

Safeguarding and Child Protection POLICY

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Statement of intent

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.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- ✓ Identifying and making provision for any pupil that has been or is likely to be subject to abuse.
- ✓ Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- ✓ Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- ✓ Ensuring that members of the governing board, the Head teacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance and are alert to the signs of child abuse and know to refer concerns to the Designated Safeguarding Lead (DSL).
- ✓ Ensuring that the Head teacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is: Channelle Nixon. In the absence of the DSL, child protection and safeguarding matters will be dealt with by Natasha Taylor and Sarah Colclough, the Designated Deputy Safeguarding Leads (DDSL).

Sandwell Community School was formed in April 2013 by the amalgamation of five different pupil referral units spread out across Sandwell. Some of the units stand alone on their own sites and others are based on the sites of local secondary schools. Sandwell Community School is a Key Stages 3 and 4 pupil referral unit which caters for students with behavioural, emotional and social difficulties. An increasing number of students also have other barriers to learning. Students have either been permanently excluded or are at risk of exclusion from their mainstream schools. Some students have a statement of special educational needs, but many do not. The service has recently undergone a significant amount of change to focus on preventative provision under the leadership of a new Executive Head teacher. In summary, the new service is made up of four distinct centres of learning – the Assessment Centre

of Learning @ Wednesbury, the KS3 Preventative Centre of Learning @ Tividale, the Main Centre of Learning @ West Bromwich for Y7 through to Y11 and COPE @ Smethwick.

Key Contacts in School

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

	Mr Daniel Westwood CoL Deputy Designated Safeguarding Lead Assistant Headteacher	Sandwell Community School – West Bromwich 0121 533 5802 Dwestwood@ sandwellcs.org.uk
	Mr Levi Myers CoL Deputy Designated Safeguarding Lead	Sandwell Community School – West Bromwich 0121 533 5802 lmyers@sandwellcs.org.uk
Wednesbury Centre of Learning - ASSESSMENT		
	Mrs Sarah Clarkson Head of CoL CoL Designated Safeguarding Lead Whole school SENCO	Sandwell Community School Tividale 0121 533 5802 ext 207 07955851900 sclarkson@sandwellcs.org.uk
	Mrs Jackie James CoL Deputy Designated Safeguarding Lead Deputy Head Teacher	Sandwell Community School – Wednesbury 0121 533 5802 07925035116 jjames@sandwellcs.org.uk
Smethwick Centre of Learning – COPE		
	Mrs Sarah Colclough Head of CoL CoL Designated Safeguarding Lead Whole school DDSL Lead for LAC & Mental Health	Sandwell Community School – Wednesbury 0121 533 5802 ext 104 07764969900 scolclough@sandwellcs.org.uk
	Miss Ekhlal Fara CoL Deputy Designated Safeguarding Lead	Sandwell Community School Smethwick 0121 533 5802 efara@sandwellcs.org.uk
	Mr Adrian Burke CoL Deputy Designated Safeguarding Lead	Sandwell Community School Tividale 0121 533 5802 aburke@sandwellcs.org.uk

	<p>Mrs Jackie James</p> <p>CoL Deputy Designated Safeguarding Lead</p> <p>Deputy Head Teacher</p>	<p>Sandwell Community School – Wednesbury</p> <p>0121 533 5802 07925035116</p> <p>jjames@sandwellcs.org.uk</p>
Tividale Centre of Learning - CREATE		
	<p>Mr Carl Brown</p> <p>Head of CoL</p> <p>CoL Designated Safeguarding Lead</p>	<p>Sandwell Community School – Smethwick</p> <p>0121 533 5802 ext 403 07710854591</p> <p>Cbrown1@sandwellcs.org.uk</p>
	<p>Miss Eleanor Campion</p> <p>CoL Deputy Designated Safeguarding Lead</p>	<p>Sandwell Community School – Tividale</p> <p>0121 533 5802 07745 738811</p> <p>ecampion@sandwellcs.org.uk</p>

Useful Telephone Numbers

Sandwell MASH – 0121 569 3100

West Midlands Police – 101 or in an emergency 999
Local Authority Child Protection

Local Authority Child Protection Officers for Education

- Lisa Harvey - 07747118729
- Beverley Need – 07775360203
- Louise Atkinson – 07341795787
- Gemma Jones - 07393009664

Local Authority Designated Officer – 0121 569 4770

Horizons Exploitation Safeguarding Team – 0121 569 2524/ 8391

LA PREVENT Education Officer – (Justin Nixon) 07790396643

NSPCC Helpline 0808 5000 – help@nspcc.org.uk
NSPCC Whistleblowing Helpline 0800 028 0285
Counter Terrorism Helpline 020 73340 7264
Counter.extremism@education.gov

Key contact details - Strengthening Families Teams

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

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**.

