



# **Safeguarding and Child Protection Policy**

**M Price  
2019 -2020**

Approved by Chair: Mrs G Bladon

Review Date: September 2020

## Statutory Policy

### Important contacts - Lodge Farm

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	R Adams	radams@lodgefarmprimary.co.uk
Deputy DSL	S Jackson	sjackson@lodgefarmprimary.co.uk
Local authority designated officer (LADO)	Alan Hassall	01922 654040 0743422205
Chair of governors	G Gentle	
Channel helpline		020 7340 7264
MASH		03005552866

### Important contacts - Northwood Park

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	A Rogers	arogers@northwoodparkprimary.co.uk
Deputy DSL	S Jones	sjones@northwoodparkprimary.co.uk
Local authority designated officer (LADO)	Paul Cooper	01902 550661 07552211413
Chair of governors	C Winterbottom	
Channel helpline		020 7340 7264
MASH		01902 555392

### Important contacts - Villiers

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	L Woodward	lwoodward@villiersprimary.co.uk
Deputy DSL	D Cummings	dcummings@villiersprimary.co.uk
Local authority designated officer (LADO)	Paul Cooper	01902 550661 07552211413
Chair of governors	J Perks	
Channel helpline		020 7340 7264
MASH		0300555286

## **Important contacts - Busill Jones**

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	S Field	sfield@busilljonesprimary.co.uk
Deputy DSL	M Baggott	mbaggott@busilljonesprimary.co.uk
Local authority designated officer (LADO)	Michelle Ouma-Pinnock	01922 654040 07432 422205
Chair of governors	G Blaydon	
Channel helpline		020 7340 7264
MASH		03005552866

## **Aims**

The school aims to ensure that:

Appropriate action is taken in a timely manner to safeguard and promote children's welfare

All staff are aware of their statutory responsibilities with respect to safeguarding

Staff are properly training in recognizing and reporting safeguarding issues

Shine Academies would like to reiterate the Government and NHS guidelines about maintaining good hygiene and social distancing.

## **Purpose**

Safeguarding and promoting the welfare of children remains everyone's responsibility. Consequently, everyone who comes into contact with our children, whether it is those in our settings during this 'time of closure' or those students working from home, has a role to play in safeguarding and child protection. In doing so, all staff and volunteers should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

From the week commencing 1 June, we expect to be able to welcome back more children school. A high proportion of our children will still receive their education remotely; this policy includes all children and young people and sets out what arrangements and requirements are in place to keep children safe; in school and those not physically attending the school, especially online and how concerns about these children should be progressed

It is important to remember whether our school is open or not staff should still follow the guidance of their local multi-agency safeguarding arrangements (MASH) and our DSL's will ensure that all staff are aware of those issues and systems for reporting and provide local safeguarding updates.

In accordance with relevant law and guidance this policy sets out our procedures for safeguarding and child protection during the Covid 19 emergency response. It applies to all staff.

The principles in Keeping Children Safe in Education (KCSIE) continue to apply. It is our responsibility to continue to provide a safe environment, keep children safe and ensure staff and volunteers have been appropriately checked and risk assessments carried out as required.

## **Vulnerable children and young people**

Vulnerable is identified as: children who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Attending education settings is known as a protective factor for children receiving the support of a social worker. It is right that we prioritise support for those who will benefit the most. We are balancing this carefully with the urgent need to reduce social contact right across society to support the work to reduce the spread of coronavirus (COVID-19).

Our leaders and especially designated safeguarding leads know our most vulnerable children best, and will offer additional places to those on the edges of receiving children's social care support based upon risk assessments and need. Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

It is important to note that some children that have not been 'at risk' previously become more at risk in this new COVID-19 context; the expected rise in domestic abuse is evident and we must respond by considering who should be offered places in our school provision and by keeping in contact with the child's home.

Children potentially suffering from domestic abuse, neglect, abuse, child criminal exploitation or child sexual exploitation will be elevated to the daily contact list to ensure that a referral can be made as soon as there is a concern raised. During the ongoing Covid 19 measures the majority of our student population will not be seen by our school, therefore it is essential that everyone is observant and listening to the voice of the child during any contact.

We are clear in our understanding and practice that staff and volunteers may identify new safeguarding concerns about individual children as they see them in person following partial school closures. Our school system for recording and monitoring children who are vulnerable remains accurate. Our schools safeguarding team will ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.

We will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children in line with the safeguarding partners detailed in the safeguarding and child protection policy.

### **Health and Safety**

It is vital that wider opening risk assessments to prepare for opening on 1st June 2020 are appropriately linked to our safeguarding and child protection policy. All of our staff are aware of the required health and safety risk assessments and we understand the association between safeguarding and health and safety.

For information on health and safety and/or advice we will access Government advice as below, in addition to our internal policy and procedures.

Actions for education and childcare settings to prepare for wider opening from 1 June 2020

Managing school premises during the coronavirus outbreak Health and Safety Executive.

### **Legislation and statutory guidance**

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2019\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

This policy also complies with our funding agreement and articles of association.

