



2023-24

Safeguarding Handbook for Staff

Sandwell Community School

September 2023

Sandwell Community School
Safeguarding Handbook for Staff

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Key Contacts in School

Whole School	
<p>Mrs Channelle Nixon Designated Safeguarding Lead Safeguarding & Pastoral Lead Lead for Attendance Lead for Prevent</p>	<p>Sandwell Community School – West Bromwich 0121 533 5802 07759118929 cnixon@sandwellcs.org.uk</p>
<p>Mrs Natasha Taylor Deputy Designated Safeguarding Lead Safeguarding & Pastoral Lead Head of Centre - West Bromwich</p>	<p>Sandwell Community School – West Bromwich 0121 533 5802 07719 989976 ntaylor@sandwellcs.org.uk</p>
<p>Mrs Sarah Colclough Deputy Designated Safeguarding Lead Lead for LAC & Mental Health Head of Centre - Smethwick</p>	<p>Sandwell Community School – Wednesbury 0121 533 5802 ext 104 07764969900 scolclough@sandwellcs.org.uk</p>
West Bromwich Centre of Learning (CoL) - MAIN	
<p>Mrs Natasha Taylor Head of Centre Deputy Designated Safeguarding Lead Safeguarding & Pastoral Lead Lead for Prevent</p>	<p>Sandwell Community School – West Bromwich 0121 533 5802 07719 989976 ntaylor@sandwellcs.org.uk</p>
<p>Mrs Katie Daniel Assistant Head Teacher CoL Deputy Designated Safeguarding Lead</p>	<p>Sandwell Community School – West Bromwich 0121 533 5802 kdaniel@sandwellcs.org.uk</p>
<p>Mr Daniel Westwood Assistant Head Teacher CoL Deputy Designated Safeguarding Lead</p>	<p>Sandwell Community School – West Bromwich 0121 533 5802 Dwestwood@sandwellcs.org.uk</p>

<p>Miss Eleanor Champion Engagement Officer (Attendance) CoL Deputy Designated Safeguarding Lead</p>	<p>Sandwell Community School – West Bromwich 0121 533 5802 07745 738811 ecampion@sandwellcs.org.uk</p>
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Wednesbury Centre of Learning - ASSESSMENT	
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<p>Mrs Sarah Clarkson Head of Centre CoL Designated Safeguarding Lead Whole school SENCO</p>	<p>Sandwell Community School Tividale 0121 533 5802 ext 207 07955851900 sclarkson@sandwellcs.org.uk</p>
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<p>Mrs Wendie Goodwin Engagement Officer (Attendance)</p>	<p>Sandwell Community School – Wednesbury 0121 533 5802 wgoodwin@sandwellcs.org.uk</p>
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Smethwick Centre of Learning – COPE	
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<p>Mrs Sarah Colclough Whole school DDSL Head of Centre CoL Designated Safeguarding Lead Lead for LAC & Mental Health</p>	<p>Sandwell Community School – Wednesbury 0121 533 5802 ext 104 07764969900 scolclough@sandwellcs.org.uk</p>
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<p>Miss Ekhlas Fara Mentor CoL Deputy Designated Safeguarding Lead</p>	<p>Sandwell Community School Smethwick 0121 533 5802 efara@sandwellcs.org.uk</p>
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Tividale Centre of Learning - CREATE	
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<p>Mrs Jackie James Deputy Head Teacher Head of Centre CoL Designated Safeguarding Lead</p>	<p>Sandwell Community School – Wednesbury 0121 533 5802 07925035116 jjames@sandwellcs.org.uk</p>
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<p>Mr Adrian Burke Wellbeing Manager CoL Deputy Designated Safeguarding Lead</p>	<p>Sandwell Community School Tividale 0121 533 5802 aburke@sandwellcs.org.uk</p>
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Safeguarding Statement

Sandwell Community School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

Sandwell Community School implements a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Sandwell Community School recognises that child abuse can be a very emotive and difficult subject. It is important to understand the feelings involved, but not to allow them to interfere with judgement about action to be taken.

The key principles of Sandwell Community School's Safeguarding statement are:

- The students' welfare is, and must always be, the paramount consideration
- All students have a right to be protected from abuse regardless of their age, gender, disability, culture, language, ethnic origin, religious belief or sexual identity
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately by following Sandwell Community School's Safeguarding and Child Protection policy. The Safeguarding Policy can be found on the VLE in the Staff Document Centre in the safeguarding resources folder.

If you have a concern about a child, you must speak to one of our specialist trained staff for safeguarding and child protection. Contact details can be found on pages 2 and 3.

