

CHILD PROTECTION AND SAFEGUARDING POLICY 2023 - 2024



Historic England
Champion
Heritage School



Management and Update of the Policy

Last Reviewed/Revised	Date	Next Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Safeguarding Governor
February 2023 (Revision)	August 2023	August 2024	Mr M.Walters	Ms. L.Maskell	Mrs A.McHenry

MANAGEMENT AND UPDATE OF THE POLICY

Responsibility for the monitoring of this policy: Dawley Brook Primary School Governing Board

This policy is linked directly to National Legislation and DSPPB thresholds and operating procedures.

Our Child Protection and Safeguarding policy is a living document and will be updated in response to changes in legislation or DSPPB operating procedures
(This will occur at least once on an annual basis)

All staff and stakeholders may contribute to the development of our policies and procedures.

Our policy will be published on our website and paper copies are available upon request.

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Contact Information

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Designated Safeguarding Lead	Matthew Walters		
Deputy Designated Safeguarding Leads	Lisa Maskell		
Chair of Governors	Jane Morgan		
Safeguarding Governor	Angela McHenry		
Children in Care (CIC) Lead	Matthew Walters		
Online Safety Lead	Matthew Walters		
Mental Health Lead	Lisa Maskell		
Dudley Children's Front Door	DCFD Team	0300 555 0050	Dudley Children's Portal Site: www.childrensocialcare.dudley.gov.uk/web/portal/pages/home
Emergency Duty Team (out of hours)	Social Care	0300 555 8574	-
Safeguarding Lead for Education	Jane Dickens	07976329018	jane.dickens@dudley.gov.uk
Local Authority Designated Officer (LADO)	Yvonne Nelson-Brown Sukhchandan Kaur	01384 813110	Allegations@dudley.gov.uk Yvonne.nelson-brown@dudley.gov.uk Sukhchandan.kaur@dudley.gov.uk
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Young Person and Early Help Officers	PC Andy Peters PC Katie Russell	101 option 3 ext. 851 308 07391864242 (K.Russel)	a.peters@west-midlands.pnn.police.uk k.russell@west-midlands.pnn.police.uk
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Community Safety Team	Katriona Lafferty	01384 813278	Katriona.Lafferty@dudley.gov.uk
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Dudley Virtual School Head	Emma Thomas	01384 813493	Emma.Thomas@dudley.gov.uk
Dudley Exploitation Hub (DEX)	Dudley Child Exploitation Team	-	CS.Hub@dudley.gov.uk
Dudley MBC Private Fostering Contact	Angela Marsh	-	Angela.Marsh@dudley.gov.uk

Safeguarding Definition

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 mental and physical 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.

(The term children, includes everyone under the age of 18.)

Safeguarding is what we do for all children and young people to keep them safe whilst in our care. Child protection describes the policy and procedures specifically for those young people who are at risk of serious harm or have been seriously harmed.

At Dawley Brook Primary School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that may worry them.

We will always act in the best interest of the child.

Legislation and Statutory Guidance

The Governing Board of Dawley Brook Primary School recognises and is committed to fulfilling its statutory responsibility to safeguard and promote the welfare of children in accordance with the following legislation and guidance:

- The Education Act 2002 (section 175/157)
 - Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Children Act 1989 (including the 2004 amendment which provides a framework for the care and protection of children)
- Dudley’s Threshold Framework: Multi-agency guidance on meeting the needs of children, young people and their families in Dudley (May 2018)
- Working together to safeguard children (July 2018)
- Keeping Children Safe in Education (September 2023)
- Governance Handbook (October 2020)
- The School Staffing (England) Regulations (2009) which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- Prevent Duty for England and Wales (2015) under Sections 26 & 29 of the Counter-Terrorism and Security Act 2015
- Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- Multi-agency statutory guidance on female genital mutilation (July 2020) which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- The Rehabilitation of Offenders Act (1974) which outlines when people with criminal convictions can work with children
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Information Sharing (2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the 2018 Childcare Disqualification Regulations) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [Early years foundation stage statutory framework \(EYFS\) March 2021](#)
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- [Marriage and Civil Partnership \(Minimum Age\) Act 2022](#)

Non-statutory guidance

- What to do if you’re worried a child is being abused (Department for Education, 2015)
- Child sexual exploitation (Department for Education, 2017)
- Information sharing (Department for Education, 2018)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (Department for Education, 2020)
- Teachers’ Standards (Department for Education, 2021)
- [Recruit teachers from overseas \(Department for Education, 2022\)](#)
- [Working together to improve school attendance \(Department for Education, 2022\)](#)
- [Meeting digital and technology standards in schools and colleges \(Department for Education, 2023\)](#)
- [Virginity testing and hymenoplasty: multi-agency guidance \(Department of Health and Social Care, 2022\)](#)

Dudley Safeguarding People Partnership Arrangements

Dawley Brook Primary school's policy has been written taking into consideration Dudley Local Authority's locally agreed multi-agency procedures which have been put in place by the three safeguarding partners:

- Dudley local authority (Dudley LA);
- Integrated care boards (previously known as clinical commissioning groups) for an area within the Local Authority;
- The chief officer of police for a police area in the Local Authority area.

The links for Dudley's procedures are below:

<https://dudleysafeguarding.org.uk/>

<https://dudleysafeguarding.org.uk/wp-content/uploads/2023/03/DSPP-Support-Level-Guidance-and-Framework-March-2023.pdf>

The safeguarding priorities for Dudley 2022/24 are:

- Neglect
- Exploitation
- Family Safeguarding

These are detailed further on the above website and are included in whole school training.

Related School Policies

Our policy relates to safeguarding and child protection concerns and sits within a suite of other safeguarding policies. Our policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply staff working in our school. It will be reviewed at least annually by the Governing Board, and is in line with our Dudley Safeguarding People Partnership Board (DSPPB) local procedures, the expectations of the Department for Education and Ofsted which inspects schools' safeguarding arrangements.

Our policy aims

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities;
- To ensure consistent good practice across the school which enables appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- To demonstrate our commitment to protecting and supporting our vulnerable children, children who need support through early help, children in need and children who have a child protection plan.

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

Dawley Brook Primary School gives special consideration to children who:

- Have special educational needs (SEN) or disabilities;
- Are young carers;
- May experience discrimination due to their race, ethnicity, religion, LGBTQ+, gender identification or sexuality;
- Have English as an additional language;
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence;
- Are at risk of FGM, sexual and criminal exploitation, forced marriage, or radicalisation;
- Are asylum seekers;
- Are at risk due to either their own or a family member's mental health needs;
- Are Children in Care or previously Children in Care;
- Are missing or absent from education for prolonged periods and/or repeat occasions;
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

Principles and values

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We understand that safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with our children and families has a role to play in identifying concerns, sharing information and taking prompt action.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of "it could happen here" where safeguarding is concerned.

We will adopt a 'child-centred' approach to safeguarding and child protection and we will act in the 'best interests' of our children

We ensure that everyone is aware of their safeguarding responsibilities

We provide staff, volunteers and governors with the framework, training and support they need to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Confidentiality/Information Sharing

'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. Understanding that the 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk'

KCSiE (2023), pg. 31

Dawley Brook Primary School's Child Protection & Safeguarding Policy works in conjunction with the principles and practices outlined within the school's Information Sharing Policy and Data Protection Policy. These policies have been written based on the guidance document 'Information Sharing: advice for practitioners providing safeguarding services' (DfE, 2018).

Where specific links between child protection/safeguarding and confidentiality/information sharing principles or procedures are exemplified in greater detail these will be made explicit throughout this policy, for example, when addressed later in the policy with respect to record-keeping.

All staff at Dawley Brook Primary School recognise that:

- Timely information sharing is essential to effective safeguarding;
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children;
- The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe;
- If staff need to share 'special category personal data', The Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk;

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.

We recognise that all matters relating to child protection are confidential. The headteacher or designated safeguarding lead and deputies will disclose any information about a child to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other statutory agencies in order to safeguard children.

If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or deputy).

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and will need to pass the information on to help keep the child or other children safe. All information and data are stored securely and any information or data is shared on a need to know basis.

Roles and Responsibilities: Governing Board

Our Safeguarding Link Governor is Angela McHenry

Our Chair of Governors is Jane Morgan

Our Governing Board will ensure they comply with their duties under legislation, they will have regard to Keeping Children Safe in Education (2023) to ensure that the policies, procedures and training in our school are effective and comply with the law at all times.

Our school will have a senior board level (or equivalent) lead to take leadership responsibility for our school's safeguarding arrangements.

Our Governing Board will ensure:

Safeguarding policies:

- Appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies will include an effective safeguarding/child protection policy, a code of conduct for adults which will amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media and a school behaviour policy
- These policies, along with our school's behaviour policy, part one of Keeping Children Safe in Education (2023) and information regarding the role of the designated safeguarding lead and any deputies, will be provided to all staff on induction. Our Governing Board will take a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers;
- Our safeguarding/child protection policy will describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements. It will be updated annually (as a minimum), and be available publicly either via our school website or by other means;
- That the above policies and procedures, adopted by our Governing Board particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff; and
- Appropriate safeguarding responses are in place to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Where reasonably possible, our school will hold more than one emergency contact number for each pupil or student.

Designated safeguarding lead and deputies:

- That they appoint an appropriate senior member of staff, from our school leadership team, to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection matters. Their role will be made explicit in the role-holder's job description (see Annex B which describes the broad areas of responsibility and activities related to the role);
- They determine whether they choose to have one or more deputy designated safeguarding lead(s) as appropriate. Any deputies appointed will be trained to the same standard as the designated safeguarding lead;
- That whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility will not be delegated;
- That the designated safeguarding lead and any deputies will liaise with and work with other agencies;

- That during term time the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Our Governing Board will arrange, in liaison with the HT/DSL, adequate and appropriate cover arrangements for any out of hours/out of term activities; and
- The designated safeguarding lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years. The DSL will attend Prevent training. In addition to their formal training, as set out above, their knowledge and skills will be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually.

Multi-agency working:

- That our school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.
- We understand our role in the new safeguarding partner arrangements
- We co-operate and engage fully with the new published safeguarding arrangements
- Our school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. Our school will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment;
- That our safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the three safeguarding partners. This will include understanding and reflecting local protocols for assessment and the threshold document along with supplying information as requested by the three safeguarding partners

Information Sharing

Our Governing Board understand that sharing information is vital in identifying and tackling all forms of abuse and neglect.