## **Definitions**

**Safeguarding and promoting the welfare of children** means:

Protecting children from maltreatment

Preventing impairment of children's health or development

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and 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. Appendix 1 defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Children** includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA)

A clinical commissioning group for an area within the LA

The chief officer of police for a police area in the LA area

## **Equality statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

Have special educational needs (SEN) or disabilities (see P18)

Are young carers

May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

Have English as an additional language

Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

Are asylum seekers

Are at risk due to either their own or a family member's mental health needs

Are looked after or previously looked after

## **Roles and responsibilities**

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

### **All staff**

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct policy, the role and identity of the designated safeguarding lead (DSL) and deputy (DDSL) the behaviour policy, and the safeguarding response to children who go missing from education

The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

Section 13 and appendix 4 of this policy outline in more detail how staff are supported to do this.

### **The designated safeguarding lead (DSL)**

The DSL is a member of the senior leadership team. Our DSL is **see P1**. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL can be contacted by e-mail for any out of hours concerns.

When the DSL is absent, the DDSL will act as cover.

If the DSL and DDSL are not available, senior leaders (who have been appropriately trained) will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

Provide advice and support to other staff on child welfare and child protection matters

Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

Contribute to the assessment of children

Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and DDSL are set out in their job description.

**We recognise that DSLs (and deputies) will need to have more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return.**

### **The trust board**

The trust board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation. The chair of trustees will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3). All trustees will read Keeping Children Safe in Education and this will be minuted in a trust board meeting. Section 13 has information on how governors are supported to fulfil their role.

### **The governing board**

The governing body will adopt the policy approved by the trust board. The governing body will appoint a senior board level (or equivalent) lead or link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always be a different person from the DSL. All governors will read Keeping Children Safe in Education and this will be minuted in a local governing body meeting.

### **The headteacher**

The headteacher is responsible for the implementation of this policy, including:

Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction

Communicating this policy to parents when their child joins the school and via the school website

Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly

Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

- Ensuring the relevant staffing ratios are met, where applicable

### **Training**

The Designated Safeguarding Lead should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be

refreshed (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments) at least annually to:

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 trust's safeguarding and child protection policy and procedures, especially new and part time staff.

Be alert to the specific needs of children in need, those with special educational needs and young carers.

Understand and support the SHINE Academies 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.

Be able to keep detailed, accurate, secure written records of concerns and referrals.

Obtain access to resources and attend any relevant or refresher training courses.

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.

## **Confidentiality**

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

Timely information sharing is essential to effective safeguarding

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

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

The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information. The Trust should work closely with the 3 safeguarding partners in-line with the [Working Together to Safeguard Children \(2018\)](#), document to share information to keep our children safe

If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

Confidentiality is also addressed in this policy with respect to record keeping and allegations of abuse against staff in appendix 3

## **Recognising abuse and taking action**

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

### **If a child is suffering or likely to suffer harm, or in immediate danger**

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly.

If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead. The Designated Safeguarding Lead will decide whether the concerns should be referred to MASH. If it is decided to make a referral to Social Care this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSPs role to make referrals, any staff member can make a referral to Social Care. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSP, the DSP should be informed as soon as possible.

If a teacher (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. **This is a mandatory reporting duty.**

### **If a child makes a disclosure to you**

If a child discloses a safeguarding issue to you, you should:

Listen to and believe them. Allow them time to talk freely and do not ask leading questions

Stay calm and do not show that you are shocked or upset

Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner

Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret

Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it

Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so

### **If you discover that FGM has taken place or a pupil is at risk of FGM**

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate. Information on when and how to make a report can be found at

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

### **If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**

Figure 1 on page 10 illustrates the procedure to follow if you have any concerns about a child's welfare. Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

### **Early help**

If early help is appropriate, the DSL and or Family liaison officer will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