Key Documents

The following documents must be read by all staff during induction and on an annual basis thereafter:

- Safeguarding and Child Protection Policy
- Behaviour for Learning Policy
- Child-on-Child abuse and Anti Bullying policy
- Staff Code of Conduct
- Keeping Children Safe in Education 2023 (Part 1)

Safeguarding Training

It is important to be aware of the various safeguarding issues that can put our students at risk of harm. These are identified and explained in the Safeguarding and Child Protection Policy, please ensure you familiarise yourself with all of them.

- Female Genital Mutilation
- Forced Marriage
- Child Sexual Exploitation
- Child on Child Abuse (formally known as peer on peer abuse)
- Concerns re Terrorism/Radicalisation/Extremism
- Building Children’s Resilience
- Spiritual Abuse
- Online Safety
- Fabricating or Inducing Illness in Children
- Children Absent from Education

There will also be compulsory staff training on some of these key issues throughout the year. All staff are expected to attend.

Safeguarding Training Dates:

Topic	Date/Time	Venue
Level 1 Safeguarding Training	September 2023	MAIN COL
Fire Awareness	September 2023	CoL’s
Prevent	October 2023	MAIN CoL
Safeguarding: Having Difficult Conversations	October 2023	MAIN CoL
Online Safety	November 2023	TBC
Child Exploitation	November 2023	MAIN CoL
Safeguarding: Child on Child Abuse	December 2023	MAIN CoL
Domestic Abuse	January 2024	TBC
Serious Youth Violence	January 2024	TBC
Working with children and young people where neglect has been identified	TBC	TBC

There will be additional training specific to the roles of mentors, Well-being Managers and D(D)SLs. This will be communicated directly by the Safeguarding Lead.

Abuse and Neglect:

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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.

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

All staff and volunteers should be aware that the main categories of abuse are:

1. **Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child (FIIC – see appendix A Pg 56 of the Safeguarding policy). Female Genital Mutilation is also a form of physical abuse.
2. **Emotional abuse:** A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.
3. **Sexual abuse:** A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve penetrative assault, such as touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.
4. **Neglect:** A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm, or ensure access to appropriate medical treatment.

Abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and, multiple issues often overlap one another.

When identifying pupils at risk of potential harm, staff should look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Poor concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem
- Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.
- All concerns of poor practice or possible child abuse by colleagues should be reported to the head teacher. Complaints about the head teacher/principal should be reported to the chair of governors.
- Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

Low Level Concerns

Differentiation between an Allegation and A Low-Level Concern

Behaviours can exist on a wide spectrum – from the unintentional or thoughtless, through to that which is ultimately intended to enable abuse.

Concerns should not be limited to Safeguarding but could relate to behaviour which does not meet the code of conduct and professional standards expected from any individual, including ourselves working within this school.

Low-level concerns are differentiated from concerns that can cause harm. The harms threshold is the point at which a concern is no longer low-level and constitutes a threat of harm to a child. This threshold is defined as accusations that an adult which 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.

An allegation can also relate to an adult's behaviour outside of work, and their relationships with others, if they have behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child but could, for example, include;

- an arrest for the possession of a weapon;
- Drug related incident
- have, as a parent or carer, become subject to child protection procedures;
- are closely associated with someone in their personal lives (e.g. partner,

member of the family or other household member) who may present a risk of harm to child/ren for whom the adult is responsible in their employment/volunteering.

N.B; There is a transferrable risk with behaviours in the workplace, at home or in the community.

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 set above. Sandwell Community School understands that many serious safeguarding concerns such as child sexual abuse, can often begin with low-level concerns, e.g. being overly friendly with a child. We determine a low-level concern is any concern where an adult working in or on behalf of the school or college may have acted in a way that:

- is not consistent with our Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

N.B. A concern could be no more than causing a sense of unease, ‘nagging doubt’ or gut feeling.

Whistleblowing:

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague’s career. All staff must remember that the welfare of the child is paramount. The whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

Occasionally a member of staff may find themselves in a situation which could be misinterpreted, or might appear compromising to others.

Staff should, wherever possible, proactively self-report – for example, if they know they are going to be in a situation which would be deemed a breach of the staff code of conduct, including, for example, where a member of staff:

- has a child who is a student in the school – they may have the mobile phone number of their child’s friend
- plays in an external sports team with a current student and they may be on a Whatsapp group with them

Self-reporting can be positive for a number of reasons: it is self-protective, in that it enables a potentially difficult issue to be addressed at the earliest opportunity; it demonstrates awareness of the expected behavioural standards and self-awareness as to the individual’s own actions or how they could be perceived; and, crucially, it is an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour. KCSIE states that schools and colleges should ensure that they create an environment where staff are encouraged and feel confident to self-refer.

All concerns of poor practice or possible child abuse by colleagues should be reported to the head teacher or DSL. Complaints about the head teacher/principal should be reported to the chair of governors.

Low level concerns should be recorded on the Level concern form. (pg15)

Staff may also report their concerns directly to children’s social care or the police if they believe direct reporting is necessary to secure action.

Use of Personal Electronic Devices in school:

Staff and visitors must not use any mobile phone or any other personally owned electronic devices around students

- Mobile phones or any other personally-owned electronic device must be kept and used exclusively in the following **designated areas** during the school day:
 - The staff room
 - Designated staff office
- When out on offsite activities with students, staff may have their phone in my possession, **but must not use it unless it is a personal emergency** (staff mobile phones will be provided)
- Staff are not permitted to contact any parents or students on their personally owned electronic device.
- **Staff must not use any personally-owned mobile device to take images, videos or sound recordings.**

Social Media All

Staff and volunteers should:

- not engage or communicate with children or children's families via personal or non-school-authorized accounts
- be aware of their digital footprint - the information about a person that exists on the internet as a result of their online activity
- only use authorized school accounts to send school communications
- use staff accounts for professional purposes only, including email, website and social media accounts
- take steps to avoid being found by children on social media, by selecting strict privacy settings, using a different display name and choosing an appropriate display picture
- not use social media in a way that would breach other school policies

My Concern

My concern is an online portal that all staff are expected to use to record any safeguarding concerns. Please ensure that any concerns are shared with a DSLs/DDSLs in person as well as recording it.

You must make sure that the information you record is in detail, accurate, factual and precise.

You will be provided with a user guide on how to report a concern on My Concern, by the Director of Safeguarding. It will also be available on the VLE in the Safeguarding folder.

What happens next?

Your concern will be picked up by a DSL/DDSL. If you have any information to add or update, please go back to the home page and click on the 'Update a Concern' tab.

A DSL/DDSL will update you personally about this concern if they are able to share the information.

How to make a referral to children's services Generally speaking, you would not be required to make a referral to children's services unless you are a DSL/DDSL. But it is important for all staff to be aware of the referral process in case of exceptional circumstances.

- If a child is in **immediate danger**, you should contact the police (call 999 or 0845 113 5000), or call an ambulance (call 999). **Not an emergency**
- If there is no immediate danger but the child may be unsafe to go home or you need advice/information, you should:
- Contact MASH (Multi Agency Safeguarding Hub) on **0121 569 3100** (this number is available outside normal office hours) Discuss your concern with a DSL/DDSL.
- To make a referral complete a MARF (Multi Agency Referral Form), which can be found along with guidance at <http://www.sandwellscb.org.uk/report-a-concern/> . The more information children's social care get at the first point of contact, the more likely it is that appropriate services will be delivered at the earliest opportunity to help children and families.

Support and Intervention Early Help

Early Help means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood, and applies to any problem or need that the family cannot deal with or meet on their own. It also applies to all children and young people, with any form of need.

Section 17

A **child in need** is defined under the Children Act 1989 (S17) as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose

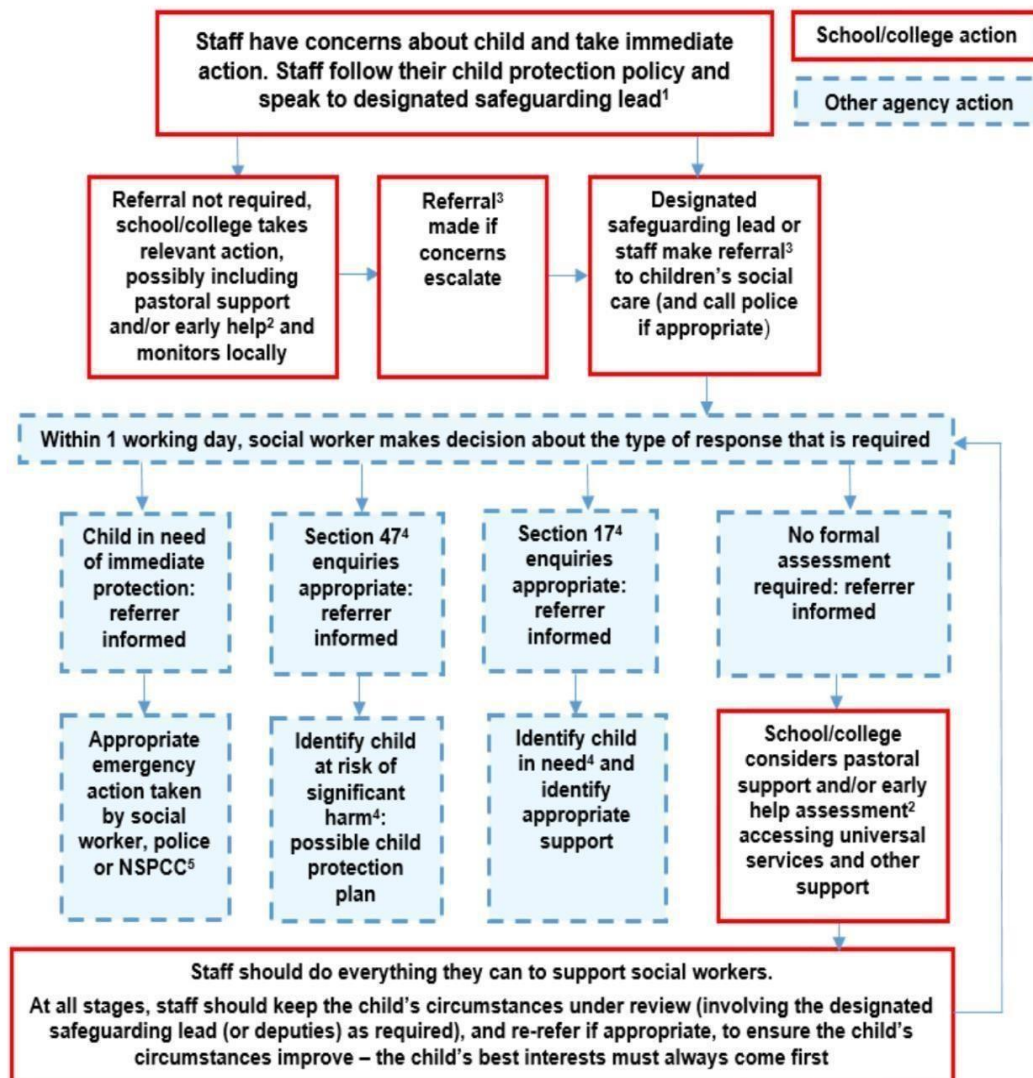
health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Section 47

A **Section 47** Enquiry is initiated to decide whether and what type of action is required to safeguard and promote the welfare of a child who is suspected of, or likely to be, suffering significant harm.

Safeguarding and Promoting Children’s Welfare Procedural Flowchart

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Useful Contact Numbers

Sandwell Contact Centre – 0121 569 3100

West Midlands Police – 101 or in an emergency 999

Local Authority Child Protection Officers for Education – 0121 569 8144

Local Authority Designated Officer – 0121 569 4770

CSE Team – 0121 569 8690

Prevent (Radicalisation and Extremism) Coordinator Pardeep Brah, Prevent Worker Sarfraz Khan – 0121 569 2201, Prevent Education Officer Justin_nixon@sandwell.gov.uk 07790396643

Key contact details

Strengthening families Teams

<p>Oldbury – 0121 569 7295 Sandwell Council House Duty: 2271</p>	<p>Tipton – 0121 569 7291 Princess End Housing Office Duty: 2558</p>
<p>Rowley – 0121 569 7296 Rowley Regis Housing Office Duty: 2045</p>	<p>Wednesbury – 0121 569 7294 Wednesbury Town Hall Duty: 2555</p>
<p>Smethwick – 0121 569 7297 Smethwick Council House Duty:2486</p>	<p>West Bromwich – 0121 569 7293 Court House Duty:2191</p>

If a child is in imminent danger and at risk of significant harm and therefore reporting concerns cannot wait an hour while a MARF is completed, a professional should call 999 in the first instance for Police or an Ambulance and contacting Children’s Social Care by telephoning the Single Point of Contact within the MASH on **0121 569 3100**. They will also be expected to complete a MARF without delay. For calls outside of working hours the Emergency Duty Service (EDS) can be contacted on **0121 569 3100**.

Level of Concern Form

Please use this form to share any concern that an adult may have acted in a manner which:

- is not consistent with Sandwell Community School Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

Please brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary).

The record should be signed, timed and dated.

Please submit form to either HOC, Deputy DSL, Safeguarding Lead, Executive Header.

Name of staff member		Role/position		
Date	Reported by	Person reported to	Advice sought from LADO/SCT YES/NO	Completed by

Description of Concern

Action Taken

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Outcome

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