- Our Governors understand and recognise the importance of information sharing between practitioners and local agencies. Our Governors will ensure arrangements are in place that set out clearly the process and principles of information sharing within the school and with the three safeguarding partners, other organisations, agencies and practitioners as required
- Our Governors understand the Data Protection Act 2018 and the GDPR places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- Our Governors understand the DPA 2018 and the GDPR are not barriers to sharing information where the failure to do so would result in a child being placed at risk of harm they understand that fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Our Governors will ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- Our Governors will ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

- Where children leave our school the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt will be obtained from the receiving school or college. The file will be transferred separately from the main pupil file. Our school will ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.
- In addition to the child protection file, our designated safeguarding lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Staff/Governing Board Training:

- That all staff members undergo safeguarding and child protection training including online safety at induction. The training will be regularly updated. Our induction and training will be in line with advice from the three safeguarding partners. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- Our Governing Board recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Our staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and child protection policy;
- Our Governing Board ensures that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated.
- **Our Governing Board will undertake training relating to online filtering and monitoring, in addition one Governor will be trained in Cyber-security.**

Online Safety:

Our Governing Board understand that our school increasingly work online and that it is essential that children are safeguarded from potentially harmful and inappropriate online material. It is the role of the Governing Board to ensure that the school has appropriate systems in place and review their effectiveness. This includes:

- **Appropriate filters and appropriate monitoring systems are in place and take care that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.**
- **Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.**
- **Reviewing the DfE’s filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards.**

Opportunities to Teach Safeguarding:

- Children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), RSE, citizenship and relevant subject curriculums.
- Dawley Brook Primary School’s age-appropriate programmes cover issues such as, but not exclusive to:
 - healthy and respectful relationships;
 - boundaries and consent;
 - stereotyping, prejudice, and equality;
 - body confidence and self-esteem;

- how to recognise an abusive relationship, including coercive and controlling behaviour the concepts of, and laws relating to- sexual consent, sexual; exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse;
- so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support;
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Inspection:

- They are familiar with the Ofsted New Common Inspection Framework and safeguarding: Inspecting safeguarding in early years, education and skills settings.

Safer Recruitment:

- They prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. Our school has written recruitment and selection policies and procedures in place; and
- At least one person on any appointment panel has undertaken appropriate safer recruitment training.

Dealing with concerns about staff who may pose a risk of harm to children:

- There are procedures in place to manage concerns/allegations against teachers (including volunteers), that might indicate they would pose a risk of harm to children. These allegations or concerns will be referred to the designated officer at the local authority, Yvonne Nelson-Brown, by the appropriate person. Our school will follow the procedures outlined in Part 4 of Keeping Children Safe in Education (2023).
- Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Our Governing Board is aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence.

Child on child abuse

- ALL staff should recognise that children can abuse their peers. Our Governing Board. will ensure that ALL staff are clear about our school's/college's policy and procedures with regard to child on child abuse
- Our safeguarding/child protection policy includes:
 1. Procedures to minimise the risk of child on child abuse;
 2. sets out how allegations of child on child abuse will be recorded, investigated and dealt with;
 3. how victims, perpetrators and any other child affected by of child on child abuse will be supported;
 4. a statement that abuse is abuse and will never be tolerated or passed off as “banter” “just having a laugh” or “part of growing up”
 5. recognition of the gendered nature of child on child abuse, that all child on child abuse is unacceptable and will be taken seriously;
 6. the different forms of child on child abuse, such as: sexual violence and harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting; and initiation/hazing type violence and rituals

The Child's wishes

- The child's wishes, and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. Systems and processes will operate with the best interests of the child at their heart.

Children in Care (CiC) and previously Children in Care

- That staff have the skills, knowledge and understanding necessary to keep Children in Care safe.
- And that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.
- All staff have the skills, knowledge and understanding to keep previously Children in Care safe. When dealing with Children in Care and previously Children in Care we will ensure that all agencies work together and prompt action will be taken when necessary to safeguard these children

The Designated Teacher

- They appoint a designated teacher to work with local authorities to promote the educational achievement of registered children who are Children in Care and to ensure that this person has appropriate training. With the commencement of the sections 4-6 of the Children and Social Work Act 2017, the designated teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales
- The designated teacher has appropriate training and relevant qualifications and experience

Virtual school heads

- The designated teacher works with the virtual school head to discuss how a Child in Care's pupil premium plus funding can be best used to support the progress of those children in the school and meet the needs identified in the child's personal education plan.
- The designated teacher will work with the virtual school headteacher to promote the educational achievement of previously Children in Care.

Care leavers

Our Governing Board knows that the local authority has ongoing responsibilities to young people who cease to be Children in Care and become care leavers.

- Designated safeguarding leads will obtain details of the local authority Personal Advisor appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

Children with Special Educational Needs and Disabilities

Our governors know that children with special educational needs and disabilities may face additional safeguarding challenges

- Our safeguarding/child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities. This 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;
 - Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
 - Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges our school will consider extra pastoral support for these children when necessary.

Where another body is providing services or activities

Our Governing Board understand that where another body is providing services or activities, regardless of whether or not the children who attend these services/activities are children on the school roll, they:

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed;
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate; and
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

The use of 'reasonable force' in schools and colleges

Our Governing Board know and understand there are circumstances when it is appropriate for our staff 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.

Our school does not adopt a 'no contact' policy, we have a policy which allows and supports our staff to make appropriate physical contact that enables staff to fully support and protect our pupils. The decision on whether or not to use reasonable force to control or restrain a pupil is down to the professional judgement of the staff concerned and will always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, our school will consider the risks carefully and recognise the additional vulnerability of these groups. We will also consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, our school can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Roles and Responsibilities: Designated and deputy safeguarding lead/s

Our designated safeguarding lead is Matthew Walters

Our deputy safeguarding lead is Lisa Maskell

Our Governing Board will ensure that a senior member of staff from the leadership team is appointed to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection including online safety. Their responsibilities will be explicit in the role holder's job description.

Our Governing Board will determine whether to appoint additional deputy designated safeguarding leads, they will be trained to the same level as the designated safeguarding lead and their responsibilities will be explicit in their job description.

Our designated safeguarding lead may delegate safeguarding activities to the deputy safeguarding lead however the designated safeguarding lead will retain the lead responsibility for child protection and safeguarding. This responsibility will not be delegated.

At Dawley Brook Primary School the designated lead, in line with Keeping Children Safe in Education (2023), is expected to:

Manage referrals:

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

Work with others:

- Liaise with the headteacher to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in Statutory guidance (PACE Code C 2019);
- Liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children 2018;
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- **Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support;**
- **Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search; and**
- Act as a source of support, advice and expertise for all staff.

Undertake training:

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.
- The designated safeguarding lead will undertake Prevent awareness training.
- **Online safety training will be undertaken annually and regularly updated to keep knowledge of staying safe online and the risks associated up to date, this includes including filtering and monitoring and cyber security.**
- In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they;
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- Can keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- Can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- **Have a good understanding and takes the lead of the filtering and monitoring systems and processes in place at our school;**
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness:

- Ensure the school's child protection policies are known, understood and used appropriately;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements.
- 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 leadership staff. Ensuring that the school, and their staff, know who these children

are, understand their academic progress and attainment and maintain a culture of high aspirations; supporting teaching staff to identify the challenges that children might face and the additional academic support and adjustments that they could make to best support these children.

Child Protection File:

- Ensure a child's protection file is transferred to the new school as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained. Our school will ensure key staff such as the designated safeguarding lead, deputies and the SENCO are aware of any child with a safeguarding concern.

Availability:

- The designated safeguarding lead or deputy will be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst our designated safeguarding lead (or deputy) will be available in person, there may be occasions, in exceptional circumstance when this is not possible however they may be available via e-mail, phone and or Skype or other such mediums.
- Our school will arrange adequate and appropriate arrangements for any out of hours/out of term activities – this will be via secure email and phone.
- Ensure the Local Authority is updated on an annual basis with updated contact numbers and email addresses for the Headteacher and Designated Safeguarding Lead.
- Liaise with 'case managers' to arrange meetings wherever possible during term time. Where this is not possible (e.g. during the extended Summer holiday) to prepare a written report for that meeting.
- To ensure any 'case manager' of active Child Protection cases is aware of School term dates and the contact email of the Designated Safeguarding Lead.
- The DSL and or HT will complete a Safeguarding Report for Governors on a termly basis.

Roles and Responsibilities: All staff

The Teacher Standards (2012) state that teachers, including the headteacher, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. We extend this level of duty to include all the staff and volunteers who work at Dawley Brook Primary School.

All staff are given Part 1 of Keeping Children Safe in Education (2023) together with Annex A, all staff receive annual safeguarding training and regular safeguarding updates throughout the course of the year. Staff confirm that they have received, read and understood our school's safeguarding policies and procedures and that they have attended safeguarding training.

- All staff have a responsibility to provide a safe environment in which children can learn;
- All staff have a responsibility to identify children who may benefit from early help or who are suffering, or are likely to suffer, significant harm.
- Any staff member who has a concern about a child must follow the referral process
- All staff have a responsibility to take appropriate action, our staff will be expected to support social care and other agencies following referrals;
- In addition to working with the designated safeguarding lead or deputy designated safeguarding lead staff members should be aware that they may be asked to support social workers and other agencies to take decisions about individual children;
- During induction, all staff members will be made aware of the systems within our school which support safeguarding and these will be explained to them as part of their induction. This includes: the safeguarding and child protection policy; the staff behaviour policy/code of conduct; the school behaviour policy, Keeping Children Safe in Education (2023) - Part 1, Annex A, Annex C- the role of the designated safeguarding lead and the names of the designated safeguarding lead and deputies. (Please refer to our Induction policy and procedures).
- All staff members will receive appropriate safeguarding/child protection updates regularly, but at least annually.
- **All staff will undertake annually training on Cyber-security training.**
- All staff will be made aware of the local early help process and understand their role in it.
- All staff will be made aware of the process for making referrals to children's social care and for statutory assessments, especially children in need (section 17) and a child suffering, or likely to suffer, significant harm (Section 47) that may follow a referral along with the role that they may be expected to play in such assessments
- All staff will be made aware of what to do if a child discloses that he/she is being abused or neglected
- All staff members will be made aware of the types and signs of abuse and neglect so that they can identify cases of children who may need help or protection;
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and always speak to the designated safeguarding lead or deputy immediately
- All staff should be aware of the seven golden rules for sharing information, if in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- Staff should ensure that if a child has made a disclosure, they are aware that the information will only be shared with the designated safeguarding lead and children's social care. staff should never promise a child that they will not tell anyone about a report of abuse.
- Our staff will be alert to the potential need for any child who: is disabled and has specific needs; has special educational needs; is a young carer; is showing signs of being drawn into anti-social behaviour including gangs and organised crime; frequently goes missing from care or home, is misusing drugs or alcohol themselves; is

at risk of modern slavery, trafficking or exploitation; is in a family circumstance presenting challenges for the child; has returned home to their family from care; is showing early signs of abuse and/or neglect; is at risk of being radicalised or exploited and is a privately fostered child.

- All staff should speak to the designated safeguarding lead with regards to any concerns about female genital mutilation. Our teachers know that there is a legal duty placed upon, teachers must report to the police if they discover that an act of female genital mutilation appears to have been carried out on a girl under the age of 18
- If staff have concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then the concern should be referred to the headteacher. If the concern is about the headteacher the member of staff should report this to the chair of governors. Our staff will comply with the guidelines in Part 4 of Keeping Children Safe in Education (2023).
- All staff and volunteers should raise concerns about poor or unsafe practice and potential failures in our school's safeguarding regime. Staff should follow the school's whistleblowing policy and procedures or contact the NSPCC whistleblowing helpline.

Roles and Responsibilities: Volunteers, Contractors and Students:

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in using the school's digital sign in system (Inventry) and wear a visitor's badge. Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

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

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

Upon entry to the school, all volunteers, contractors, work experience and students will receive appropriate training, as applicable.

An appropriate member e.g. designated safeguarding lead, office manager etc. will explain the responsibility of reporting any concerns about children's safety and welfare to the designated safeguarding lead or deputies. Further, they will be briefed on the school's confidentiality policy and the code of conduct that we expect from all in our school. Therefore, volunteers, contractors and students have the responsibility to:

- Work within the school's code of conduct, KCSIE, safeguarding/child protection policy, acceptable use of technology policy and confidentiality/information sharing expectations; and
- Immediately share any concerns about a child's welfare with the designated safeguarding lead or deputy.

Roles and Responsibilities: Parental Responsibilities

At Dawley Brook Primary School we have an open-door policy where we encourage parents to share any concerns regarding their own children or any other child/children who they feel may be at risk of harm. All concerns will be explored in a sensitive and timely manner. Parents /carers should ensure their child attends school and that they arrive on time and are collected on time.

We expect parents/carers to notify us of any changes in family circumstances and inform us of any changes of address and contact numbers and where reasonably possible to provide more than one emergency contact number.

Roles and Responsibilities: Children

At Dawley Brook Primary School, we respect our children. The atmosphere within our school is one that encourages all children to do their best and to talk freely about any concerns or worries. We provide opportunities that enable our children to take and make decisions for themselves. Children will always be taken seriously and listened to if they seek help from a member of staff. Our school encourages all pupils to share any worries or concerns with any adult in the school at any time.

Communication with Parents

Our school will always discuss concerns with parents/carers and consent for any referrals should be sought unless to do so would:

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

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff to safeguard children.

In the best interests of safeguarding children there may be occasions when the school may consult with other agencies without a parent's or carer's prior knowledge. Our first concern and responsibility are the child's welfare and we have a duty to protect children first and always. Such consultation may result in a formal referral which could prompt visits from social care and/or the police. We fully understand that this can be a very distressing set of circumstances. Our school will follow the procedures required by the Dudley Safeguarding People Partnership Board (DSPPB).

The visit may take place at the school at the request of the police or social care. In the event of the meeting being held at school parents/carers will be asked by the school to remain on the school premises until such time that the police or social care can attend. If parents/carers choose to leave school premises with their child the school will contact the police or social care to inform them of the parent's/carer's decision.

If parents hold any concerns related to safeguarding they should contact the designated safeguarding lead immediately.

Our designated safeguarding lead is **Matthew Walters**

Our deputy safeguarding lead is **Lisa Maskell**

Contextual Safeguarding

At Dawley Brook Primary school we know that safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside our school.

All staff, but especially the designated safeguarding lead (or deputy) will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children will consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

All staff, but especially the designated safeguarding lead (and deputy) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Children's social care assessments should consider such factors, so our school will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse

Types and signs of abuse

All staff and volunteers are familiar with the types and signs of abuse, they are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. All staff are expected to be vigilant at all times, taking account of the following.

Abuse: form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

Some signs:

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Injuries in unusual areas or with well - defined edges
- Old injuries or scars
- Refusal to discuss injuries/Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered in hot weather
- Reluctance to remove clothing for PE or swimming

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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, although it may occur alone.

Some signs:

- Physical, mental or emotional development delay
- Abnormal attachment to parents/carer
- Low self-esteem
- Lack of confidence
- Over-reaction to making mistakes
- Fear of new situations
- Fear of parents being contacted
- Self-harm

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

Some signs:

- Aggression
- Withdrawn
- Self-harming, including eating disorders
- Distrust of familiar adult
- Wetting or soiling day and night
- Fear of undressing for sport or swimming
- Sleep disturbances or nightmares
- Apparent secrecy about social activities or special friends
- Inappropriate sexualized conduct
- Drawings of sexual behaviours
- Sexually explicit behaviour

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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some signs:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- neglect of or unresponsiveness to a child's basic emotional needs
- Under weight for age
- Hungry
- Tired
- Poor state of clothing for the child's size, weather or time of year
- Persistently dirty with a body odour
- Frequent lateness or non-attendance
- Compulsive stealing or scavenging
- Poor health and untreated medical problems
- Lack of immunisations
- Frequently missed medical appointments

The list of signs is not an exhaustive list.

If staff recognise any of these signs they should not presume that the child is being abused, but **MUST** report their concerns to the designated safeguarding lead or the deputy designated safeguarding lead immediately.

Advice for all staff and volunteers - What to do if a child discloses

All staff at Dawley Brook Primary School will also refer to 'What to do if you are worried a child is being abused' DfE March 2015

DO's

- Keep an open mind;
- Reassure;
- Listen carefully;
- Work at the child's pace;
- Where appropriate, ask only open questions in a non-leading way – clarifying the facts, don't interrogate;
- Explain your actions;
- Record accurately and quickly using child's words/action;
- Pass all the information on to the DSL, or the deputy DSL immediately/soon as possible or the same day;
- At all times, keep children and young people safe;
- Treat everyone with respect;
- Create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like;
- Report all inappropriate and/or abusive activities, including ridicule or bullying;
- Familiarize yourself with the school's code of conduct, and other related policies;
- Demonstrate positive behaviours you wish others to follow;
- Treat all health and safety concerns as emergencies and report them immediately;
- Follow the school's procedures for reporting safeguarding and welfare concerns;
- Follow the school's procedures for reporting all allegations against staff, carers and volunteers; and
- Look after yourself – ask for support.

DON'Ts

- Make false promises;
- Interrupt/Interrogate/Investigate;
- Assume e.g. this child tells lies/good imagination;
- Make suggestions about what is being said;
- Speculate or accuse anyone;
- Show anger, shock etc.
- Tell the child to go and speak to someone else;
- Discuss with parent/carers without speaking to the DSL, or their deputy;
- Forget to record accurately and/or pass on to DSL, or the deputy
- Discuss with any other staff before speaking to DSL, or deputy;
- Leave any related written information laying around;
- Jump to conclusions about people's behaviour without knowing the facts;
- Investigate an allegation of child protection concern yourself;

- Make suggestive (what could be seen as suggestive) remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter with or in front of children and/or young people;
- Create 'intense' personal relationships with a child/young person/s;
- Give any personal details about yourself or others, to a child/young person, unless this has been agreed with a senior member of staff for a specific reason;
- Allow children/young people to have access to your personal activities, including social networking sites;
- Have inappropriate physical contact with children/young people, this includes whilst playing games;
- Engage in any sexual activity (even consensual) with a child/young person under the age of 18 years who is attending any educational establishment;
- Intimidate, threaten, coerce or undermine others; and
- Believe that safeguarding matters are someone else's business and responsibility – it is... and it's also yours.

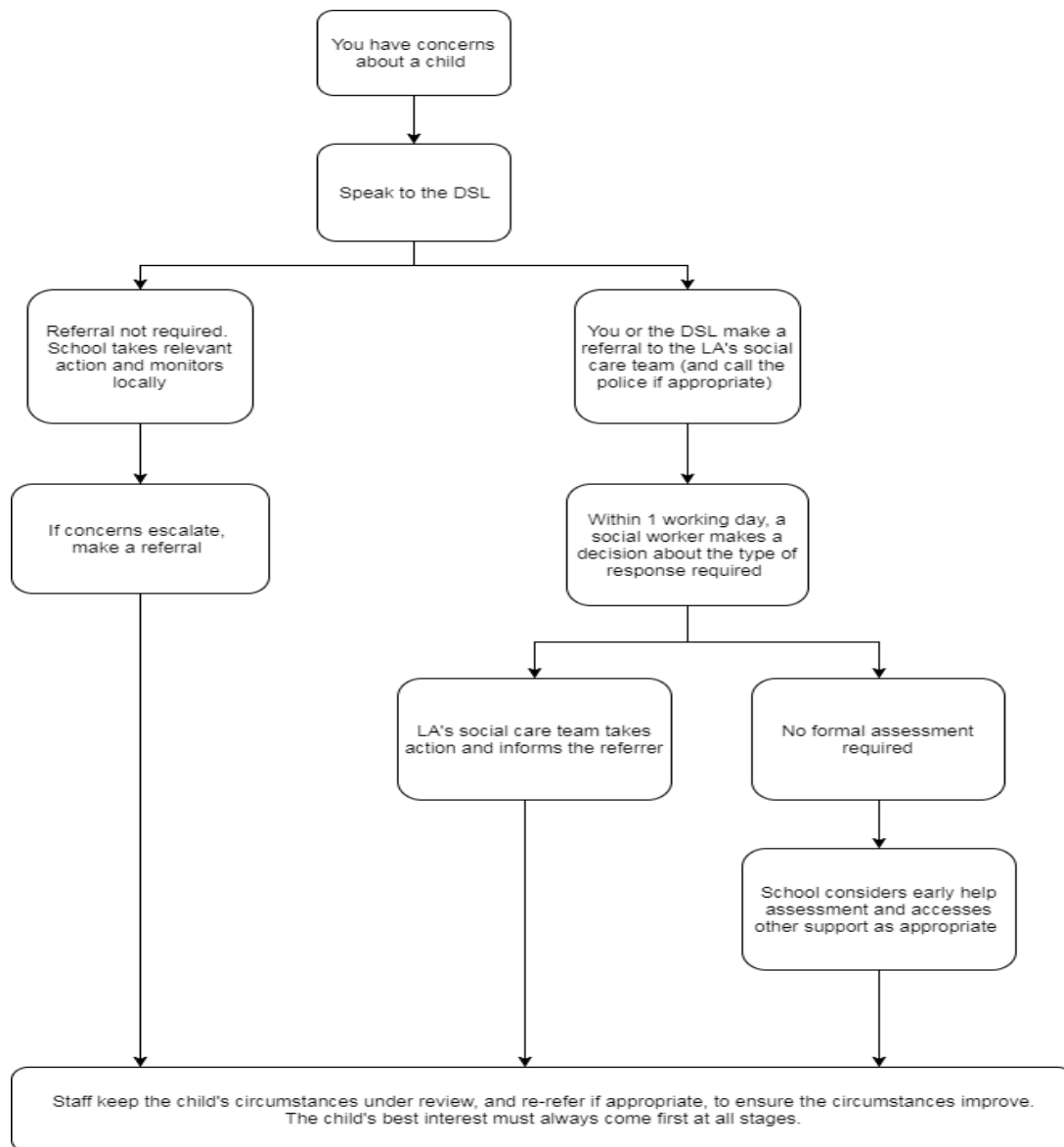
It is important to also understand the following:

- The child may not feel ready, or know how to tell someone that they are being abused, exploited or neglected;
- Not recognise their experiences as harmful;
- Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

Recording and reporting concerns and disclosures procedures

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)



We follow the guidance from Keeping Children Safe in Education (2023) regarding the actions we take where there are concerns about a child.

The following procedure must be followed where any adult in school has concerns about a child:

- Report the concern verbally to the DSL or DDSL as soon as possible after the incident/concern. **Aside from the above professionals, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.**
- Complete a Child Protection Form (CPF Appendix 1) These are kept as paper copies on green paper in the classrooms or staff room. They should be completed as fully as possible ensuring that the account remains purely factual and accurate with the child's words. All paperwork should be signed by the person completing the form including their position in school.
- In cases where there are signs of an injury to the child a body map (Appendix 2) should be completed and attached to the Child Protection Form. **At no time should an individual teacher/member of staff consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures.**
- Any additional notes should be dated and signed and attached to the form. Ideally this should be done on a Meeting Discussion log continuation sheet (Appendix 3). Where contemporaneous notes have been made on other paper, the original notes must be signed, dated and returned with the forms.
- Return the form to the Designated Safeguarding Lead as soon as possible and certainly within an hour of the incident
- The DSL will then decide whether the incident meets the threshold for reporting. In all instances we take a cautious approach and contact Dudley Children's Front Door on 0300 555 0050 for advice where necessary.
- Any concerns should be reported and recorded without delay to the appropriate safeguarding services or the child's social worker if already an open case to social care.
- **Dudley Report it page:** <https://dudleysafeguarding.org.uk/>

Making a referral to Children's Social Care

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.

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and /or the police immediately.

Anybody can make a referral. Although, where a child is registered at school, consultation must take place with the school's designated safeguarding lead or deputy, who will often be the most appropriate people to initiate any referral. A written record of the concerns should be made using the school's internal recording form. This should be used to aid in the decision-making process if a referral is needed to Dudley Children's Front Door.

For referral to Dudley Children's Front Door, phone 0300 555 0050 and speak to a social worker. Any action will need to be followed up with a Request for Help and Support form via the Dudley Children's Portal site via www.childrensocialcare.dudley.gov.uk/web/portal/pages/home.

To refer into Dudley Exploitation hub (DEx): CS.Hub@dudley.gov.uk also complete a Request for Support and Advice Form to be submitted via the portal.

Out of hours Emergency Team: 0300 555 8574

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.

Child Protection Procedures

Upon receipt of a school concern form the designated safeguarding lead or deputy will decide and seek advice to determine whether the concern/disclosure meets a threshold for support

The designated safeguarding lead or deputy will consider:

Is this a child with unmet needs where health, development or achievement may be affected? Dudley Safeguarding People Partnership Board (DSPPB) Procedure says practitioners should form a Team around the Family/Child (TaF/TAC) and complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear; or
- The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs the designated safeguarding lead or deputy will discuss the issues with the child's parents/carers. The designated safeguarding lead or deputy will obtain parental consent for an Early Help Assessment to be completed.

Is this a child in need? Section 17 of the Children Act 1989 says:

- The child is unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development;

- The child's health or development is likely to be impaired, or further impaired without the provision of such services; and
- The child has a disability.

Is this a Child Protection matter? Section 47 of the Children Act 1989 says:

- Children at risk or who are suffering significant harm;
- Children suffering the effects of significant harm; and
- Serious health problems.

All concerns, child with unmet needs, Child in Need and Child Protection matters, MUST be discussed with the designated safeguarding lead or deputy and will need to be assessed and referred using the correct channels by the school as soon as possible. It is important to recognise anybody can make a referral where they believe a child to be in imminent danger or at risk of harm

Where a case reaches the 'significant harm' threshold that justifies statutory intervention into family life, a professional making a child protection referral under Section 47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which impair the child's physical, psychological and social development. To both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

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 (See page 32 for Local Escalation Procedures).

Voice of the child (Children's wishes and feelings)

Where there is a safeguarding concern, Dawley Brook Primary School ensures that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

Systems and procedures are in place which are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback

Staff members understand that they cannot promise confidentiality and will need to pass the information on to help keep the child or other children safe.

All staff always act in the best interests of the child.

Record Keeping

At Dawley Brook Primary School, all concerns, discussions and decisions made, and the reasons for those decisions, are recorded in writing. Information should be kept confidential and include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If any staff member is in doubt about recording requirements, they should discuss this immediately with the designated safeguarding lead (or deputy).

At Dawley Brook Primary School all records are held in line with our records retention schedule. All records of concerns and safeguarding/child protection files are stored separately from the child's school file. They are locked in a secure location in the Deputy Headteacher's office and are only available to those who have a right or professional need to see them. When this includes the sharing of information with external agencies, this will be conducted when appropriate, in line with Dudley safeguarding procedures.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the designated safeguarding lead will ensure that their safeguarding/child protection files are forwarded promptly (within 5 days of the child's starting date) and securely, and separately from the main pupil file. Where possible this transfer will be undertaken in person. The designated safeguarding lead will obtain a receipt from the receiving school upon the transfer of the child's child protection files.

In addition to the child protection file, our designated safeguarding lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

If a child arrives at Dawley Brook Primary School with a child protection file, we will ensure that those who have a professional need to see it are aware as required. This may include the school's SENCo, Mental Health Lead, Designated Teacher etc. in addition to the school's Designated Safeguarding Lead and associated Deputy Designated Safeguarding Leads.

Dudley's Thresholds and Early Help Offer

View more information on Dudley Threshold Guidance: <https://dudleysafeguarding.org.uk/wp-content/uploads/2023/03/DSPP-Support-Level-Guidance-and-Framework-March-2023.pdf>

Early Help is about ensuring that children and families receive the support they need at the right time. We aim to provide help for children and families when problems start to emerge or when there is a strong likelihood that problems will emerge in the future. This means providing support early in life or early in the identification and development of a problem. Through the services and support offered in Dudley it is recognised that some families will require additional help at various times of their lives and may need to access targeted services periodically to help re-build their resilience and capacity to manage. A range of support is provided through the Early Help offer, which does extend to those families who have received specialist support and need a reduced level of support to sustain and continue the progress made

Dudley Threshold of Need and Support Framework

Level 1: No referral is required. Professionals should contact Dudley's Family information Service on 01384 814398 to obtain information about support available for children, young people and families.

Level 2: Partner agencies should complete their own internal assessment as appropriate and forward this to the relevant Family Centre. Alternatively, an Early Help Assessment can be completed and forwarded to the appropriate Family Centre Cluster.

Level 3: Referrals should be made by completing an Early Help Assessment and forwarding it to the appropriate Family Centre Cluster.

View more information on Dudley Early Help: <https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/dudley-early-help>

Early Help Assessment Guidance

In order to support the development of Early Help Assessments the council's Centre for Professional Practice has developed some guidance documents to support Dudley practitioners and partner agencies completing these type of assessments:

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

Dudley Authority Local Family Centres

- Stourbridge Family Centre - Forge Rd, Stourbridge, DY8 1XF, 01384 818780, fs.stourbridge@dudley.gov.uk
- Halesowen Family Centre - Lye By-Pass, Stourbridge, DY9 8HT, 01384 813954, fs.halesowen@dudley.gov.uk
- Brierley Hill Family Centre - 18 Parkes Street, Brierley Hill, DY5 3DY, 01384 813322, fs.brierleyhill@dudley.gov.uk
- Dudley North Family Centre - Bayer Street, Bilston, WV14 9DS, 01384 813096, fs.dudleynorth@dudley.gov.uk
- Dudley Central Family Centre - Selbourne Road, Dudley DY2 8LJ, 01384 812440, fs.dudley@dudley.gov.uk

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

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

Resolution and Escalation Protocol (Updated March 2020)

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

Dudley Safeguarding People Partnership Resolution and Escalation Protocol:

<https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/safeguarding-children-procedures/>

Resolving Professional Disagreements - PROCESS FLOWCHART and TIMESCALES

Professional disagreement should be resolved at the lowest possible stage within the shortest possible timescale

Where practice disputes pertaining to the safeguarding concerns arise, the concerned practitioner should raise and attempt to resolve any issues directly with the practitioner (counterpart from the other agency). If this is not resolved, the stages below must be followed to activate the escalation process	Pre- escalation Resolution Step
STAGE 1: Attempted initial resolution failed - escalate the issue to Line Manager When concern regarding practice or decision making by a professional / agency arises, initial attempts should be made between all parties to resolve the issues. If resolution is achieved, the agreed outcome must be recorded. If unresolved escalate to Line Manager	STAGE 1 TIMESCALE Action to be taken within 1-3 days of the concern arising record outcome or escalation
Line Manager to Line Manager: discusses concerns or matters unresolved with their counterpart in the other agency (this may require a professionals meeting). Record agreed outcome.	
If unresolved escalate to stage 2 (Record escalation via template)	
STAGE 2: Escalate to Agency Safeguarding Lead. Safeguarding Lead to Safeguarding Lead discuss concerns or matters unresolved with their counterpart in the other agency. If resolution achieved, record agreed outcome. Safeguarding Leads are required to collate cases escalated to them for referral to DSPP for monitoring.	STAGE 2 TIMESCALE To be concluded by day 10. Record agreed outcome or escalation
If unresolved escalate to stage 3 (Record escalation via template)	
STAGE 3: Escalation to DSPP Representative Where this stage is reached, appendix 2 will need to be completed and forwarded to the DSPP Business Unit	STAGE 3 TIMESCALE
DSPP Representative to DSPP Representative Following escalation to the Safeguarding representative for your organisation, a meeting between the respective DSPP representatives should be convened to seek a resolution.	To be concluded by day 20. Inform DSPP of resolution.
If unresolved escalate to stage 4 (Record escalation via template)	
STAGE 4: Escalation to DSPP Independent Chair	STAGE 4 TIMESCALE
DSPP Independent Chair will seek written evidence of the concerns and steps taken to reach a resolution, this may include a meeting with those involved. The Independent Chair will make a recommendation of the most appropriate way to proceed, communicating this within 5 days of receiving the notification	To be concluded by day 28.

Children in Care, previously Children in Care, designated teacher and liaison with the virtual school headteacher

Our designated teacher for Children in Care (CiC) and previously Children in Care is [Matthew Walters](#)

The Local Authority Virtual School Headteacher for Dudley is [Emma Thomas](#) email: Emma.Thomas@dudley.gov.uk

Our designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role. They will undertake any relevant training to update their skills, understanding and knowledge to enable them to keep our Children in Care and previously Children in Care safe.

Our designated teacher will promote the educational, physical, social and emotional welfare of children who are Children in Care and previously Children in Care in line with statutory guidance.

Previously Children in Care are children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Our designated teacher will ensure:

- They are aware of the legal status (interim care order, full care order, voluntary arrangements of any Child in Care at Dawley Brook Primary School);
- They obtain information regarding, contact arrangements with birth parents or those with parental responsibility;
- They obtain information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him or her;
- They obtain the name of the child's social worker;
- They ensure appropriate staff have relevant information about Children in Care's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements;
- They obtain the name and contact details of the virtual head in the local authority that looks after the child; and
- They work closely with virtual school heads to promote the educational achievement of, Children in Care and previous Children in Care, including discussing how pupil premium plus funding can be best used to support CiC and meet the needs identified in their personal education plans.

Care leavers

Local authorities have on-going responsibilities to young people who cease to be Children in Care and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal advisor who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. Our designated safeguarding lead or deputy should be given details of the local authority personal advisor appointed to guide and support the care leaver, our designated safeguarding lead or deputy will liaise with the personal advisor as necessary regarding any issues of concern affecting the care leaver.

LGBT+ pupils

The fact that a child or a young person may be LGBT+ is not in itself an inherent risk factor for harm. However, children who are LGBT+ can be targeted by other children. 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.

When children and young people's understanding of their own gender differs from the expectations of those around them, this can be very challenging and young people and their families can experience high levels of distress. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT+.

Several studies also evidence that LGBT+ young people may be at increased risk of becoming victims of Child Sexual Exploitation (CSE).

Risks can be compounded where children who are LGBT+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. All staff members at Dawley Brook Primary School ensure that they are aware of the increased risk factors and know how to access appropriate support for these young people when required.

Dawley Brook Primary School recognises how complex the understanding of sex and gender can be, but strives to build on existing good practice in compliance with the Equality Act 2010 and anti-bullying guidance in relation to transgender children and young people.

LGBT+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, bi-phobic and transphobic bullying and abuse.

Extensive support can be found in [The Dudley Transgender and Gender Identity Guidance and Toolkit](#)

The purpose of this document is to provide information and guidance to schools and colleges on how to effectively support transgender and gender questioning young people and prevent transphobia. Creating safe, transgender inclusive learning environments is crucial to reduce and prevent harm to transgender and non-binary children and young people. It could also benefit all genders as gender stereotyping, sexism, homophobia, biphobia and transphobia are challenged.

Children with special educational needs or disabilities (SEND) or with certain health conditions

At Dawley Brook Primary School we are aware that children with special educational needs or disabilities (SEND) or with certain health conditions may face additional safeguarding challenges. Barriers 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;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

At Dawley Brook Primary School, we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, and have appropriate mechanisms to assist them:

Examples of mechanisms used at Dawley Brook Primary School:

- Suitably qualified professionals (Special Education Needs and Disabilities Coordinator) and training for all staff;
- Referrals to specialist agencies;
- Use of communication packages;
- Use of signs and symbols;
- One to one support for communication.

Children with Mental Health Issues

Dawley Brook Primary School follow the guidance and principles outlined within Mental Health & Behaviours in School (November 2018).

Dawley Brook Primary School's Mental Health Lead: Ms. Lisa Maskell

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Dawley Brook Primary 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 only appropriately trained professionals should attempt to make a diagnosis of a mental health problem but recognise that our staff, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

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

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school's referral process starting by speaking to the designated safeguarding lead or a deputy.

Safeguarding Training

Induction

All staff members will undergo safeguarding and child protection training at induction. Upon appointment and starting the new post, new staff, students and volunteers will be issued with an induction pack, safeguarding policy, Keeping Children Safe in Education (2023) - Part 1, Annex A and Annex C, Whistleblowing Policy, Management of Allegations Policy, Code of Conduct, Acceptable use of IT policy, the school's behaviour policy, our school's children missing education procedures and other relevant safeguarding information e.g. the name of the designated safeguarding lead and deputies. They will sign to say that they have received it, read and understood it.

A meeting will be arranged on appointment to clarify and check understanding and to respond to any questions.

Designated safeguarding lead and deputies

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

Our designated safeguarding lead and deputies will undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands our school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- can keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support our school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Staff Training

All staff members will receive regular safeguarding and child protection updates including online safety (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Our Governors recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

Governor Training

All governors are invited and encouraged to attend safeguarding training.

Safer Recruitment Training

Our school will ensure that at least one member of any recruitment panel has received safer recruitment training.

Cyber Security Training

Our school will ensure that all staff members receive cyber-security training at least annually. In addition, at least one governor will also be expected to complete this training.

Safer working practices

Our school has a code of conduct; all staff and volunteers are issued with this at induction.

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- Work in a room where there is a glass panel in the door or leave the door open;
- Make sure that other adults visit the room occasionally;
- Avoid working in isolation with children unless thought has been given to safeguards;
- Must not give out personal mobile phone numbers or private e-mail addresses;
- Must not give pupils lifts home in your cars;
- Must not arrange to meet them outside of school hours; and
- Must not chat to pupils on the social websites.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint of pupils will be carried out and documented in accordance with the relevant physical restraint/positive handling policy. If it is necessary to use physical action to prevent a child from injury to themselves or others, parents will be informed.

Safer recruitment (Part 3 Keeping Children Safe in Education 2023)

To ensure Dawley Brook Primary School recruits suitable people, those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training. At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children;
- That safeguarding checks will be undertaken;
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children;
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account.

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity);

- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders.

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them, explore all potential concerns
- We will ask shortlisted candidates to complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true
- We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

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

New staff

- All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:
- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
- For all staff, including teaching positions: criminal records checks for overseas applicants
- For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

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

Early Years Provider (Providing education and care for children under 8 years)

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or

- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more
- We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
- We believe the individual has engaged in relevant conduct; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

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

Contractors

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

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.
- For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

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

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

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

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

- All governors will have an enhanced DBS check without barred list information.
- They will have an enhanced DBS check with barred list information if working in regulated activity.
- All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Staff working in alternative provision settings

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

Adults who supervise pupils on work experience

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

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

Pupils staying with host families

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

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

Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors (Please refer to our Managing Allegations Policy for more information)

Dawley Brook Primary School has adopted the Dudley Local Authority Managing Allegations Policy.

Our policy complies with the guidance set out in Part Four of Keeping Children Safe in Education (2023).

At Dawley Brook Primary School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher (Lisa Maskell) without delay; any concerns about the headteacher should go to the Chair of Governors (Jane Morgan).

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is important that any concerns are taken to the headteacher or Chair of Governors **not** the Designated Safeguarding Lead.

The headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO).

The Local Authority Designated Officers (LADO) in Dudley are Yvonne Nelson-Brown (01384 813110) and Valerie Wilmot (01384 813164) Allegations@dudley.gov.uk

Allegations

It is an allegation if the person has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

If an allegation is made the headteacher must be informed immediately or as soon as possible within 1 working day and he or she must contact the Designated Officer (Yvonne Nelson-Brown) immediately to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the Governing Board when working in the school. When using a supply agency, Dawley Brook Primary School should inform the agency of its process for managing allegations.

If an allegation is made against a supply staff member, the headteacher must ensure the allegation is dealt with appropriately following the guidance of the Local Authority Designated. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. Dawley Brook Primary School will take the lead in notifying the Local Authority Designated 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.

In no circumstances will Dawley Brook Primary School 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

If an allegation is made against the headteacher, the member of staff who has the concern must contact the Chair of Governors, who must then contact the Designated Officer (Yvonne Nelson-Brown) immediately or as soon as possible within 1 working day to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person (anyone working in the school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.) has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name of individual sharing their concerns (if the individual wishes to remain anonymous then that should be respected as far as reasonably possible);
- details of the concern;
- context in which the concern arose;
- action taken.

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

Dawley Brook Primary School's procedures and approach to dealing with allegations and low level concerns will be applied with sensitivity and common sense. The school will exercise its duty of care to employees and will act appropriately to manage and minimise the stress inherent in the allegation process. Dawley Brook Primary School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

At Dawley Brook Primary School we understand that there is a legal requirement for employers to make a referral to the DBS where we think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up and a referral to the DBS *must* be made, if the criteria are met (outlined in KCSiE 2023).

Whistleblowing (Please refer to our Whistleblowing Policy for further information)

Dawley Brook Primary School has adopted the Dudley Local Authority Whistleblowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed;
- an legal obligation has been breached;
- there has been a miscarriage of justice;
- the health or safety of any individual has been endangered;
- the environment has been damaged;
- information about any of the above has been concealed.

All staff, volunteers and parents at Dawley Brook Primary School should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime and such concerns will be taken seriously by our headteacher, governing board and senior leadership team. Our school has adopted Dudley's Local Authority Whistleblowing Policy and appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with our headteacher, governing body or senior leadership team.

Where a staff member feels unable to raise an issue with our headteacher, governing board or senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them, for example:

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Call: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday)

Email: help@nspcc.org.uk

Online Safety (Please refer to our Online Safety and Social Media Policies for further information)

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 Dawley Brook Primary School to protect and educate the whole school community in their use of technology.

Dawley Brook Primary School is aware that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Established mechanisms are in place to identify, intervene in, and escalate any incident where appropriate which includes following the referral process to the Designated Safeguarding Lead for safeguarding and child protection concerns.

Dawley Brook Primary School ensures that online safety is an interrelated theme whilst devising and implementing policies and procedures. This includes considering how online safety is reflected within the school’s planned curriculum, teacher training and parental engagement.

Online Safety Education

At Dawley Brook Primary School, the Online Safety lead is Matthew Walters (Deputy Headteacher and Designated Safeguarding Lead).

The growth of different electronic media in everyday life and an ever-developing variety of devices including PC’s, laptops, mobile phones, webcams etc. place an additional risk on our children. Internet chat rooms, discussion forums, social networks and the ability to live stream can all be used as a means of contacting children and young people with a view of grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases, arrange to meet them.

Access to abusive images is not a ‘victimless’ act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with children at our school.

Pupils can engage in or be a target of Cyber-bullying using a range of methods including text, sexting and instant messaging to reach their target. Mobile phones are also used to capture violent assaults and inappropriate images or other children for circulation (e.g. happy slapping/sexting).

The best protection is to make children aware of the dangers through age appropriate curriculum teaching particularly computing and Computing lessons, PSHE and RSE. At Dawley Brook Primary School, pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

At Dawley Brook Primary School:

- We will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the school's Cyber-security Policy. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The school will also ensure that it meets the [Filtering and Monitoring Standards](#) published by the DfE;
- Staff receive e-safety and online training. They will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (if this results in child protection concerns the schools DSL will be informed immediately);
- Pupils are taught not to give out personal details, phone numbers, schools, home address, computer passwords etc;
- Pupils should adhere to the school policy on mobile phones;
- Social media/live streaming/apps;

The police will be involved and advice will be sought from CEOP if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Use of mobile phones, cameras and other devices

Unauthorised or secret use of a mobile phone or other electronic device, to record voice, pictures or video is forbidden. Unauthorized publishing of such materials on a website which causes distress to the person(s) concerned will be considered a breach of school code of conduct, whether intentional or unintentional. The person responsible for the material will be expected to remove this immediately upon request and appropriate procedures will be followed. Where any crime may have been committed, the police will be informed.

We recognise that many aspects of the curriculum can be enhanced using multi-media and that there are now a wide and growing range of devices on which this can be accomplished. Digital images, video and sound recording are only taken with the permission of participants; images and video are of appropriate activities and are only taken of children wearing appropriate dress. Full names of participants are not used either within the resource itself, within the file-name or in accompanying text online.

All parents & visitors are asked not to use mobile phones when visiting our school and to take any calls or texts outside of the building. All staff must be vigilant and remind any parents/visitors who forget.

We ask all parents/carers to sign an agreement about taking and publishing photographs and video of their children and this list is checked whenever an activity is being photographed or filmed.

For their own protection staff or other visitors to school never use a personal device (mobile phone, digital camera or digital video recorder) to take photographs of pupils.

School mobile phones or similar devices with communications facilities used for curriculum activities are set up appropriately for the activity. Pupils are taught to use them responsibly.

Safeguarding in the Curriculum

Child safety issues and child protection will be addressed through the curriculum where appropriate, especially through PSHE, Computing and E-Safety, Citizenship, Relationship and Sex Education (RSE) and British values.

We use a variety of resources and approaches to teach the children how to keep themselves safe, build their resilience and manage risks.

The curriculum, in particular, the personal, social and health education development strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in pupils and in developing preventative strategies to ensure their own protection and that of others. Opportunities are provided for pupils to develop the skills and strategies they need to stay safe from abuse, including age appropriate discussions about healthy relationships, their bodies and being able to say no to requests that they do not want to carry out. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

Our school teaches the children how to keep themselves safe through;

- Cycling Proficiency/Swimming lessons
- Educational Visits
- PCSO – Talks on Bullying, Cyber-bullying, Stranger Danger, Firework and Park Safety
- PSHE/ Assemblies
- RSE/ School Nurses
- British Values/ Virtues and Values
- NSPCC workshops
- PANTS campaign

Through the school's curriculum the children have the opportunity to go on school trips and residential visits to enhance their learning. All off site visits are recorded. Permission slips and medical forms are collected and kept with the office and the lead member of staff. Risk assessments are completed and filed electronically on Dudley's Evolve Management System.

Visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign-in via the electronic Inventory System and wear the printed visitor's badge provided. They will be expected to sign out at the end of their visit.

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

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

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

Specific safeguarding issues

Children who are absent from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Effective information sharing between parents, settings, schools/colleges and the local authority is critical to ensure that all children are safe and receiving suitable education.

Staff at Dawley Brook Primary School are aware that a child who is absent or missing from education, 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 child criminal exploitation. 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 children going missing in future.

Our staff are aware of and adhere to the school's procedures for unauthorised absence and children missing from education.

This includes guidance included in 'Children missing from education: statutory guidance for local authorities (2016)'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Dawley Brook Primary school has appropriate safeguarding policies, procedures and responses for children who are absent or go missing from education.

Our school has an admission register and an attendance register. All children are placed on these registers at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend our school. If the child fails to attend on the agreed or notified date, our school will notify the local authority at the earliest possible opportunity to prevent the child from going missing.

Our attendance and admission registers are kept up to date. We actively encourage our parents and carers to provide at least two emergency contacts for their child which will be contained within these registers and encourage them to inform us of any changes whenever they occur.

Our school monitors attendance regularly and we address any issues that may cause concern and where attendance fails to meet the expected level. Dawley Brook Primary School has a rigorous First Day Absence Procedure which is available on the school website or from the school office which outlines the school's approach to absence.

Children Missing from Education

Our school will notify the local authority of any child who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or, more at such intervals as are agreed by the school and the local authority.

Where a parent notifies our school that a pupil will live at another address, our school will record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies our school that the pupil is registered at another school or will be attending a different school in future, our school will record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Our school will notify the local authority within five days when a pupil's name is added to the admission register. We will provide the local authority with all the information held within the admission register about the pupil.

Our school will also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.

Our school will only delete a pupil's name from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if our school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries.

When our school notifies the local authority that a pupil's name is to be deleted from the admission register, our school will provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Our school will work with the local authority to agree on methods of making returns. When making returns, we will highlight to the local authority where we have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. We will also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

Our school uses a secure internet system – school2school – we use this to transfer pupil information to another school when the child moves.

As a maintained school, we are required, when a pupil ceases to be registered at our school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Our school complies with this requirement.

If a child arrives at our school and the previous school is unknown, we will contact the local authority for assistance.

Private Fostering Arrangements

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Consensual and Non-consensual sharing of indecent images

At Dawley Brook Primary School we know and understand that sharing photos and videos online is part of daily life for many children, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as, Snapchat, Whatsapp or Facebook Messenger, etc.

The increase in the speed and ease of sharing imagery has brought concerns about children producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation.

Although the production of such imagery will likely take place outside of our school these issues often manifest in schools and organisations working with children and young people. Our school will respond swiftly and confidently to ensure that children are safeguarded, supported and educated.

Producing and sharing sexual images of under-18s is also illegal.

Our school will deal with all incidents of youth produced sexual imagery as a safeguarding concern. We will be guided by the principle of proportionality and our primary concern will be the welfare and protection of the children involved. Our school may respond to incidents without involving the police in accordance with the guidelines set out in the UKCCIS- Sexting in schools and colleges: responding to incidents and safeguarding young people (2017).

Our school will adopt the recommended procedures regarding the law and handling incidents outlined in UKCCIS- Sexting in schools and colleges: responding to incidents and safeguarding young people and DfE guidance – Searching, screening and confiscation (January 2018).

Procedures for managing an incident or disclosure

Whilst dealing with an incident or disclosure, all staff members will respond immediately in line with the school's safeguarding procedures. Staff will notify the designated safeguarding lead (Matthew Walters) immediately of any concern. They should explain to the pupil that they need to report the incident and reassure them that they will receive support and help from the Designated Safeguarding Lead.

They 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;
- 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.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with the headteacher and appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to the pupil(s);
- If a referral needs to be made to the police and/or children's social care;
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed);
- What further information is required to decide on the best response;

- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown);
- Whether immediate action should be taken to delete or remove images from devices or online services;
- Any relevant facts about the pupils involved which would influence risk assessment;
- If there is a need to contact another school, college, setting or individual;
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved).

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

- The incident involves an adult;
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs);
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person’s developmental stage, or are violent;
- The imagery involves sexual acts and any pupil in the imagery is under 13;
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming).

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

Further review by the DSL

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

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

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

Informing parents

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done by contacting West Midlands Police on 101.

Recording incidents

All Sharing of nudes/semi-nude incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out on Page 27 of this policy also apply to recording all sharing of nudes/semi-nude incidents.

The procedures on sharing of nudes/semi-nude incidents are also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Child Sexual Exploitation (CSE)

The definition of child sexual exploitation is as follows:

Child Sexual Exploitation (CSE) is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship

Like all forms of child sexual abuse, child sexual exploitation:

- 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;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

At Dawley Brook Primary School, we understand that any child in any community may be vulnerable to child exploitation, we will be alert to the fact that child sexual exploitation is complex and rarely presents in isolation of other needs and risks of harm (although this may not always be the case, particularly in relation to online abuse). Child sexual exploitation may be linked to other crimes and we will be mindful that a child who may present as being involved in criminal activity is actually being exploited.

At Dawley Brook Primary school we are aware that the following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;

- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

We understand that not all children and young people with these vulnerabilities will experience child sexual exploitation. Child sexual exploitation can also occur without any of these vulnerabilities being present.

Children rarely self-report child sexual exploitation so we understand it is vitally important that all staff at Dawley Brook Primary School are aware that some of the following signs may be indicators of child sexual exploitation:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

We will remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present and be alert to the potential signs of abuse and neglect and to understand the procedures set out by local multi-agency safeguarding arrangements.

At Dawley Brook Primary school we will provide information and raise awareness of CSE including the signs, vulnerabilities and reporting procedures in line with DSPP guidelines

Our staff will report any concerns regarding children at risk of CSE to the designated safeguarding lead or deputy who will then make a referral and liaise with other relevant statutory agencies, for example, social care, police and health professionals as required.

The Dudley Exploitation Team (DEX) can be contacted at CS.Hub@dudley.gov.uk

‘Honour based’ Abuse

So-called ‘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. Our staff will be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of Honour Based Abuse are abuse (regardless of the motivation) and should be handled and escalated as such.

If our staff have any concerns regarding a child that might be at risk of HBV or who has suffered from HBV they will speak to the designated safeguarding lead or deputy. As appropriate the designated safeguarding lead or deputy will activate the local safeguarding procedures by contacting the police and or social care.

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for Female genital mutilation include:

- low level of integration into UK society;
- mother or a sister who has undergone FGM;
- girls who are withdrawn from PSHE;
- visiting female elder from the country of origin;
- being taken on a long holiday to the country of origin;
- talk about a ‘special’ procedure to become a woman.

Female genital mutilation may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an ‘at-risk’ country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable;
- spending longer than normal in the bathroom or toilet due to difficulties urinating;
- spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- frequent urinary, menstrual or stomach problems;
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl’s return;
- reluctance to undergo normal medical examinations;
- confiding in a professional without being explicit about the problem due to embarrassment or fear;
- talking about pain or discomfort between her legs.

ALL staff will speak to the designated safeguarding lead or deputy with regard to any concerns about female genital mutilation.

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

Those failing to report such cases will face disciplinary sanctions.

It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or over. In these cases, teachers will follow local safeguarding procedures.

At Dawley Brook Primary School, teachers must also report their concerns and share the information with the designated safeguarding lead or deputy following the school’s procedures for recording and reporting. The teacher will be supported by the designated safeguarding lead to fulfil their duty to report FGM cases to the police and social care.

Forced Marriage

Implementation of the Marriage and Civil Partnership (Minimum Age) Act 2022, Since February 2023, it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used.

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

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

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

The DSL will:

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

Radicalisation and Extremism

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk will be a part of our school's/college's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Dudley's LA Prevent Officer: Mark Wilson Mark.Wilson@dudley.gov.uk

The Prevent Duty

From 1 July 2015, specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard" to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes:

At Dawley Brook Primary School we will:

- Assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology;
- Work in partnership with parents, children, families and statutory agencies;
- Assess the risk in our local area and as a minimum our designated safeguarding lead will undertake Prevent awareness training to provide advice and support to other members of staff on protecting children from the risk of radicalisation; and
- Ensures that suitable filtering and monitoring is in place. Our pupils are taught to stay safe on-line. Our E-safety is integral to the school's Computing curriculum.

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

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views

- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

At Dawley Brook Primary School, we aim to build the children’s resilience to radicalisation by providing a safe environment and through particular aspects of the curriculum including SMSC, British Values, PSHE, RSE and Citizenship.

Training on Prevent will be delivered as required to the relevant staff.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched ‘Educate against hate’ a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

If you have concerns about extremism

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

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children’s social care. Make a referral to local authority children’s social care directly, if appropriate (see ‘Referral’ above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel (See below), the government’s programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children’s social care team.

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

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

- Think someone is in immediate danger;
- Think someone may be planning to travel to join an extremist group;
- See or hear something that may be terrorist-related.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Our staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel Guidance](#).

It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Our staff will co-operate with local Channel panel as required.

E-learning channel awareness programme for staff is available at: [Channel General Awareness](#).

Child-on-Child abuse

At Dawley Brook Primary School we believe that all children have a right to attend school and learn in a safe environment. As such, we understand the role we have in preventing child-on-child abuse and the importance of responding where we believe a child may be at risk from it.

ALL staff at Dawley Brook Primary School recognise that children are capable of abusing their peers and that it can happen both inside and outside of school or online.

At Dawley Brook Primary School we operate a zero-tolerance approach to abuse and understand that it should never be accepted or normalised as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

ALL allegations will be taken seriously and carefully considered and all decisions will be made on a case by case basis in consultations with social care.

Referrals under safeguarding arrangements may be necessary, key specific considerations will include:

- The age, maturity and understanding of the children; and
- Any disability or special needs of the children.

Allegations against other children which are safeguarding issues

Under most circumstances, allegations will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations may include physical abuse, emotional abuse, sexual abuse, sexual violence and harassment and sexual exploitation, sexting and upskirting.

We understand the gendered nature of child-on-child abuse (it is more likely that girls will be victims and boys will be perpetrators) but all child-on-child abuse is unacceptable and will be taken seriously. Other gender issues that can be prevalent when dealing with child on child abuse could, for example, include girls being sexually touched or assaulted or boys being subject to initiation or hazing type violence. It is also likely that incidents may involve older students and their behaviour towards younger students or those who are vulnerable.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Prevention, assessing and minimising the risks

At Dawley Brook Primary School we will minimise the risk of allegations against other children by:

- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Providing a developmentally age appropriate school curriculum which develops children's understanding of acceptable behaviour and keeping themselves safe;
- Delivering targeted work on assertiveness, protective behaviours and keeping safe those children identified as being at risk;
- Developing robust risk assessments & providing targeted work for children identified as being a potential risk to other children; and
- Training and awareness sessions will be provided for staff.

ALL staff understand the importance of challenging inappropriate behaviours between children. Downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Procedure to manage and record child-on-child allegations

- When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead or deputy will be informed. **Victims should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.**
- A factual record will be made of the allegation, but no attempt at this stage should be made to investigate the circumstances;
- The designated safeguarding lead or deputy will contact Local Authority Children's Social Care team, as well as the police if the allegation involves a potential criminal offence, to discuss the allegation and seek advice;
- The designated safeguarding lead or deputy will follow through the outcomes of the discussion and make a referral where appropriate;
- Following advice from Social Care and/or the police, parents of both the child being complained about and the alleged victim, should be informed and kept updated on the progress of the referral;
- The designated safeguarding lead or deputy will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children's files;
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures;
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual behaviour procedures;
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed;
- The DSL will contact the Children and Adolescent Mental Health Services (CAMHS), if appropriate;
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

At Dawley Brook Primary School we recognise and understand that child on child allegations will be very distressing situations for all concerned – the victim, perpetrator, other children, family members and staff. We will seek to provide any support required and make any necessary referrals for counselling and support services.

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and can occur online and/or face-to-face and can also occur simultaneously between the two.

When considering Harmful Sexual Behaviour, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Dawley Brook Primary School use The Brook's nationally recognised Sexual Behaviours Traffic Light Tool which helps professionals to identify, understand and respond appropriately to sexual behaviours in young people. The use of this highly-visible tool helps the school communicate potential concerns to parents/carers, aids in planning preventative education and implementing preventative measures

Harmful Sexual Behaviour can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying Harmful Sexual Behaviour have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

Child-on-Child 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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

At Dawley Brook Primary School **all** victims will be taken seriously and offered appropriate support. Whilst **any** report of sexual violence or sexual harassment should be taken seriously, staff know that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT+ children are at greater risk.

Staff are aware and know the importance of:

- maintaining an attitude of '**it could happen here**'.
- 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", "just having a laugh" or "boys being boys";
- challenging inappropriate behaviours (even if it appears to be relatively innocuous). Dismissing or tolerating such behaviours risks normalising them;
- Recognising and acknowledging the scale of harassment and abuse within schools and colleges by understanding that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

Child-on-Child Sexual Violence

Our staff are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and it can happen both inside and outside of school. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. Dawley Brook Primary School is aware that sexual assault covers a very wide range of behaviour e.g. a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

All staff at Dawley Brook Primary School understand that a child under the age of 13 can never consent to any sexual activity. The age of consent is 16.

Child-on-Child Sexual Harassment

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (we will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of nude and semi-nude images and/or videos;
 - sharing of unwanted explicit content;
 - sexualised online bullying;

- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

Dawley Brook Primary School considers sexual harassment in the broadest of terms. Child-on-Child Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to Child-on-Child Sexual Violence.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Responding to a report of Child-on-Child Sexual Violence or Sexual Harassment

If an incident of sexual violence or sexual harassment occurs at Dawley Brook Primary School we will follow the guidance set out in Keeping Children Safe in Education (2023) and we will use the DfE guidance Sexual violence and harassment between children in schools and colleges (Sept 2021). Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made. As such, any decisions made upon receipt of a concern will be made on a case-by-case basis by the designated safeguarding lead or deputy who will liaise with social care and or the police if necessary.

It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

Immediate Response:

- In keeping with the school's overriding ethos, if a staff member has any concerns about a child's welfare, they will speak with and report their concern to the designated safeguarding lead or deputy immediately. They will not assume that someone else is responding to the incident or concern;
- All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously.
- The victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
- Where possible we will try to manage and record an initial report with two members of staff present (preferably one of them being the designated safeguarding lead or deputy). It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust.
- Staff managing the concern will not promise confidentiality and will explain that the information will have to be shared further e.g. with the designated safeguarding lead, social care or the police to discuss the next steps. It is important that the victim understands what the next steps will be and who the report will be passed to.
- The staff member will listen carefully to the child, reflecting back, using the child's language, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was.
- Consider the best way to record the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. It may be appropriate to make notes during the report (especially if two adults are present) however staff must remain engaged with the child, listen very carefully and not be distracted by note taking.
- It is essential that a written record is made. The record will only include the facts as the child presents them. Staff understand that the notes should not reflect the personal opinion of the note taker and are aware that the notes could become part of a statutory assessment by social care or part of a criminal investigation.
- Where the concern includes an online element, staff know that they should not view or forward any images unless there is a valid reason to do so and we will follow the DfE guidance set out in Screening, searching and confiscation (January 2018) advice. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.
- If the designated safeguarding lead or deputy is not involved in the initial report the staff member will speak to the designated safeguarding lead or deputy immediately.

Considering Confidentiality

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.

Dawley Brook Primary School will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. In this scenario, Dawley Brook Primary School are aware that there is no easy or definitive answer when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

Advice will be sought from the designated safeguarding lead (or deputy), who will consider the following:

- Parents or carers should normally be informed (unless this would put the victim at greater risk);
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care; and
- Rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Dawley Brook Primary School's Designated Safeguarding Lead (or deputy) will balance the victim's wishes against their duty to protect the victim and other children. If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to Dudley Local Authority children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, the reasons will be explained to the victim and appropriate specialist support will be offered.

Considering Anonymity

As a matter of effective safeguarding practice, Dawley Brook Primary School will do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

Dawley Brook Primary School will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the school will be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

Relevant information can be found in: [CPS: Safeguarding Children as Victims and Witnesses](#).

Risk assessment

If a member of staff receives a report of sexual violence or harassment, the designated safeguarding lead or deputy will make an immediate risk and needs assessment. This will be considered on a case-by case basis.

Our risk and needs assessment will consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s);
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms; and
- The time and location of the incident, and any action required to make the location safer.

Our risk assessment will be an electronic record and will be reviewed and updated regularly. We will continually and actively consider the risks posed to all children/students and we will put adequate measures in place to protect and keep them safe.

Our designated safeguarding lead or deputy will engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments should be used to inform the school's approach to supporting and protecting our children/students and will be used to update our own risk assessment.

Actions to consider following a report of sexual violence and/or sexual harassment

Following a report of sexual violence and/or harassment we will consider:

- the wishes of the victim in terms of how they want to proceed (in an age appropriate way.) This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- importance of understanding intra-familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context e.g. contextual safeguarding.

Managing a report

We will consider every report on a case-by-case basis. When to inform the alleged perpetrator will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, generally, our school will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this will not stop our school taking immediate action to safeguard our children, where required.

Our school will consider four likely scenarios when managing any reports of sexual violence and/or sexual harassment.

We will either manage the report:

1. Manage internally:
2. Consider early help
3. Refer to social care
4. Report to the police

All processes for management are underpinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic) in keeping with the school's safeguarding procedures.

1. Managing internally

- In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.

2. Early Help

- The school may decide that the children involved do not require referral to statutory services but may benefit from early help.
- Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. Early help can be particularly useful to address non-violent harmful sexual behaviours and may prevent escalation of sexual violence.
- Multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers.
- Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).

3. Referral to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, the school will make a referral to local children's social care.
- At the point of referral to children's social care, the school will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.

- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.
- The School will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim, alleged perpetrator(s) and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment (as per page 64-65) will help inform any decision.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm.
- If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- In some cases, it may become clear very quickly that the police will not take further action. In such circumstances, it is important that the school continues to engage with specialist support for the victim and alleged perpetrator(s) as required.
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.
- If the school has questions about the investigation, they should ask the police. The police will help and support the school as much as they can within the constraints of any legal restrictions.
- The police will consider what action to take to manage the assessed risk of harm. Careful liaison with the police investigators should help to develop a balanced set of arrangements
- Whatever arrangements are in place, the school will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution. Particular regard should be given to: the additional stress and trauma that might be caused to a victim within the institution;

the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc).

- The School will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment (as per page 64-65) will help inform any decision.

The end of the criminal process

- If a child is convicted or receives a caution for a sexual offence, the school should update its risk assessment, ensure relevant protections are in place for all the children at the school or college and, if it has not already, consider any suitable action (including permanent exclusion) in line with their behaviour policy. Any conviction is potentially going to generate interest among other pupils in the school. It will be important that the school ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).
- Where cases are classified as "no further action" by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school should continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. The school will discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience.
- If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it as per the school's behaviour policy.

Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice and will help shape any decisions regarding safeguarding and supporting the victim.

- The age and the developmental stage of the victim
- The needs and wishes of the victim will be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority will be to make the victim's daily experience as normal as possible, so that our school is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape. Support can include: Children and Young People's Independent Sexual Violence Advisors (ChISVAs), Rape Crisis, The Survivors Trust, CAMHS, Rape Crisis centres and the Internet Watch Foundation.

Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When ongoing support will be required, we will ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's. We will respect and support this choice.