Introduction

This document is the Safeguarding and Child Protection Policy for Sandwell Community School and any extended services that it provides.

This policy has due regard for Keeping Children Safe in Education (KCSIE) 2022 and Working Together 2018 (Updated Dec 2020).

This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff, and any sub-contractors working in the school. It

will be reviewed annually by the Governing Body and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the school's Leadership and Management and the requirements of the Local Multi Agency Safeguarding Arrangements.

The Safeguarding & Child Protection Policy forms one part our safeguarding responsibilities & principles embedded in this policy link into other policies relating to: Health and Safety, PSHE, Sex and Relationship Education, Anti-bullying, Equal Opportunities, information sharing & record keeping, Special Educational Needs, Confidentiality, Attendance, Substance Misuse (including drugs and alcohol), Educational visits, E- safety, Combating Extremism, School Security, Staff Code of Conduct, Acceptable Use of Technologies etc. and any other relevant policies as defined by statutory guidance & the schools governing body.

Safeguarding and promoting the welfare of children is defined by the Department for Education as:

- **protecting children from maltreatment.**
- **preventing impairment of children's mental & physical health or development.**
- **Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.**
- **Taking action to enable all children to have the best outcomes.**

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding and promoting the welfare of children is everyone's (our) responsibility. All those who come in to contact with children and their families have a role to play in keeping children safe. In order to fulfil this responsibility effectively all professionals should make sure their approach is child centred and have the best interests of the child at the heart of all action.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity, and includes subcontractors.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

We, refers to Sandwell Community School.

Statutory Framework

This policy is based on the Department for Education's statutory guidance in order to safeguard and promote the welfare of the children the school will act in accordance with the following legislation and guidance: [Keeping Children Safe in Education 2022](#) and [Working Together to Safeguard Children 2018](#), and the [Governance Handbook 2017](#). We comply with this guidance and the procedures set out by our local children's safeguarding partnership – Sandwell Children's Safeguarding Partnership www.sandwellsccb.org.uk (see appendix G for details of SCSP).

[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. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Education and Training (Welfare of Children) Act 2021 amends the Education Act 2002 and the Apprenticeships, Skills, Children and Learning Act 2009 to impose safeguarding duties on 16 to 19 academies and further education in essence ensuring that safeguarding responsibilities are understood and prohibiting funding being given if safeguarding requirements not complied with.

“Working Together to Safeguard Children” (2018) requires all schools to follow the procedures for protecting children from abuse which are defined by Sandwell Children's Safeguarding Partnership and have appropriate procedures in place for responding to all concerns of actual or suspected abuse including allegations against members of staff in a position of trust. The best way to safeguard a child is through effective early help and prevention so it is important to carry out effective early help assessment and take on the role of the Lead Professional. Sandwell's Multi-Agency Threshold Document explains early help and expectations more in depth.

- [The Children Act 2004](#)
- [Sandwell Children's Safeguarding Partnership - Inter Agency Procedures](#)
- [What to do if you're worried a child is being abused: advice for practitioners](#)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)

Keeping Children Safe in Education (2022) Key Updates

Key Updates:

The need for pupils to have an 'appropriate adult' during police investigations

In the annexed information at the end of KCSIE, on page 162, under the subheading "working with others", a small change has been made to one of the bullet points.

"[DSLs should]...liaise with the headteacher or principal to inform him or her of issues - especially ongoing 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 the Statutory guidance - PACE Code C 2019."

