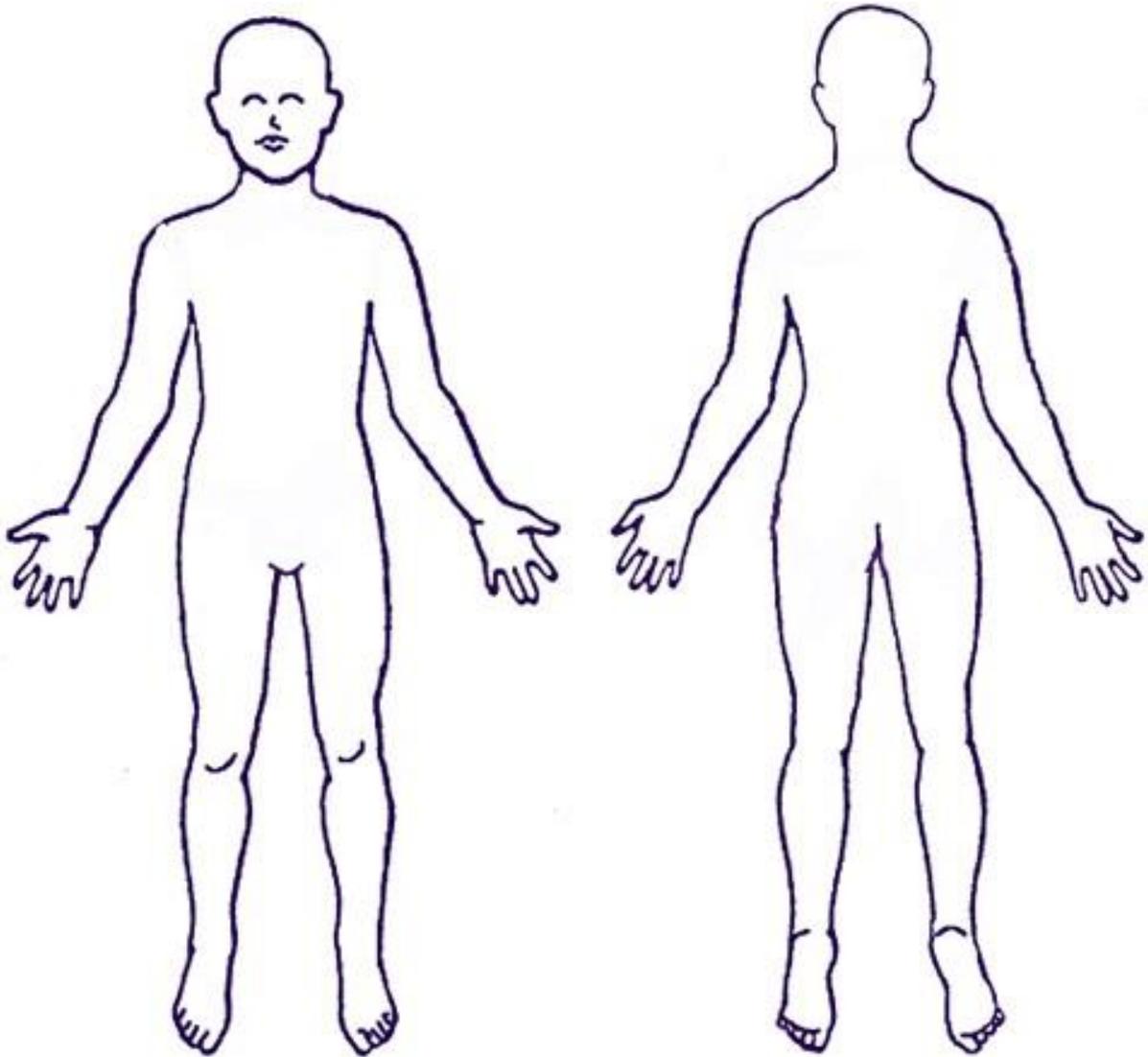
user guide is available at:

<http://www.cpoms.co.uk/userguide/>

## APPENDIX 4

Brook Body Map – available via CPOMs

For recording injuries



Description of injuries: