

St Chad's Catholic Primary School



CRC Article 29(goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Safeguarding and Child Protection Policy

Date of Last Review: September 2021

Reviewed by: Mark Hinton and Samantha Chapman

Agreed by Governors: Autumn Term 2021

Shared with all Staff: September 2021

Frequency of Review: Annually

Date of Next Review: September 2022

Designated Lead Person for Child Protection: Samantha Chapman, Executive Head of School & Mark Hinton, Executive Headteacher

Deputy Designated Lead Person for Child Protection: Eve Oakley, Tara Polito & Naomi Smith

Named Governor for Safeguarding & Child Protection: James Wollerton

School LAC Designated Person: Mark Hinton – Executive Headteacher

Privately Fostered named person: Mark Hinton (Executive Headteacher)

Privately Fostered named person (Dudley LA): Angela Marsh

School E-Safety Lead: Mark Hinton – Executive Headteacher

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

**Yvonne Nelson Brown and Valarie Wilmot Tel: 01384 – 813110 Referral email:
allegations@dudley.gcsx.gov.uk**

Chair of Governors: Deborah Howell

MASH: 0300 555 0050

Out of Hours Duty Team: 0300 555 8574

Virtual Head: Andrew Wright

PREVENT Officer: John Hodt

Education Prevent Officer: Mark Wilson

POLICE: (name and contact details)

CSE Team: Nicki Burrows

SCHOOL NURSE SERVICE, CAMHS, Michelle Homer

Our Mission Statement

At St Chad's we are part of God's family:

- We learn from Jesus' teachings in the Gospels
- We love Jesus and love each other with all our hearts
- We show kindness to everyone just like Jesus did

1. Purpose and Aims

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

Safeguarding is defined as:

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

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

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

Definitions and Indicators of Abuse (see section 11)

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

- Dudley Safeguarding Children Board (DSCB) - Safeguarding Children Procedures
- (<https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/>)
- Dealing with a disclosure school guidance
- Children Act 1989

- Children Act 2004
- Working together to safeguard children (DfE) July 2018
- Keeping Children Safe in Education (DfE) September 2020
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (2019)
- What do you do if you are worried a child is being abused March 2015
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)
- Children missing in education and at risk of Child Sexual Exploitation
- School Behaviour Policy
- School Confidentiality Policy
- Anti-Bullying Policy
- Safer Recruitment Policy
- Staff Code of Conduct

Prevent Strategy (Radicalisation and Extremism)

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

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

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

The SPOC for St Chad's Catholic Primary School is Mr Mark Hinton & Mrs Samantha Chapman.

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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

Early help

If early help is appropriate, the designated safeguarding lead (or deputy) 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. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

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

Children Missing in Education Schools' responsibilities

Schools must enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

Schools must monitor pupils' attendance through their daily register. Schools should agree with their local authority the intervals at which they will inform local authorities of the details of pupils who fail to attend regularly, or have missed ten school days or more without permission.

Schools should monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the local authority.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

Schools must also arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion. This information can be found in the Exclusion from maintained schools, academies and pupil referral units in England statutory guidance.

Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. Further information about schools' safeguarding responsibilities can be found in the Keeping children safe in education statutory guidance.

WHO THE POLICY APPLIES TO

Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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.

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

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

This policy links to the thresholds and procedures of Dudley Safeguarding Children Board which can be found here <https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/>

2. Statutory Framework References

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

- <https://safeguarding.dudley.gov.uk/safeguarding/partnership/meetings/safeguarding-children-partnership-group/>
- Dealing with a disclosure school guidance
- Children Act 1989
- Children Act 2004
- Working together to safeguard children (DfE) July 2018
- Keeping Children Safe in Education 2021
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (2019)
- What do you do if you are worried a child is being abused March 2015
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)
- Children missing in education and at risk of Child Sexual Exploitation
- Section 5b of the FGM Act 2003 (As inserted by Section 74 of the Serious Crime Act 2015)
- Dealing with allegations of abuse against teachers and other staff 2012
- Information Sharing 2018
- This policy also meets requirements relating to safeguarding and welfare in the [Early years foundation stage statutory framework \(EYFS\) March 2021](#)

This policy is based on the priorities and procedures of Dudley Safeguarding People Partnership.

<https://safeguarding.dudley.gov.uk/safeguarding/child/>

3. The Role of The Designated Safeguarding Lead and Deputy DSL

The DSL is a member of the senior leadership team. Our DSL is Mark Hinton and Samantha Chapman. 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. DSL's are contactable on their mobile phones outside school hours and these are shared with all staff.

When the DSL is absent, the deputy DSL's Naomi Smith, Tara Polito and Eve Oakley- will act as cover.

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

- Work closely with teachers and share information & provide advice and support to other staff on child welfare and safeguarding and child protection matters
- Sets out procedures so that staff promptly share their safeguarding concerns in writing

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Refer cases of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required and
- Refer cases where a crime may have been committed to the Police
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children, particularly in relation to Early Help
- Work closely with Mental Health Leads
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel Panel, 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 deputies are set out in their job description.

Safeguarding Procedures

Reporting concerns to the Designated Safeguarding Lead or Deputy DSL

Complete the reporting form (available in the safeguarding folder in the shared area) and hand it directly to the DSL or Deputy DSL if the DSL is absent. **Do not** leave it with any other person or on their desk for them to 'find' DSL and Deputy DSL can be contacted at all times in the working day and you must not delay passing on your concern – even if the DSL / Deputy is busy, in a meeting etc you must get their attention straight away to alert them immediately of your concern.

In the event your concern has not been written down and is passed on verbally, this must be put in writing and passed to the DSL immediately and logged on CPOMS.

If you are concerned about a child and cannot contact the DSL / Deputy DSL e.g. after school, during holidays you must contact the relevant child protection agency for the local authority where the child lives, or if you are not satisfied with the response from the DSL or Deputy DSL contact below and make a referral:

Dudley: 0300 555 0050
 Brierley Hill: 01384 813000
 Sandwell: 0121 569 3100
 South Staffordshire: 0800 131 3126

For Early Help enquiries contact: Kates Hill and Sledmere Family Centre: 01384 812440 Referrals can be uploaded <https://childrensocialcare.dudley.gov.uk/web/portal/pages/home>

If you, DSL, Deputy DSL are not satisfied with the response of Children's Social Care / MASH etc you can invoke the DSCB Resolution and Escalation Protocol



Resolution and
Escalation Protocol I

- DSL's should work closely with senior Mental Health Leads
- DSLs should help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns

4. Governing Body

We are ultimately governed by the Board of Directors of St John Bosco Catholic Multi Academy Company. The Chair of the Board of Directors is Mrs Gaynor Rennicks. The Local Governing Body has limited governance authority at school level. The chair of the Local Governing Body is Mrs Gaynor Rennicks and the safeguarding governor is James Wolverton.

- The whole Governing Body is responsible for safeguarding and safeguarding is on the agenda at all Governing Body meetings.
- **Legislation and the law** – The Governing Body has regard to KCSIE 2021 guidance and ensures that policies, procedures and training in the schools is effective and complies with the law at all times.
- The Governing body and proprietors have a senior board level Director (Mrs Gaynor Rennicks) who takes **leadership** responsibility for the school.

Safeguarding policies and procedures

Legal responsibilities and duties

Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum¹⁸ and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

5. Safeguarding Policies and Procedures

Dealing with a Disclosure of Abuse

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

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.

- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations

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

Immediately afterwards

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

Complete the reporting form available in your safeguarding box / staff room noticeboard and hand it directly to the DSL or Deputy DSL. **Do not** leave it in their pigeon hole or on their desk for them to 'find'. It may be urgent and require an immediate response.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Headteacher.

The DSL / Deputy DSL will report the disclosure to the appropriate safeguarding services

What to do if you are concerned:

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

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

Information for social care or the police about suspected abuse

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

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

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

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

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

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

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

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

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

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 *Sexual Offences Act 2003*)
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*)
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/email messages or images, gifts, socializing. etc.)
- Possession of sexual images of children/pseudo-photographs of children

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

Action if there are concerns

Concerns about poor practice:

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

Concerns about suspected abuse

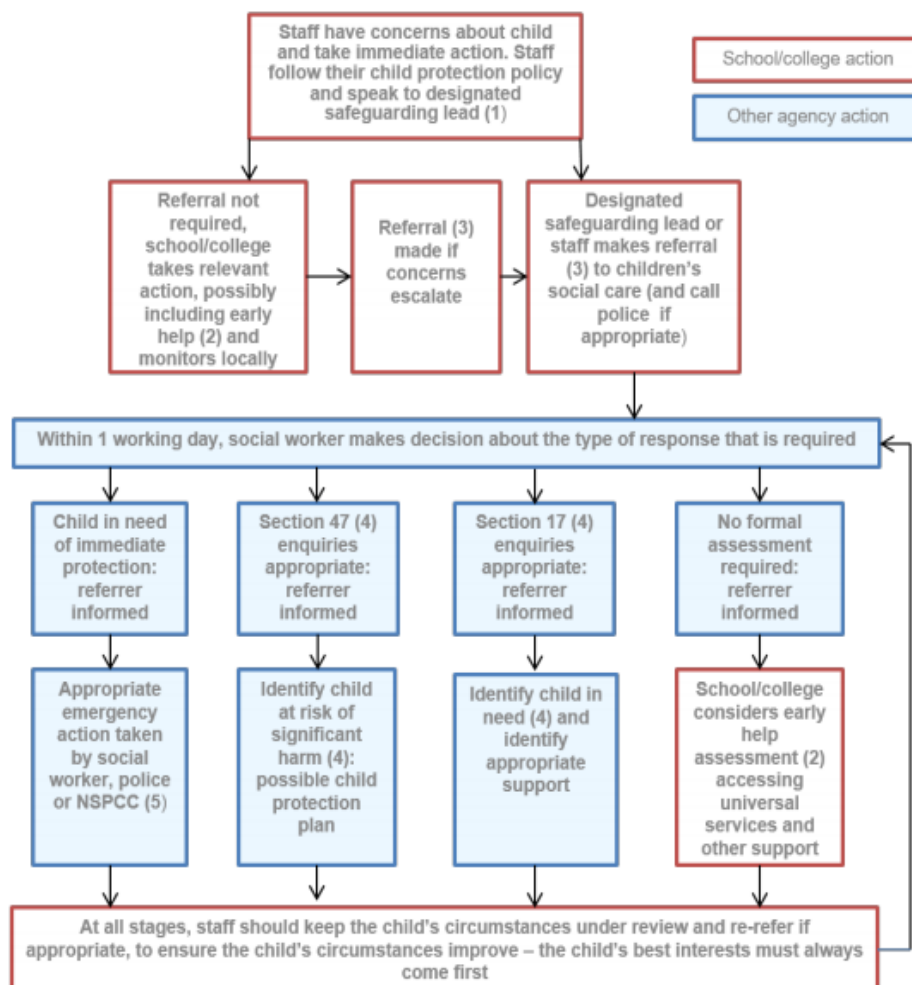
- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Executive Head of School / Headteacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Executive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

is the subject of the concern/ allegation, the concern must be shared with the Chair of Governors. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension

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

Legal Duties



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)

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. Referrals should be made by completing a Multi-Agency Referral Form (or MARF) and uploading it <https://childrensocialcare.dudley.gov.uk/web/portal/pages/home> or contact 0300 555 0050.

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.

You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Referral

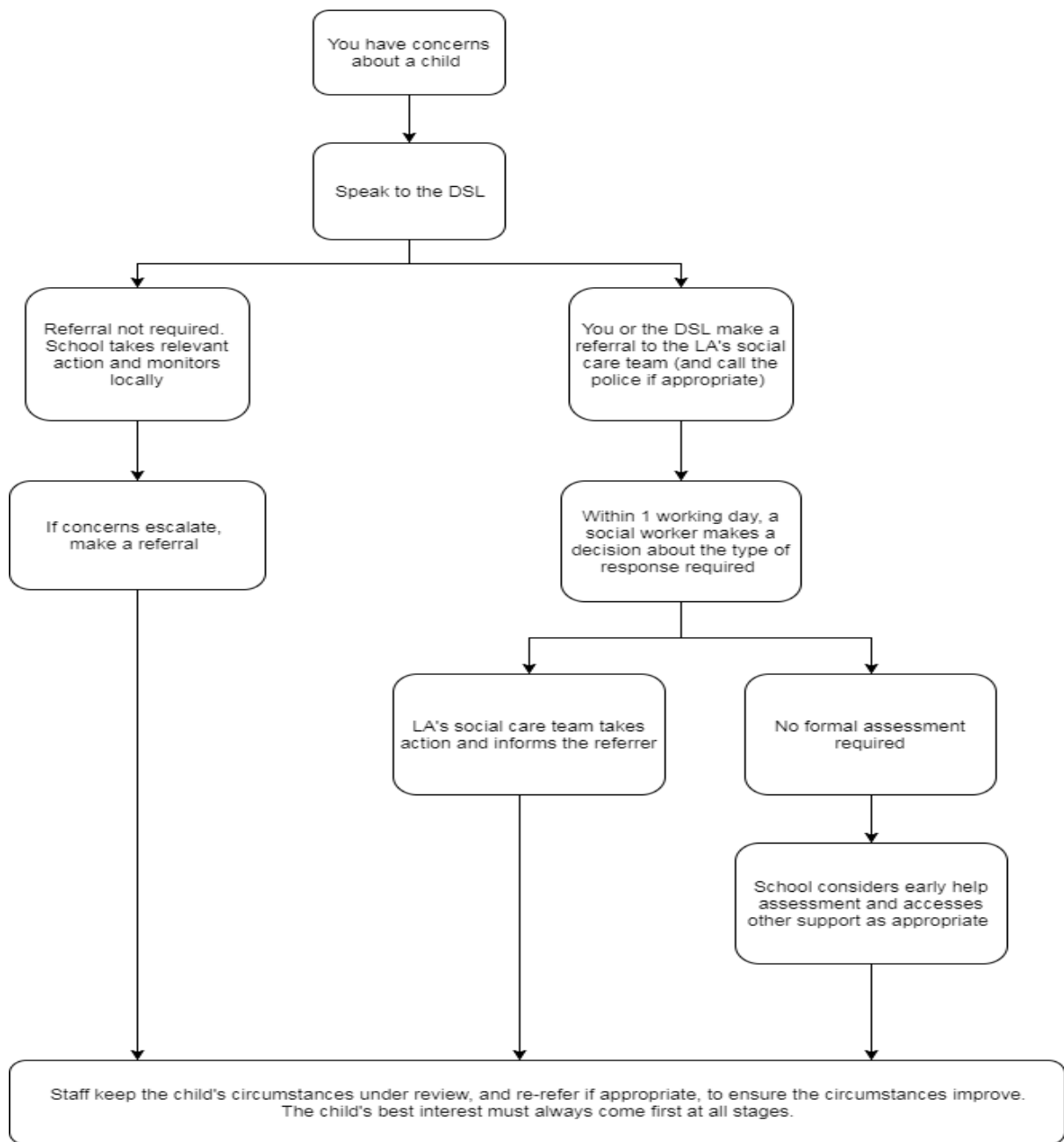
If it is appropriate to refer the case to Local Authority Children's Social Care or the Police, the DSL will make the referral or support you to do so. If you make a referral directly you must tell the DSL as soon as possible.

The Local Authority will decide 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.

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.)



Staff need to know how to use the Referral Pathway into Exploitation HUB: CS.Hub@dudley.gov.uk
 Head of Service Andrew Griffiths. Staff are also aware of the Screening tool and Resolution and Escalation Processes they have available to them.

- Screening tool –



Contextual
Safeguarding Screeni

- Resolution & Escalation process



Resolution and Escalation Protocol I

The Duty to share information

Everyone working with children in the school as an employee, volunteer or employee of an outside agency has a duty to share information about children and families where they suspect a child's safety is at risk. The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

6. Confidentiality

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

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

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

If a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with the government guidance on the transfer of such records.

KCSiE (2020), p23: para 85: 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of the children.

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 Information Commissioners Office (ICO) <https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/>

Data Protection: toolkit for schools

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

7. Communication with parents

In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However there may

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

Parents/carers will be informed about our Child Protection Policy through the school website.

If parents have any concerns about any aspect of the schools safeguarding communication methods they should contact the Executive Head of School / Headteacher in the first instance.

8. Whole staff responsibilities for safeguarding

Role and Responsibilities of Designated Safeguarding Lead

The Designated Safeguarding Lead has responsibility and management oversight and accountability for child protection, along with the Executive Head of School / Headteacher

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Executive Head of School / Headteacher.

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

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

A written record will be made of what information has been shared with whom, and when.

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

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

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

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

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

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

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

Role and Responsibilities of all staff

School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which children can learn.

Any staff member who has a concern about a child's welfare should follow the referral processes.

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Staff support

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

Roles and Responsibility of Governors and Governing Bodies

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

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

EYFS Specific Issues

Personal Care routine

Please be aware that staff may need to help children with eating, drinking or toileting, washing and dressing because of age, disability or illness. Where possible we encourage children to be independent as early as possible and would like this to be supported at home.

Photography and Imaging

Any images taken of children attending the setting should be in the interest of recording children's learning and development. Parental consent will be sought to use images of children engaging in play activities, crafts and outings for the purposes of learning journals and for use on social media or our school website. We will ensure that no unauthorised images are taken of pupils attending the setting. Written permission must be obtained from a child's parent/s prior to any image being taken of a child.

Mobile Phones

Parents, carers, or other visitors are not permitted to use mobile telephones, (or other devices capable of taking images), when attending the setting during its operating hours. All parents, carers and visitors visiting the setting will be made aware of this upon arrival. A notice will be placed on display at the entrance of the setting making all parents, carers and visitors aware that the use of mobile phones or any devices capable of taking images is prohibited. Equally all adults at the premises are not permitted to take their mobile phone or any other devices into the designated areas of the setting during operating hours.

Safer Recruitment and Employment Practices

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

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

Our statement of Commitment

St Chad's Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, Qualification and ID Checks."

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

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

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

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

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

9. Dealing with Disclosures

SEE SECTION 5 OF THIS DOCUMENT.

10. Record Keeping – also see SECTION 5 OF THIS DOCUMENT

The key document for recording concerns about a child is The Reporting Form (available in the safeguarding section of the staff shared area) this form includes a simple body map to indicate any marks / bruises / injuries that are visible on the child. **At no point should an individual teacher / member of staff/ volunteer consider taking photographic evidence of any injuries or marks to a child's person. This type of behaviour could lead to the individual being taken into managing allegations procedures.**

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

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

A written record will be made of what information has been shared with whom, and when. This will then be added to CPOMS where other relevant information may be available about the child.

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

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

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

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

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

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

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

Dudley Thresholds and Early Help

Early Help and Threshold Link <http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families/>

[Dudley Threshold guidance](#): March 2021

See Section 1 on Early Help

11. When to be concerned – signs and symptoms of abuse and neglect

Definitions and Indicators of Abuse

There are four types of child abuse. They are defined in the UK Government guidance Keeping Children Safe in Education; statutory guidance for schools and colleges, September 2021 as follows:

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

Physical Abuse

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

Emotional Abuse

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

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

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

Sexual Abuse

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

Neglect

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

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

Significant Harm

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

Signs of Abuse

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

The physical signs of abuse may include:

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

Changes in behaviour that can also indicate physical abuse:

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

Changes in behaviour which can indicate emotional abuse include:

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

Domestic Abuse

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

Psychological, Physical, Sexual, Financial and Emotional

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

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

School is subscribed to operation encompass so we are notified if a child in our care may have been involved in domestic abuse.

Domestic Abuse Act 2021



ukpga_20210017_en.
pdf

MASH Education Officer – Diane Green 0300 555 0050

Child on child abuse

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Honour-based abuse (including Female Genital Mutilation and Forced Marriage)

Honour Based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Child Criminal Exploitation (CCE)

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime or at risk of being the victim of modern slavery. 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 a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these.

Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

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Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

The department provide: [Child sexual exploitation: guide for practitioners](#)

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. **Teachers must personally report to the police a disclosure that FGM has been carried out, in addition to liaising with the DSL.**

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are aware that we operate a first day contact policy, require parents to provide at least two emergency contacts, engage the services of an attendance consultant who carries our home visits if first day contact fails and we work closely with the Education Investigation Service to report poor attendance.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

12. Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on its own website www.nspcc.org.uk. Schools can also access DSCB guidance on the issues listed below via the website

<https://safeguarding.dudley.gov.uk/safeguarding/>

Child on Child Abuse

All staff should recognise that children are capable of abusing their peers. This may manifest in the following ways:

- Physical abuse
- Verbal abuse
- Online abuse
- Emotional abuse
- Sexual abuse
- Sexting

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a need to escalate the issue, it will then be passed to the Designated Safeguarding Lead and Executive Head of School / Headteacher and, in extreme cases, the Governing Body. At the Executive Head of School / Headteacher's discretion, the police may be informed, in certain circumstances.