PACE Code C 2019 details the role a person undertakes when acting as the "appropriate adult" (usually a parent, guardian or social worker) while a student is being questioned or detained by the police. It includes an expectation that the appropriate adult will "support, advise and assist" the young person, and also "observe whether the police are acting properly and fairly to respect [the young person's] rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not"

More detail on the effects of domestic abuse

A new description of Domestic Abuse has been included. KCSIE recognises that DA can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

On page 14, under "safeguarding issues", a new paragraph appears titled "domestic abuse", where more information has been included on what kind of impact victims of domestic abuse might experience:

"Domestic abuse...can [be] psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn."

On page 10, another addition has been made to "indicators of abuse and neglect" where more text has been included. It now says:

"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."

'Child-on-Child' wording changed to 'child-on-child'

"Previously, where both terms were used, it could be confusing. This makes it explicitly clear that it refers to children.

Schools should ensure that any policies they have that refer to "Child-on-Child" abuse are updated to "child-on-child" to reflect the new KCSIE guidance.

Sexual violence and sexual harassment between children in schools and colleges –
See Child-on-Child Abuse appendix A

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 refers to sexual offences under the Sexual Offences Act 2003 and includes rape and sexual assault,

Sexual harassment is any 'unwanted conduct of a sexual nature' that can occur online and offline. 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.

New focus on 'early intervention'

What was previously referred to as "early help" in the 2021 KCSIE guidance has now been renamed "early help assessment".

In addition to this, there has also been a restructuring of section two "Concerns and/or allegations that do not meet the harm threshold", on page 98.

In this new structure, a paragraph (422) has been added that includes the instruction for schools to have policies and processes to deal with *"[A]ny concerns (including allegations) which do not meet the harm threshold, referred to in this guidance as 'low-level' concerns"*.

These additions and changes indicate a closer focus on record keeping around low-level concerns, and schools should ensure that this closer focus on early intervention is included in their safeguarding training for all staff.

Prevent update

Under the "opportunities to teach safeguarding" section on page 33, a paragraph has been included describing how the new relationship and sexual health education (RSHE) curriculum will help schools prepare students for life in modern Britain.

Specifically, the new text explains why the RSHE curriculum will help with the school's "crucial" role in preventative education, on a raft of issues covered under the following text:

"Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum."

As well as this extra information, there is also a new link to **Educate Against Hate**, where signs of radicalisation are shared, which are intended to help teachers inform themselves how to spot a pupil who may be becoming radicalised.

Human Rights and Equality Act reminders

Another change to the KCSIE is found in sections 82-93, in which the states: *"Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010 22, (including the Public Sector Equality Duty 23), and their local multi-agency safeguarding arrangements."*

It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, 25 and □ Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances

Staff training

All staff must undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with any advice from Local Safeguarding Partnerships.

In addition, there is a requirement that all staff should receive annual safeguarding and child protection training. Then to continue to provide them with relevant skills and knowledge to safeguard children effectively staff should receive updates, including online safety (for example, via email, e-bulletins, staff meetings) as required, and at least annually,

Children who are lesbian, gay, bi, or trans (LGBTQ+) (Sandwell has a Guidance document available)

More information has been included about education providers responsibility to ensure children who may be LGBTQ+ have a trusted adult who they can be open with.

The document acknowledges that Children who are LGBTQ+ may be targeted. Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination of or hate towards LGBTQ+ people or those perceived to be LGBTQ+. Must not be tolerated.

Single Central Record

- Leavers information should be deleted from the SCR
- Confirmation of enhanced DBS must be obtained from supply agencies.
- Where an agency worker has a disclosure on their DBS the education provider must obtain a copy of the certificate so that the decision to continue with the agency contract can continue.
- Where a trainee teacher is salaried it is the role of employer to ensure all preemployment, checks are completed. Where a trainee teacher is fee-funded then they must obtain confirmation from the training provider that all checks are completed.

-
- Section 128 prohibition from management checks should only be undertaken on those staff with a management role - principals, deputy/assistant headteachers, board members and trustees.
 - Childcare Disqualification Regulations 2018 apply to individuals working with children aged 5 and under, including reception classes, but also apply to those working in wraparound care for children up to the age of 8, such as breakfast clubs and after school care.

Alternative provision

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors (Sandwell have a Sample Policy Available)

Clarification on the process for sharing low-level concerns – education providers are required to have policies and processes to deal with any concerns (including allegations) which **do not** meet the harm threshold, referred to in the guidance as ‘low-level’ concerns. It is important the appropriate policies and processes should manage and record any such concerns and take appropriate action to safeguard children.

The headteacher/principal should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low level concerns and/or the role of the DSL, the principal may wish to consult with the DSL and take a more collaborative decision-making approach.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified

Potential patterns of concerning, inappropriate, problematic, or concerning behaviour should be identified. Where a pattern of such behaviour is identified, the Principal should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the LADO.

Consideration should also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.

'Keeping Children Safe in Education' places the following statutory duties on all schools:

- ✓ Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- ✓ Schools should be aware of and follow the procedures issued by Sandwell Children's Safeguarding Partnership
- ✓ Staff should be vigilant to signs of abuse and to whom they should report any concerns on to
- ✓ All staff should be prepared to identify children who may benefit from Strengthening Families support (Early Help)
- ✓ School will maintain safeguarding responsibility when a child is attending alternative provision
- ✓ Children missing from education – school have a duty to inform the local authority (LA) if a pupil fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more.
- ✓ Schools should have procedures in place which are disseminated to all staff for handling suspected or actual cases of abuse of pupils, including procedures to be followed in the case of allegations or concerns against persons in a position of trust including knowing local referral processes.
- ✓ Every school should have Designated Safeguarding Lead who is a member of the senior management team and responsible for coordinating safeguarding/child protection work within the school and liaising with other agencies as appropriate
- ✓ All staff will receive online safety training to ensure they are not only knowledgeable around risks and indicators but are able to ensure children are taught about keeping themselves safe in the real & virtual world
- ✓ Staff with designated responsibility for safeguarding and child protection should receive appropriate single agency and multi-agency training approved by SCSP at least every two years and their knowledge and skills should be refreshed regularly, but at least annually via briefings, newsletter and national, regional & local updates.
- ✓ All other staff in school should receive training to raise their awareness of signs and symptoms of suspected or actual abuse and the procedures they should follow at least every three years they should also be given regular updates on safeguarding issues.

-
- ✓ That all schools and FE colleges should share information and work in partnership with other agencies when there are concerns about a child's welfare.

This policy is also based on the following legislation:

- [Information sharing advice for safeguarding practitioners](#)
- [Mental Health and Behaviour in Schools: Departmental Advice](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#) – See Child-on-Child (Child-on-Child) Abuse appendix A

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** refers to sexual offences under the Sexual Offences Act 2003 and includes rape and sexual assault.

Sexual harassment is any 'unwanted conduct of a sexual nature' that can occur online and offline. 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.

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

- [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 on a school interview/appointment panel to be trained in safer recruitment techniques
 - [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) places a statutory duty upon **teachers, along with social workers and healthcare professionals, 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. From October 2015, there is a 'mandatory reporting duty' for all education providers.

- [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
- [Section 26 of the Counter-Terrorism and Security Act \(2015\)](#)
- **The Prevent Duty** The UK faces as severe and continuing threat from international terrorism. The government is taking tough security measures to keep people safe but action at a local level is also essential to stop people becoming or supporting terrorist or violent extremists. Local authorities and the police need to take a lead in ensuring that local partnerships have been clearly tasked with driving delivery of a jointly agreed programme of action. From 1 July 2015 all schools must have regard to the statutory guidance around the Prevent Duty (this also applies to registered early years' childcare providers and registered later year's childcare providers). They are subject to a duty under section 26 of the Counter-Terrorism and Security Act 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.
- Statutory guidance to help practitioners identify the signs of child abuse and neglect and understand what action to take [if you're worried a child is being abused](#).
- Statutory guidance on [Dealing with Allegations of Abuse against Teachers and Other Staff \(DfE 2011\)](#)
- Guidance on [information sharing](#) information sharing for people who provide safeguarding services to children, young people, parents and carers.
- Guidance on [how to identify and support pupils whose behaviour suggests they may have unmet mental health needs](#)
- [Child and Social Work Act 2017](#)
Requires all schools to ensure:

(a)relationships education be provided to pupils of compulsory school age receiving primary education at schools in England

(b)relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.