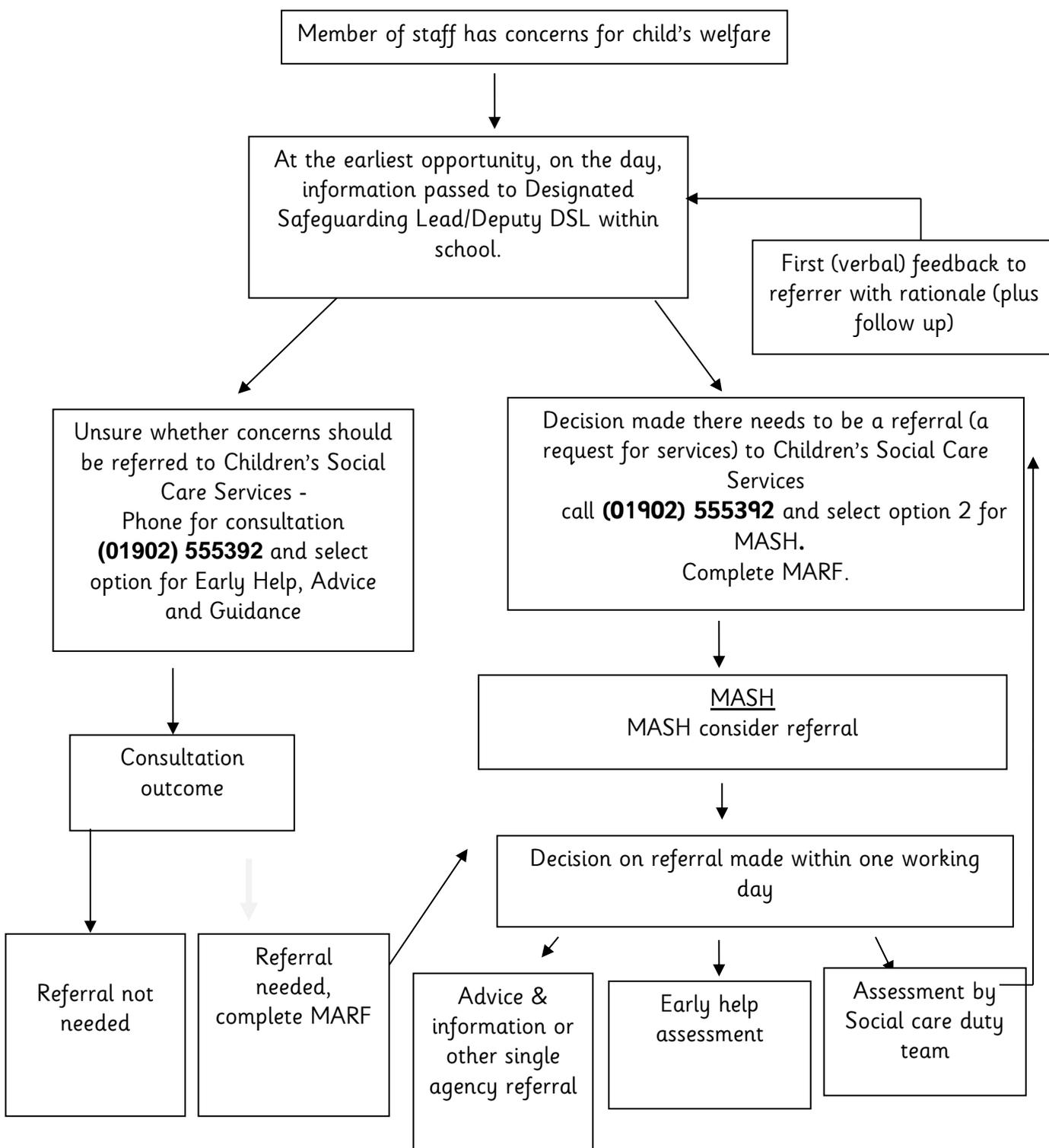
The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

A child centred and coordinated approach to safeguarding:

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

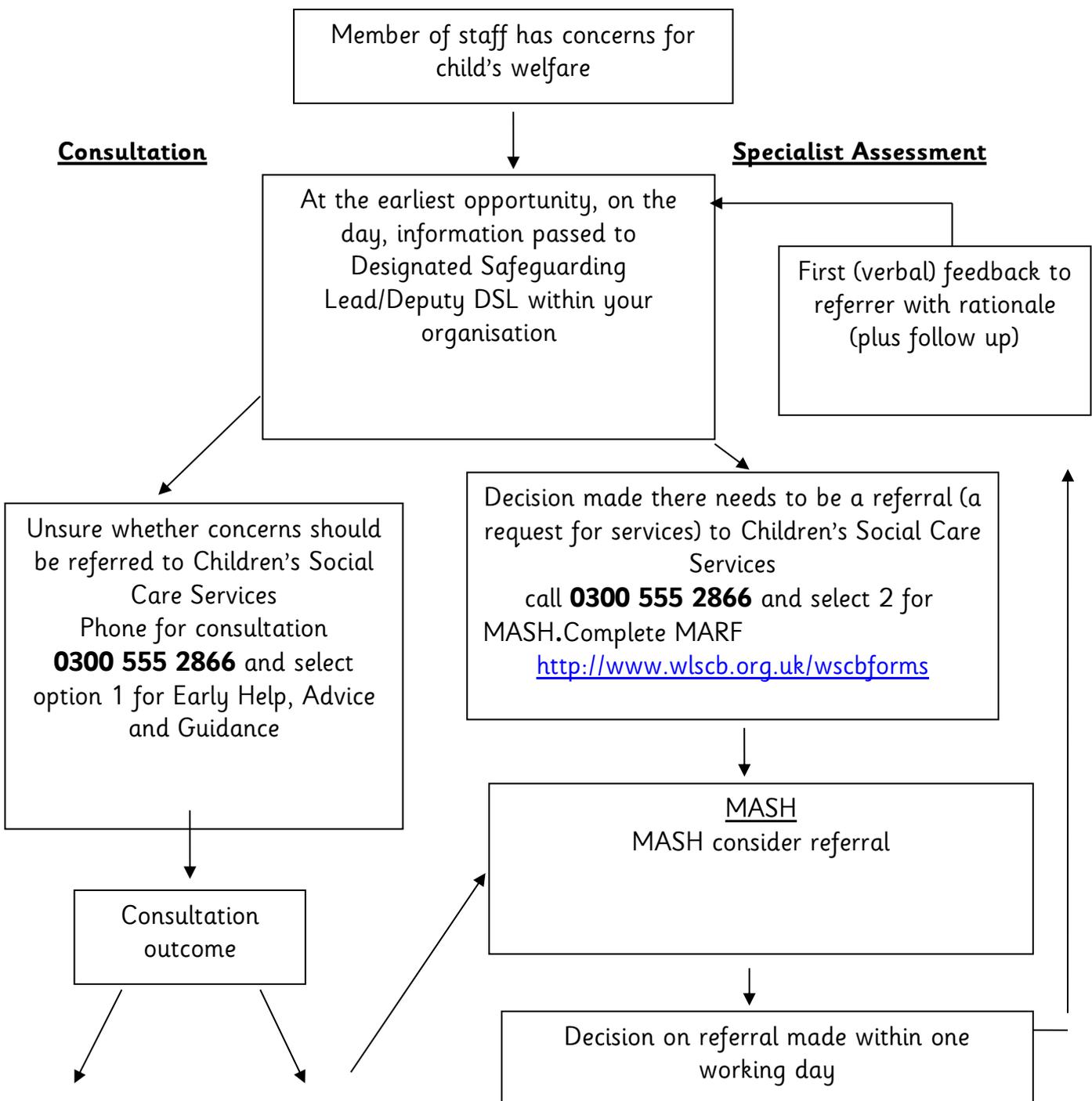
All staff employed by SHINE Academies form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