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

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

Both the perpetrator and victim will be fully supported by relevant staff and support will be sought from relevant external agencies where appropriate for all parties concerned.

Sexting

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

Staff 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.

See additional guidance from UKCCIS [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759003/Education for a connected world PDF.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759003/Education_for_a_connected_world_PDF.PDF)

Sending and sharing nudes

Staff are aware of the following publication about how to respond to an incident.

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

Prevent Strategy (Radicalisation and Extremism)

St Chad's Catholic Primary School is actively involved in the Prevent strategy. The school has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the school and British values. Therefore our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and

division and actively seeks to cause destructive relationships between different communities. Our school strategy for preventing extremism has five key objectives:

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

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

The SPOC for St Chad's Catholic Primary School is Mr Mark Hinton & Mrs Samantha Chapman.
The responsibilities of the SPOC are described on page 15.

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views, which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
 - Seek to provoke others to terrorist acts
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts, or
 - Foster hatred which might lead to inter-community violence in the UK
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
 - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
 - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
 - Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters
 - Accessing violent extremist websites, especially those with a social networking element
 - Possessing or accessing violent extremist literature
 - Using extremist narratives and a global ideology to explain personal disadvantage
 - Justifying the use of violence to solve societal issues
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

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

Sexual Violence and Sexual Harassment

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.



SVSH_2021.pdf

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

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Areas of Particular Risk

Physical Intervention

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available at <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Personal / Intimate Care

Pupils should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this should normally be undertaken by one member of staff, however, they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken and that, wherever possible, they are visible and/or audible. Intimate or personal care procedures should not involve more than one member of staff unless the pupil's care plan specifies the reason for this.

Changing for PE and Swimming

Pupils are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the children concerned and sensitive to the potential for embarrassment.

1:1 Working

Staff working in one to one situations with pupils at the setting, including visiting staff from external organisations can be more vulnerable to allegations or complaints. To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly. Arranging to meet with pupils from the school or setting away from the work

premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents/carers.

Home Visits

All work with pupils and parents should usually be undertaken in the school or setting or other recognised workplace. There are however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits. It is essential that appropriate policies and related risk assessments are in place to safeguard both staff and pupils, who can be more vulnerable in these situations.

A risk assessment should be undertaken prior to any planned home visit taking place. The assessment should include an evaluation of any known factors regarding the pupil, parents/carers and any others living in the household. Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances. Specific thought should be given to visits outside of 'office hours' or in remote or secluded locations. Following the assessment, appropriate risk management measures should be put in place, before the visit is undertaken. In the unlikely event that little or no information is available, visits should not be made alone.

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. The school or college will then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

Young Carers

Effective and timely information sharing between agencies, including health, is critical to empowerment, preventative work, supporting transitions and promoting the welfare of young carers. Within the framework of existing local information sharing protocols our aim is to ensure specific recognition of the position of young carers and their identification and support.

We will ensure that we accept a joint responsibility to work in partnership with other agencies to identify and respond to any young carers who are suffering, or likely to suffer, significant harm. Early sharing of information is key if there are emerging concerns.

Children with Mental Health Issues

Positive mental health is the concern of the whole community and we recognise that our school plays a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors, which increase someone's vulnerability, and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective actors or supportive interventions are required to counter balance and promote further growth and resilience. It is vital that we work in partnership with parents to support the well-being of our pupils. Parents' should share any concerns about the well-being of their child with the school, so appropriate support and intervention is identified and implemented.

Mobile Phones and Photography

Mobile phones and cameras Staff are allowed to bring their personal phones to school for their own use, but will limit such use to noncontact 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.

Mental Health

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

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

- Children with mental health issues

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

See: Mental Health & Behaviours in School (November 2018)



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ehaviour_in_schools_

13. LGBT+

Some pupils may be vulnerable due to their sexual orientation or gender identity, either because they are subject to homophobic, bi-phobic or transphobic bullying or because of negative responses from parents/carers or others, which may result in increased risk of self-harm, suicide or homelessness. Several studies also evidence that LGBT+ young people may be at increased risk of becoming victims of CSE. Our school therefore endeavours to ensure that we are aware if the increased risk factors and will seek access to appropriate support for these young people when required.

Link to Dudley Transgender and Gender Identity Guidance and Toolkit



0121 Dudley Trans
guidance and toolkit v

LGBT+ young people can also be victims of Sexual Violence and Harassment – KCSiE p138

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

14. Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

At St Chad’s we use the Education for a Connected World as a framework for teaching online safety along with the iSafe Computing units which are taught throughout the school.

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

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

There is the opportunity for children to learn about online safety during their specific Computing lessons in school and this is explored further during the Anti-Bullying, Anti Racism and online safety weeks which the school holds twice a year.

The school uses a Forensic Monitoring system to monitor access of the internet for both staff and children and RM Education provide filters to ensure that inappropriate websites cannot be accessed on the school network.

15. Child in Care (CiC)

The designated teacher for CiC at St Chad’s Catholic Primary School is Mrs Samantha Chapman. She is responsible for promoting the educational achievement of children who are looked after. The designated teacher will work closely with the Virtual School Head, to ensure that pupil premium funding is best used to support the progress of the looked after child.

16. Virtual Head

Virtual school heads manage pupil premium plus for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet

the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

As with designated teachers, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, virtual school heads have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant Dudley's Virtual School Head is Andrew Wright.

17. Children with Special Educational Needs and Disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Our school understands that children with SEND can face additional barriers which can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, St Chad's provides extra pastoral support for children with SEN and disabilities.

SEND young people can also be victims of Sexual Violence and Harassment – KCSiE p138

18. Safer Recruitment Procedure

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

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

Our statement of Commitment

St Chad's Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, Qualification and ID Checks."

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

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

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

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

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

19. Procedure for dealing with complaints and allegations about staff.

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher 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.

All staff have a duty to report concerns including low-level concerns. Staff understand that low-level concerns will be taken seriously as a low-level concern may form part of a bigger picture which requires intervention.

Procedure for dealing with complaints and allegations about staff – See Part Four of KCSiE

An extra bullet point in relation to Managing Allegations criteria added for the LADO so schools must work with other agencies to investigate when a member of staff has **"behaved or may have behaved in a way that indicates they may not be suitable to work with children"**

The responsibility to manage allegations about supply teachers is made clear, so they still ensure allegations are dealt with appropriately when they are not the employer. Schools cannot simply cease to use this teacher. Processes should be developed to manage this akin to the disciplinary procedure and the school should advise supply agencies of its process for managing allegations.

Policy should be clear that any concerns about the conduct of other adults in the school should be taken to the Headteacher (NOT to DSL, unless DSL is also the Headteacher)

Procedure for dealing with complaints and allegations about the Head of School

Concerns about the Head of School should go to the Executive Headteacher whose contact details are available in school.

LADO is Yvonne Nelson-Brown & Valerie Wilmott

The Head of School, Executive Headteacher and Chair of Governors understand the steps they should take in order to refer a concern outside the school, e.g. a social services enquiry and to LADO.

School must work with other agencies to investigate when who has worked at the school has "behaved or may have behaved in a way that indicates they may not be suitable to work with children"

In the event of the allegation being made against the Executive Headteacher, the **Chair of Governors** is to be notified and their contact details can be requested from the school office or from the Chief Operating Officer.

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

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

Supply teachers

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

In addition to this, St Chad's Catholic Primary School have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within St Chad's Catholic Primary School will adhere to the Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings (October 2015). This covers a wide range of issues around staff conduct.

20. Whistleblowing

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

21. Safeguarding in the Curriculum

Child Protection and wider child safety issues will be addressed through the curriculum as appropriate, especially in dedicated anti-bullying weeks in school, Computing lesson and Relationships and Sex Education.

Class Incident Books

Each class has a Class Incident Book. This is to report on any class behaviour which is sorted out without the intervention of the DSL / DDSL. The incident books are also used to monitor patterns in low-level behaviour and are monitored by the DSL / DDSL's on a termly basis.

Any behaviour / incidents which involves speaking to parents, the DSL or other agencies is recorded on CPOMs.