(c)that pupils learn about—

(i)safety in forming and maintaining relationships,

(ii)the characteristics of healthy relationships, and

(iii)how relationships may affect physical and mental health and well-being, and

(d)the education is appropriate having regard to the age and the religious background of the pupils

□ [General Data Protection Legislation \(2018\)](#)

□ [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Voyeurism Offences Act 2019](#)
- [DfE statutory guidance on Children Missing Education](#)

Safer Recruitment

Our school endeavours to ensure that we do our utmost to employ safe staff by following the guidance in Keeping Children Safe in Education together with the LSCB and the Trust's Staff Recruitment policy and procedures.

Safer recruitment means that applicants will:

- ✓ complete an application form which includes their employment history and explains any gaps in that history
- ✓ provide two referees, including at least one who can comment on the applicant's suitability to work with children
- ✓ provide evidence of identity and qualifications
- ✓ if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity ¹

- ✓ if offered employment, provide evidence of their right to work in the UK ✓

be interviewed, if shortlisted.

Sandwell Community School will also:

- ✓ obtain references for all shortlisted candidates, including internal candidates
- ✓ carry out additional or alternative checks for applicants who have lived or worked outside the UK
- ✓ ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State.
- ✓ At least one member of each recruitment panel will have attended safer recruitment training.
- ✓ All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding and Child Protection Policy and Staff Code of Conduct and identification of their child protection training needs.
- ✓ All staff sign to confirm they have received a copy of the Safeguarding and Child Protection Policy and Staff Code of Conduct.
- ✓ Sandwell Community School obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the school have been appropriately checked.
- ✓ Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- ✓ The school maintains a single central record of recruitment checks undertaken.

The Designated Safeguarding Lead (DSL)

Our DSL is: Channelle Nixon, Safeguarding & Pastoral Lead.

Email: cnixon@sandwellcs.org.uk

Tel no:0121 533 5802

Mobile: 0775911829

The DSL takes lead responsibility for child protection and wider safeguarding, and coordinates action on child protection within Sandwell Community School. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the Designated Member of Staff is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the

Designated Member of Staff. Also, that they are aware of what happens once a concern has been raised. The DSL for Child Protection is a member of the Senior Leadership Team. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. In the case of an emergency the DSL can be contacted out of school hours via email or mobile phone.

When the DSL is absent, the Deputy Designated Safeguarding Leads will act as cover.

The Deputy Designated Safeguarding Leads are:

Natasha Taylor, Safeguarding and Pastoral Lead ntaylor@sandwelcs.org.uk

Mobile: 07719989976

Sarah Colclough, Pastoral Manager scolclough@sandwelcs.org.uk

Mobile: 07764969900

It is the role of the Designated Safeguarding Lead for child protection to:

- ✓ Ensure that he/she receives refresher training at least every two years
- ✓ To keep his or her knowledge and skills up to date (for example via e-bulletins, meeting other designated safeguarding leads) at regular intervals, but at least annually, to keep up to date with any developments relevant to their role.
- ✓ Ensure that all staff who work with children undertakes appropriate training to equip them to carry out their responsibilities for safeguarding children at least annually which will enable them to recognise the signs and symptoms of abuse including Domestic Violence and Abuse (DVA), Child sexual exploitation (CSE), Spiritual abuse, Female Genital mutilation (FGM), Honour Based Abuse (HBA) and Forced Marriage (FM).
- ✓ Ensure that all staff understand the statutory duty to report to police when they suspect a child has had FGM carried out on a girl under 18
- ✓ Ensure all staff understand the PREVENT duty
- ✓ Ensure there are effective induction in safeguarding and child protection for all adults working in the school, be they staff or volunteers, including supply agency staff which are to be undertaken no longer than 10 working days of commencement of their contract
- ✓ Make sure that concerns are raised by staff/volunteers when necessary
- ✓ Offer support and guidance to all adults working within the school on matters of safeguarding and child protection.