We understand that a victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While we will avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, we will provide a physical space for victims to withdraw.

We will do everything we reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

Whilst the victim will be given all the necessary support to remain in our school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

If the victim does move to another educational institution (for any reason), the new educational institution will be made aware of any ongoing support needs. The designated safeguarding lead will take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Safeguarding and supporting the alleged perpetrator

The following principles are based on effective safeguarding practice and will help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- The age and the developmental stage of the alleged perpetrator.
- The nature of the allegations.
- Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. We will seek advice, as appropriate, from children's social care, specialist sexual violence services and the police.
- It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file.

Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- a. physical or sexual abuse;
- b. violent or threatening behaviour;
- c. controlling or coercive behaviour;
- d. economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- e. psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include:

- intimate partner violence;
- abuse by family members;
- teenage relationship abuse;
- child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Operation Encompass operates in the Dudley Borough. It helps the police and Dawley Brook Primary School work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident,

the police will inform the school's Designated Safeguarding Lead (Mr Walters) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Child Criminal Exploitation (CCE)

Child Criminal Exploitation (CCE) occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

Some specific forms of CCE can include a child being forced or manipulated into:

- transporting drugs or money through county lines;
- working in cannabis factories;
- shoplifting or pickpocketing;
- committing vehicle crime;
- threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced.

They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- **children who regularly go missing for periods of time or regularly come home late**, miss school or education or do not take part in education.

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

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.

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.

Key to 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.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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](#).

Serious Violence

All staff at Dawley Brook Primary School are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school;
- a change in friendships or relationships with older individuals or groups;
- a significant decline in performance;
- signs of self-harm or a significant change in wellbeing;
- signs of assault or unexplained injuries
- Unexplained gifts or new possessions could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above).

All staff at Dawley Brook Primary School are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

- being male;
- having been frequently absent or permanently excluded from school;
- having experienced child maltreatment;
- having been involved in offending, such as theft or robbery.

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

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#)

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

Some children who attend our school may have a parent who has been sent to prison. Our school will utilise the information [NICCO](#) provides designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. When required our designated safeguarding lead or deputies will obtain contact details and know 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, this does not, and will not, replace a referral into children's social care where a child has been harmed or is at risk of harm.




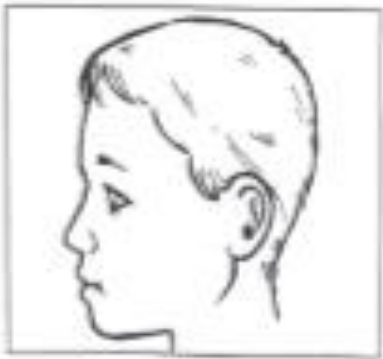
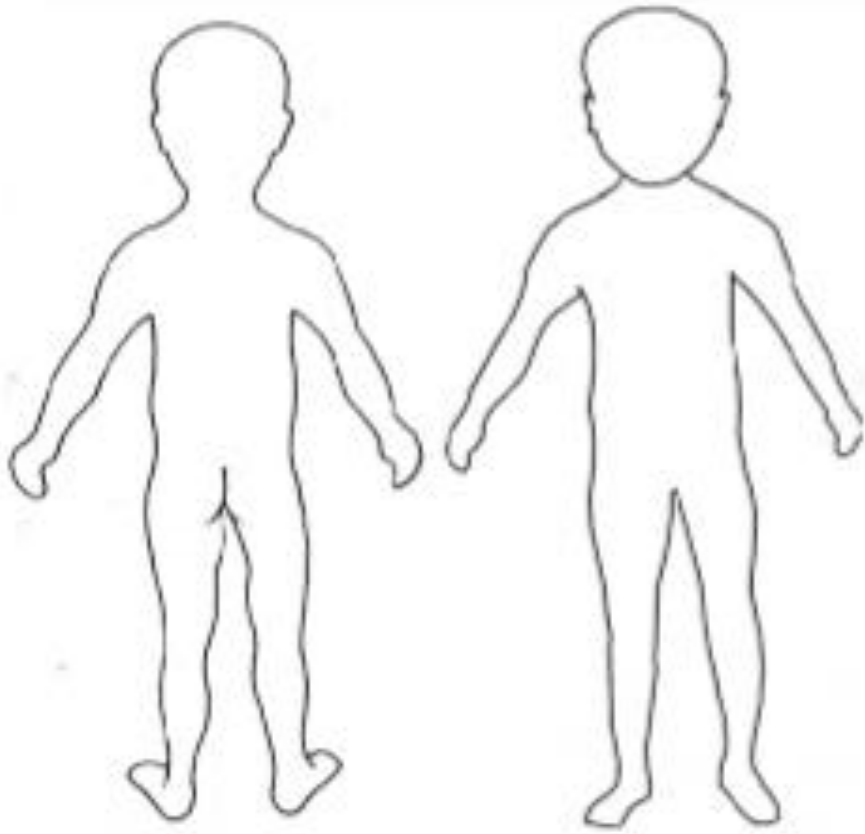
Our school staff will consider homelessness in the context of children who live with their families, and intervention will be on that basis.

Child Protection Report Form



Personal Details of Child Involved	
Child's Name:	
Date of Birth:	
Address:	
Parent Names:	
Contact Details	
Details of Incident/Disclosure/Observations	
Date of Incident:	
Time of Incident:	
Place of Incident:	
People Present:	
Name of Person Reporting	
Signature of above:	
What took place/What was said (Verbatim)/What was observed:	
Reported to Designated Safeguarding Lead/Deputy DSL? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Name of Person Reported to:	
Signature of above:	
Date/Time:	

Any known associated history? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Agreed Action Taken:	
Decision to refer/discuss/d and agreed with Head teacher? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Signature of above (DSL):	
Signature of above (Head):	
Referral to MASH (Dudley Single Point of Access) 0300 555 0050? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Name of contact:	
Notes:	
Reported to Police 101? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Reference Number:	
Name of Contact:	
Notes:	
Reported to Parents? Yes <input type="checkbox"/> No <input type="checkbox"/>	
By whom:	
Permission to go home? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Given by whom:	
This form is to be completed immediately following any incident/disclosure or observation that a member of staff believes to be of significance in the safeguarding of a child.	
This form is to be taken immediately to the Designated Safeguarding Lead (DSL) - MR MI Walters.	
In his absence, this form should be taken to one of the school's Deputy DSLs - Mrs L Maxwell/ MR ID Air	
Any additional notes should be made on a Meeting/Discussion Log continuation sheet.	

Dawley Brook Primary School Dawley Avenue, Glasgow G12 8JF 0141 811 1111 Updated 04.08.23	<h2 style="text-align: center;">Body Map</h2> <p style="text-align: center;">Site of injuries or marks</p> <p style="text-align: center;">To always be attached to a Child Protection Report Form.</p> 								
  									
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Dawley Brook Primary School

~~Policy Review~~ ~~in position~~

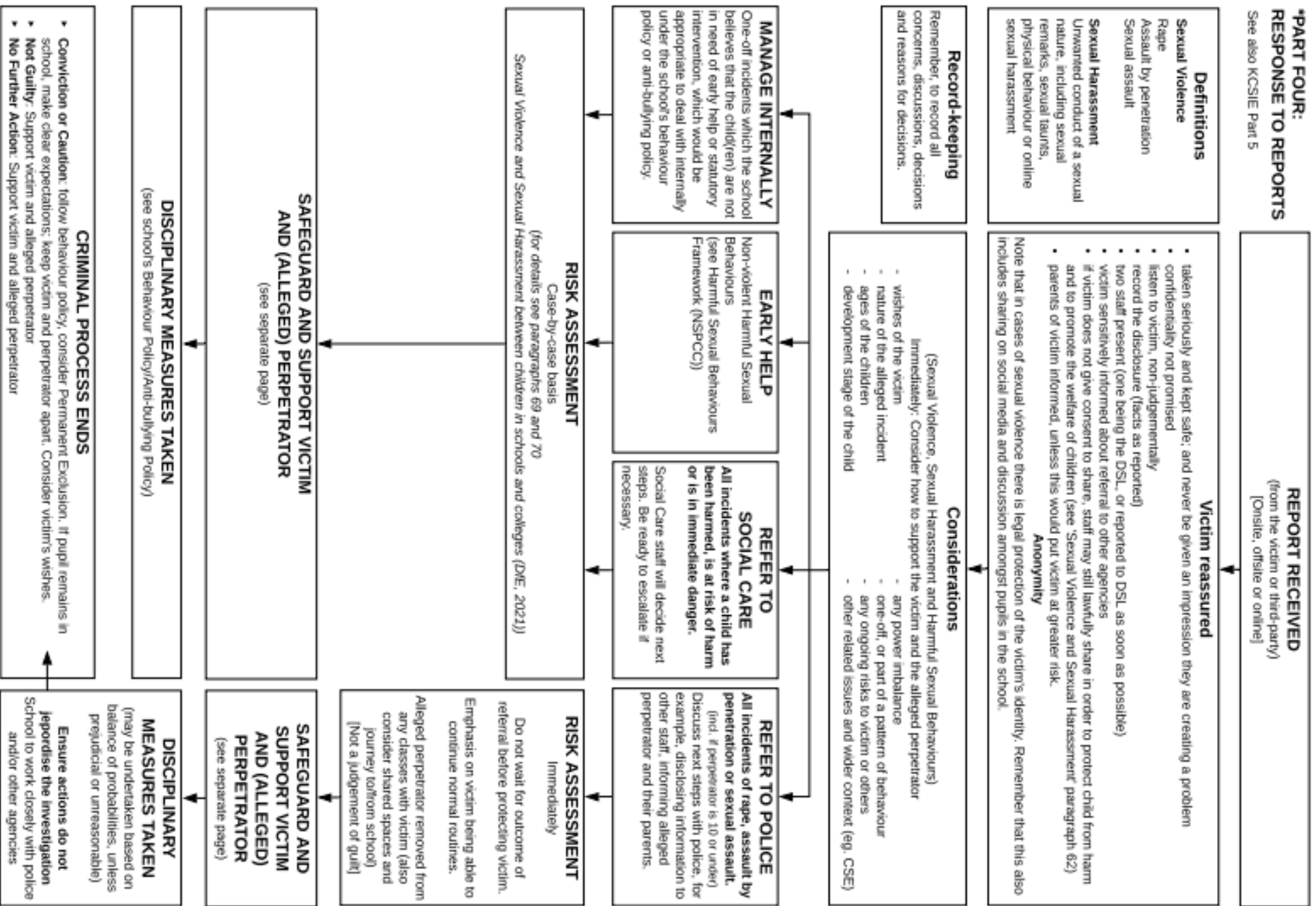
~~on 14/10/2021~~

~~updated 06/01/21~~

Discussion/Meeting Log



Date:		Time:			
Name:		D.O.B			
Noted taken by:		Signature:			
Agenda:		Confidential			
Level of involvement:	None	DIA	DM	CP	LAC



*Source: Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)

Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers