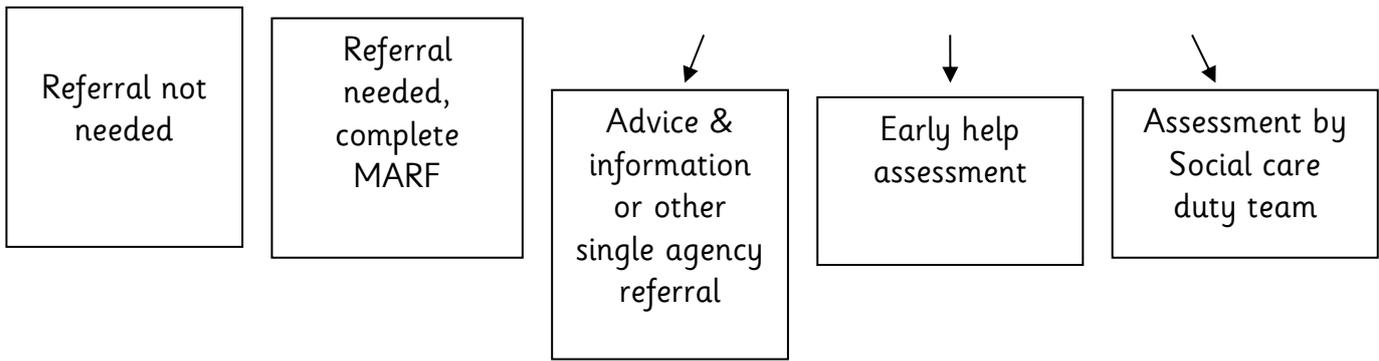
**Early Help Hub and Multi-Agency Safeguarding Hub (MASH) in Wolverhampton**





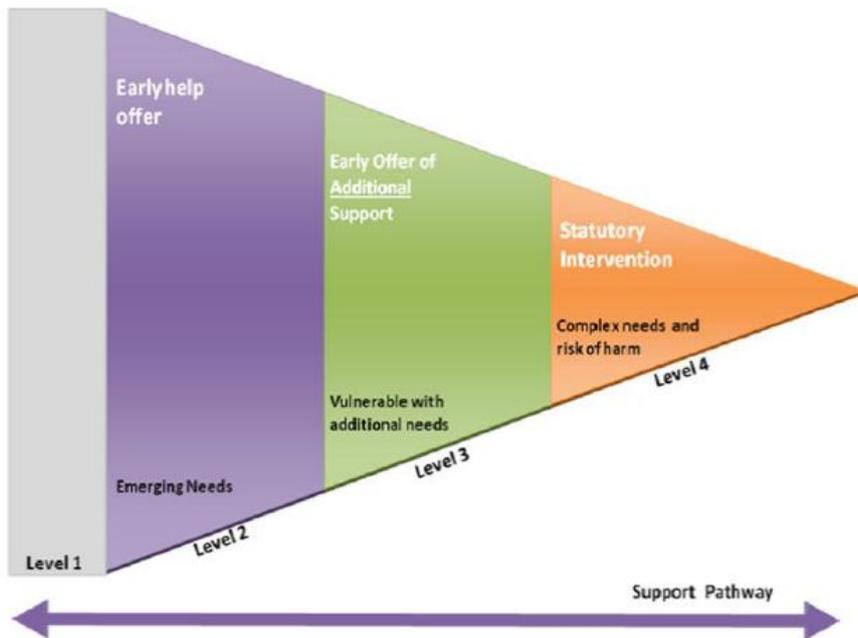
## Early Help Hub and Multi-Agency Safeguarding Hub (MASH) in Walsall





**Walsall Safeguarding Board**

<http://wlsqb.org.uk/wp-content/uploads/Multi-agency-threshold-guidance-PDF1.18MB.pdf>



# Wolverhampton Thresholds of Need and Support Framework



## Threshold of need and support in Wolverhampton (2017)

For more information, refer to :

<https://www.wolverhampton safeguarding.org.uk/images/safeguarding-children/Thresholds-of-Need-and-Support-in-Wolverhampton-Dec-2017.pdf>

All school staff should be prepared to identify children who may benefit from early help in addition to identifying risks of significant harm

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.

When staff members have any concerns about a child (as opposed to a child being in immediate danger) they 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.

### Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

### **If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

The Community Safety Team are available to support any concerns related towards radicalisation and extremism.

<b>Safer Wolverhampton Partnership</b>	<b>01902 551214</b> <b>safer@wolverhampton.gov.uk</b>
<b>Sergeant Lisa Bird</b>	<b>07825112401</b> <b>l.bird@west-midlands.pnn.police.uk</b>
<b>Deborah Smith Prevent and Cohesion Officer</b>	<b>01922 551214</b> <b>deborah.smith@wolverhampton.gov.uk</b>

- If a safeguarding concern arises in relation to extremist behaviours or vulnerability to extremism, a channel referral form will be completed and submitted to seek appropriate support.
- Any concerns about racialisation relating to a child or young person, should also be reported to the Wolverhampton Multi-Agency Safeguarding Hub (MASH) using the safeguarding online Multi Agency Referral Form (MARF) Form or Walsall Multi-Agency Safeguarding Hub (MASH).

All staff are required to complete Prevent training. New staff members will complete the online E learning Prevent training as part of induction (<https://www.elearning.prevent.homeoffice.gov.uk/>).

## Prevent- Walsall

Staff must follow the child protection procedures that has been embedded. Designated Safeguarding Lead/ Deputy to be informed. If there are prevent concerns, a MARF is to be completed and emailed to

➤ [CTU\\_Gateway@west-midlands.pnn.police.uk](mailto:CTU_Gateway@west-midlands.pnn.police.uk).

<b>Mr Niall Markham- Prevent Education Officer</b>	<b>01922 654 499</b>
<b>Police Constable Iain Probert</b>	<b>101 ext. 889 6006</b>
<b>Walsall MASH</b>	<b>0300 555 2866</b>

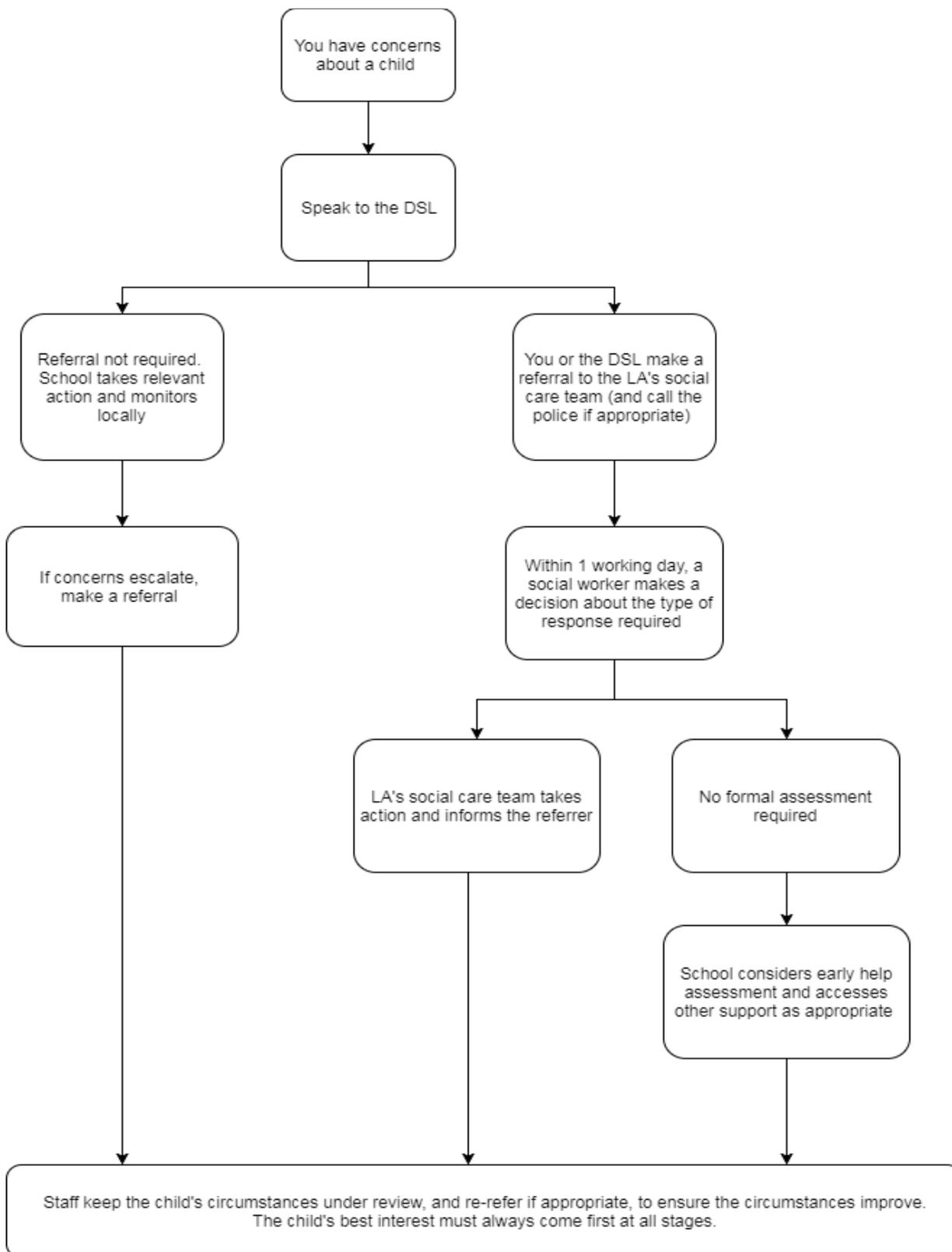
## Safeguarding Procedure across the Trust

All staff have a duty of care towards the children who attend any school within SHINE Academies. Staff are advised to follow the procedure should safeguarding concerns arise:

- ✓ Member of staff to complete an incident form straight away, outlining disclosure shared. In case of difficulty with completing a form-A black star is provided within the safeguarding folder situated within every classroom.
- ✓ The form is then passed to the designated safeguarding lead or deputy as a matter of urgency
- ✓ The designated lead/deputy has a period of an hour to investigate, Respond and complete a MARF. Discussions take place with MASH duty officers throughout the course.
- ✓ As good practice, safeguarding staff will speak to parents unless there is evidence of serious harm, whereby MASH will provide actions.
  
- ✓ If a child is subject to a child protection, child in need or early help plan, an allocated worker within the family support team will support him or her. This means attending any planned meetings. The allocated worker has a duty to share any feedback or concerns on behalf of school within meetings. Children and families will receive a professional approach from the family support service.
- ✓ Case sharing will take place once a month. This supports the management team to gain a better understanding of the child's needs and emotions. The Family Liaison Lead will lead this meeting to support case working. Attendees have the responsibility to share any updates that link to children, as this supports transparent working.
- ✓ The Family Liaison Lead has the responsibility to complete supervisions with the family support team. Supervision will be held every 6 weeks. Supervision will allow individuals to share any concerns within case working linked to plans. Supervision will also support general well-being of staff and identify any areas of professional development.

**Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

(Note –if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



**Concerns about a staff member or volunteer**

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the chair of governors.

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the proprietor.

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the headteacher. The headteacher will then follow the procedures set out in appendix 3, if appropriate.

If the concerns/allegations are about the headteacher, speak to the designated officer at the local authority. Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

### **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 or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously. 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

Could put pupils in the school at risk

Is violent

Involves pupils being forced to use drugs or alcohol

Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

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

You must record the allegation and tell the DSL, but do not investigate it

The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images

Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent

Ensuring pupils know they can talk to staff confidentially by ensuring posters are placed around school identifying the DSL and DDSL

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

### **Breast ironing/flattening**

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (ranging from a few weeks to years) in order for the breasts to disappear or delay the development of the breasts entirely. In some families, large stones, a hammer or spatula that have been heated over hot coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts to prevent them from growing. Breast flattening usually starts with the first signs of puberty, it is usually carried out by female relatives. It should also be acknowledged that some adolescent girls and boys may choose to bind their breast using constrictive material due to gender transformation or questioning their identity, and this may also cause health problems.

#### Health Implications

Due to the type of instruments that may be used, the type of force and the lack of aftercare, significant health and developmental issue may occur, such as:

- Severe Pain
  - Fever
  - Dissymmetry or disappearance of breast/s
  - Itching
  - Tissue damage
  - Infection
  - Discharge of milk
  - Breast cancer
  - Abscesses or cysts
- There may also be an impact on the child's social and psychological well-being

#### Justifications

In many cases, the abuser thinks they are doing something good for the girl by delaying the effects of puberty and the practice is designed to:

- prevent pregnancy and rape
- make teenage girls look less "womanly" and no-longer sexually attractive to men.
- enable the girl to continue her education
- prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage
- prevent early marriage
- deter unwanted attention

#### Prevalence

There has not been extensive research done on breast flattening and the few studies that have been carried out indicate that the practice occurs predominantly in Cameroon. Other countries include: Togo, Chad, Kenya, Guinea Bissau, South Africa, Cote d'Ivoire, Benin and Zimbabwe.

- A girl is embarrassed about her body
- A girl is born to a woman who has undergone breast flattening
- A girl has an older sibling or cousin who has undergone breast flattening
- References to breast flattening in conversation, for example a girl may tell other children about it
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- A girl from an affected community is withdrawn from PSHE and/or Sex and Relationship Education as her parents wish to keep her uninformed about her rights and her body.
- One or both parents or elder family members consider breast flattening integral to their cultural identity.
- The family indicate that there are strong levels of influence held by elders who are involved in bringing up female children and support breast flattening.

#### Signs that breast flattening has occurred

As well as keeping in mind the signs that indicate a girl may be at risk of breast flattening, professionals and others should be mindful that:

- A girl may disclose to a teacher, social worker, GP or another medical professional
- Some girls may ask for help, perhaps talk about pain or discomfort in their chest area, but may not be explicit about the problem due to embarrassment or fear
- A girl may display reluctance to undergo medical examination
- A girl may be fearful of changing for physical activities due to scars showing or bandages being visible

## Law in the UK

There are no specific laws in the UK regarding breast flattening.

What to do if you suspect a girl is at risk of/undergoing breast flattening

If any member of staff is concerned that a girl is at risk of breast flattening, they must speak to the DSL/DDSL immediately. The DSL /DDSL will contact the MASH and make a referral.

## **Sexting**

### **Your responsibilities when responding to an incident**

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL

Delete the imagery or ask the pupil to delete it

Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)

Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### **Serious violence**

All staff should be aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include: increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being, 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 (more information can be in Home Office guidance)

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff.

This meeting will consider the initial evidence and aim to determine:

Whether there is an immediate risk to pupil(s)

If a referral needs to be made to the police and/or children’s social care

If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)

What further information is required to decide on the best response

Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)

Whether immediate action should be taken to delete or remove images from devices or online services

Any relevant facts about the pupils involved which would influence risk assessment

If there is a need to contact another school, college, setting or individual

Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

The incident involves an adult

There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

What the DSL knows about the imagery suggests the content depicts sexual acts, which are unusual for the young person's developmental stage, or are violent

The imagery involves sexual acts and any pupil in the imagery is under 13

The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through our PCSO or by dialing 101.

### **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

### **Curriculum coverage**

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:

What it is

How it is most likely to be encountered

The consequences of requesting, forwarding or providing such images, including when it is and is not abusive

Issues of legality

The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

Specific requests or pressure to provide (or forward) such images

The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

## **Notifying parents**

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## **Pupils with special educational needs and disabilities**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

Pupils being more prone to peer group isolation than other pupils

The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

Support through the family liaison team for children and their families

## **Mobile phones and cameras**

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Please refer to the staff code of conduct policy

## **Online Safety**

As more of our children return it is important that we continue to provide a safe online environment for those who remain at home.

It is essential that children are safeguarded from potentially harmful and inappropriate communications and online material. As such, our school will ensure appropriate procedures, filters and monitoring systems are in place in accordance with the following policies:

- E-Safety
- Web Filtering and Device Monitoring.

Where students are using school equipment at home, the ability to filter access is limited. Filtering will be provided to the extent that is possible within the technological constraints the current crisis allows.

Pupils should be reminded of Internet Safety rules and parents will be expected to manage their children's safety whilst at home.

Staff delivering teaching online should listen for any cues that indicate a safeguarding concern and report these to the DSL as soon as possible. These cues might include:

- Comments or questions about child abuse or neglect
- Inadequate supervision at home
- The impact of food poverty
- The health status in a family and any young caring responsibilities children have

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to our school we will also signpost children to age appropriate practical support from the likes of:

Childline for support

UK Safer Internet Centre - to report and remove harmful online content

CEOP - for advice on making a report about online abuse

Internet Matters - may help us, and our governing bodies understand more about the potential increased risks some groups of children can face online

NSPCC - provides us with useful support and training opportunities

We understand the importance of continued support to parents or carers for children who are not returning to school. We will provide parents and carers with regular advice support and guidance on how to keep their children safe online. We have listed some support websites for staff to swiftly access should support/guidance requested by families.

Think U Know - provides advice from the National Crime Agency (NCA) on staying safe online

Parent Info - collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations

Childnet - offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support

Internet Matters - provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world

London Grid for Learning - has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

Net Aware - has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games

Lets Talk About It - has advice for parents and carers to keep children safe from online radicalisation

### **Interacting with pupils online that are not present in school**

It is important that all staff who interact with children, including online, continue to look out for signs that the child may be at risk of harm or experiencing harm. Any such concerns should be dealt with as per our recording and sharing of concerns guidance within our Child Protection and Safeguarding policy and where appropriate referrals should still be made to children's social care and as required the police.

Online teaching should follow the same principles as set out in the staff code of conduct.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

When we are in contact with parents and carers, communications will additionally be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access.

Complaints and concerns about school safeguarding policies

### **Complaints against staff**

An allegation is any information, which indicates that a member of staff/volunteer may have:

Behaved in a way that has, or may have harmed a child

Possibly committed a criminal offense against/related to a child

Behaved towards a child or children in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. The LADO will be contacted in all instances and record kept.

### **Other complaints**

These would be dealt with in-line with the complaints policy.

### **Whistle-blowing**

Please refer to the whistleblowing policy

### **Record-keeping**

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

All initial concern forms are recorded on paper which are kept in the headteacher's in a locked filing cabinet.

All pupils have a 'Key Events Log' that records all information in chronological order. These are kept digitally and can only be accessed by senior leaders and the family liaison team

Confidentiality is key and access to records are restricted where and when needed

Information is shared with other agencies and schools following the local procedure guidelines

In addition:

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks

Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

## **Training**

### **All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

### **The DSL, DDSL and identified SLT members**

The DSL, DDSL and identified SLT members will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

### **Governors**

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

### **Recruitment – interview panels**

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

### **Staff who have contact with pupils and families**

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

### **Monitoring arrangements**

This policy will be reviewed **annually**. At every review, it will be approved by the trust board.

### **Links with other policies**

This policy links to the following policies and procedures:

Behaviour

Staff code of conduct

Complaints  
Health and safety  
Attendance  
Online safety  
Equality  
Sex and relationship education  
First aid  
Curriculum  
Whistleblowing

**These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.**

### **Appendix 1: types of abuse**

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**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.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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

Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate

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 of exploration and learning, or preventing the child participating in normal social interaction

Seeing or hearing the ill-treatment of another

Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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

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, or grooming a child in preparation for abuse (including via the internet)

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

**Neglect** 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)

Ensure access to appropriate medical care or treatment

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

## **Appendix 2: safer recruitment and DBS checks – policy and procedures**

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

### **New staff**

When appointing new staff, we will:

Verify their identity

Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months

Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available

Verify their mental and physical fitness to carry out their work responsibilities

Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

Verify their professional qualifications, as appropriate

Ensure they are not subject to a prohibition order if they are employed to be a teacher

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

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

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or

Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or

Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

We believe the individual has engaged in [relevant conduct](#); or

The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or

The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and

The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

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

### **Contractors**

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

An enhanced DBS check with barred list information for contractors engaging in regulated activity

An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

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

### **Trainee/student teachers**

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

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

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

### **Volunteers**

We will:

Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

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

### **Governors**

All trustees, local governors and members will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).

Identity

Right to work in the UK

Other checks deemed necessary if they have lived or worked outside the UK

### **Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

## **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

## **Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

## **Appendix 3: allegations of abuse made against staff**

Please see 'Allegations of Abuse' policy

## **Appendix 4: specific safeguarding issues**

### **Children missing from education**

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

### **Domestic Abuse**

Our school staff are aware and stay alert to domestic abuse, and that the potential for domestic abuse and violence to go unseen is high. We know that many victims will have reduced or limited opportunities to share what is happening to them. We are mindful that some children, whether returning to school, or remaining at home, will have suffered the impact of domestic abuse and we will be vigilant in our professional curiosity and ask those additional questions.

There are a range of resources available to support victims and those working with victims, Walsall Safeguarding Partnership website is being updated regularly and has lots of information on domestic abuse.

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and DDSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## So-called 'honour-based' violence (including FGM and forced marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

## FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
  - Activate the local safeguarding procedures and refer the case to the local authority's designated officer
  - Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### **Private Fostering Arrangements**

- A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more.
- Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.
- The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. It is the local authority in whose area the privately fostered child resides which has legal duties in respect of that child.

All staff in the trust will inform the Designated Safeguarding Lead of any children that fall into the category of private fostering.

### **Homelessness**

The safeguarding team will identify parents at risk of being homeless and are aware being homeless is a risk to a child's welfare. The DSL and DDSL will ensure referral routes to housing authorities to ensure concerns are raised robustly and in a timely manner.

The team are aware a homeless family have many factors that impact towards family functioning such as, household debt, rent arrears, domestic abuse and anti-social behaviour (ASB).

### **Children of Prisoners**

Approximately 200,000 children in England and Wales have a parent in prison in each year. There is evidence that these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) supports resources and documents when working with children and families.

SHINE Academies acknowledges children who may have a parent in prison. Within each school, a champion. The champion sits within our family support team. Our aim is to support emotional and social needs of the child. We are aware there can be practical and immediate impact issues on children and families such as:

- Emotional impact- Anger, loss, sadness, guilt or blame. Confusion, worry, anxiety, sleep disturbances, change in behaviour.
- Educational impact- Time off school, loss of concentration, deterioration in behaviour.
- Financial impact- Loss of income, increased debt, Change in benefit entitlements.
- Practical impact- Moving school, loss of friendships.

The trust family Liaison team are trained champions after completing Hidden Sentence training. This will ensure children and families are supported in a professional manner.

### **Upskirting**

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, sexting and initiation/hazing type violence rituals.

## **Preventing radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

### **Checking the identity and suitability of visitors**

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

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

### **Non-collection of children**

If a child is not collected at the end of the session/day, we will:

Ensure the child is safe and taken up the school office by an adult

Attempt to contact all adults on the child's contact list

If school have been unable to contact an adult on the contact list by 5.00pm a 2 members of staff will drive to the child's address to see if a parent/carer is at home

If by 5.30pm the child has still not been collected and we are unable to make contact with parents, social services will be contacted

### **Missing pupils**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

During the incident:

Lock down the school following the lock down policy

Quickly establish the last time the child was seen and by whom

Have a team of staff check the school grounds

Contact parents

Contact police

Post incident:

Inform Chair of trustees

Seek HR advice if a member of staff/ group of staff may be responsible – take appropriate actions

Review site security – undertake risk assessments

Review all policies

## **Mental Health**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Our staff are made aware of this when considering the setting and expectations of pupils' work where they are at home or are returning to school on or after 1st June 2020. Where they have children of critical workers and vulnerable children on site, and/or more children returning to school from 1 June onwards we ensure appropriate support is in place for them.

The DfE's guidance on mental health and behaviour in schools sets out how mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem. Support for pupils and students in the current circumstances can include existing provision in school (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services. You can read the guidance on mental health and behaviour in schools [here](#).

For wider information about context please try [here](#):

[Mental health related to the Covid-19](#)

[Mentally Healthy Schools](#)

[Supporting pupils wellbeing](#)

Walsall Childrens services team are offering training and development opportunities to help all school staff support children and young people with wellbeing, anxiety and mental health issues. Virtual training is available to understand and support children who have faced trauma and bereavement due to the situation of Covid 19, and our school will access such training opportunities.

Black Country Healthcare NHS Foundation Trust has launched a 24-7 support line for adults, older adults, and children and young people requiring urgent mental health support during the Covid-19 pandemic - 0345 646 0827 (press 2 for Walsall residents).

We are aware that Health and Social Care colleagues have reported an increase in service users reporting feelings of anxiety. Advice and support on managing anxiety can be found [here](#).