- ✓ Ensure that the names and contact details of the DSL/Deputy are on display for all staff, parents, pupils and visitors to the school
- ✓ Ensure that (whenever possible) the Designated and Deputy Safeguarding Lead are not out of school (e.g. at training events) at the same time. If they are absent arrangements should be in place to ensure their duties are covered during their absence.
- ✓ Ensure that the telephone number for the Contact Centre is available and easily accessible to staff in case, for any reason, the DSL and Deputy are not contactable, in order to ensure there is no unwarranted delay in referral
- ✓ Discuss concerns as required with outside agencies e.g. specific agency for single need (e.g. speech and language, Inclusion Support), early intervention multi-agency (e.g. Early Help process) or Multi Agency Safeguarding Hub (MASH) /existing social worker (child protection/significant harm concerns)
- ✓ Be aware of contact details and referral routes to support families. This includes referral routes to local housing authority for families who are at risk of being homeless, referral routes for children in households where there is domestic abuse, child criminal exploitation, child missing from education
- ✓ Work closely with agencies and services to improve outcomes for children and young people including (but not limited to) Senior mental health leads, Domestic abuse support, Locality COD's community policing
- ✓ Complete all necessary paperwork and correspondence including Early Help assessments and or case discussions with the Strengthening Families locality team or MASH in regard to safeguarding and child protection referrals
- ✓ Ensure that the school is represented by a Designated Person for Child Protection at child protection conferences, core groups and multi-agency meetings about 'Children in Need'. It is the Designated Safeguarding Lead for Child Protection who should attend Child Protection Conferences rather than another representative. If this is not possible, the Deputy Designated Safeguarding Lead should attend. If neither can attend apologies must be given and a written report must be submitted prior to the conference
- ✓ Compile and submit a written report regarding children who are subject to child protection conferences. This should be shared with parents before the conference takes place –Ensure there is appropriate representation on Core Groups when a child is on a child protection plan. If the most appropriate person is a class teacher, there must be joint working with the DSL – consider appropriate safeguarding supervision arrangements.

- ✓ Ensure there is appropriately trained staff to lead on Targeted Support and that all staff is aware of the Early Help Process and their role within it.
- ✓ Ensure that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan
- ✓ Ensure that welfare records are kept securely and confidentially (locked and with limited access)
- ✓ Ensure that safeguarding and child protection records are chronologically recorded, with significant incidents or events clearly highlighted. These records should be reviewed regularly and focus on outcomes for the child/children.
- ✓ Ensure that records are transferred when a child changes school
- ✓ Ensure mechanisms are in place to support the DSL for Child Protection in specific regard to their welfare responsibilities e.g. weekly/monthly one to one meetings between the Designated and Deputy Safeguarding Lead to offer mutual support.
Keep the school's Senior Leadership Team (SLT), Governors, Local Authority and SCSP informed about safeguarding and child protection issues as requested
- ✓ Provide guidance to parents, children and staff about obtaining suitable support
- ✓ Discuss with new parents the role of the DSL and the role of safeguarding in the school. Make parents aware of the safeguarding procedures used and how to access the Safeguarding and Child Protection Policy.
- ✓ To arrange adequate and appropriate cover arrangements for any out of hours/out of term activities including onsite day care provision.

In the absence of the DSL and the deputy DSL the most senior member of staff in school will assume responsibility for any child protection matters that arise. However, if there is no person qualified to DSL level, staff members must understand their duty to report any Child Protection concern directly to the Local Authority.

The Governing Body

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility.

The nominated governor for child protection is:

NAME: Mrs Anna Misiewicz

Email: anna.misiewicz@aes.wolverhampton.gov.uk

In particular, the Governing Body must ensure that:

- ✓ Safeguarding and Child Protection Policy and procedures are in place and reviewed annually
- ✓ Safe recruitment procedures are in place and reviewed annually
- ✓ All staff (paid and unpaid) have an up to date enhanced disclosure and barring check. All those carrying out teaching roles will require an additional check to ensure they are not prohibited from teaching.
- ✓ Our Governors will be subjected to an enhanced DBS check & section 128 check
- ✓ A Single Central register is monitored to ensure it meets statutory requirements
- ✓ Position of trust procedures are in place and reviewed annually
A DSL who is a senior member of school leadership team is appointed and notify the LA of any changes in personnel to this role
- ✓ There is a dedicated teacher for Looked after Children who has been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked after Children and engaging with the DSL.
- ✓ A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- ✓ Relevant safeguarding/child protection training is accessed by all school staff/volunteers according to their role and responsibilities
- ✓ That they receive an annual report from the DSL regarding safeguarding/child protection work including details of Strengthening Families (early help) involvement and the lead professional role which has been undertaken in the year which is shared with the LA or other appropriate body.
- ✓ Deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required
- ✓ The governors support the Designated Member of Staff for Child Protection in carrying out his/her responsibilities as outlined in 'Keeping Children Safe in Education', (2022) and role in job description.
- ✓ Obligations under the Human Rights Act 1998 21, the Equality Act 201022, (including the Public Sector Equality Duty²³), and their local

multi-agency safeguarding arrangements are maintained and any breaches are tackled appropriately.

- ✓ All staff (paid and unpaid) have an up to date enhanced Disclosure and Barring service (DBS) certificate. All those carrying out teaching roles will require an additional check to ensure they are not prohibited from teaching.

- ✓ A Single Central register (SCR) is monitored to ensure it meets statutory requirements (Please see our Recruitment Policy). All staff leavers will be deleted from our current SCR

The Head teacher

Kevin Morgan

kmorgan@sandwellcs.org.uk

Mobile: 07710 114398

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

- ✓ Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- ✓ Communicating this policy to parents when their child joins the school and via the school website
- ✓ Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- ✓ Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- ✓ Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

Roles and Responsibilities

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

All Staff Responsibilities

All staff will read and understand the Child Protection and Safeguarding Policy and part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education \(2022\)](#), and review this guidance at least annually.

- The DSL ensures that all school staff and volunteers are alert to the potential abuse of children both within their families and from other sources including members of the school community.
- The DSL will ensure all staff are aware of the school's reporting and referral procedure and the need for timely reporting.
- A child going missing from education is a potential indicator of abuse or neglect. School and college staff will follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future, in accordance with KSIE. Consideration should be given if a referral to children services if there are safeguarding concerns or there has been no contact with school. If a child stops attending altogether this will be reported to attendance and prosecution service with information regard off rolling the child.
- The school will robustly monitor the attendance of children on roll in the school in line with the Attendance Policy. When a safeguarding/child protection concern is raised, attendance concerns will be shared with partner agencies in accordance with local information sharing protocols.
- The school will ensure they have systems in place to regularly update contact numbers for parents/carers and that there are at least two emergency contact numbers on file for every child on roll.
- If any member of staff is concerned about a child the Designated Senior Person (or the rep in their absence) must be informed immediately. There is an absolute responsibility for all members of the school to respond to any suspected or actual abuse of a child in accordance with these procedures.
- The member of staff must record information regarding the concerns and ensure the written record is passed to the DSL on the same day. The recording must be a clear, precise, factual account of the observations. A record of concern proforma is available on the Sandwell Extranet Safeguarding Virtual Office.
- There may be emerging needs or adversities faced by children and their families that could be addressed through Strengthening Families support (early help). [Sandwell's Multi Agency Threshold document](#) (available on the [SCSP Website](#)) will guide you on what is the most appropriate level of support for families based on their level of need. The Single Point of Contact or the MASH education team are available for early advice and support prior to getting to the point when things need to go to MASH.

-
- The Designated Senior Person will decide whether the concerns should be referred to children's social care via the MASH. If it is decided to make a referral to children's social care this will be discussed with the parents and consent sought, unless to do so would place the child at further risk of harm, place a vulnerable adult at risk or compromise any enquiries that may need to be made.
 - When concerns have been raised regarding a child or they are subject to any multi-agency work a written record will be kept securely and separately from the child's main pupil record.
 - Whenever a child transfers to another school all school records, including safeguarding/child protection files will be sent to the receiving school in a secure manner and relevant agencies will be informed of the new school that the child has moved to.
 - The Designated Senior Person takes responsibility for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.
 - All staff and volunteers are made aware that the main categories of abuse are:
 - **Physical abuse ➤ Emotional abuse ➤ Sexual abuse ➤ Neglect** In addition to these types of abuse and neglect, members of staff will also be alert to specific safeguarding issues. Please see appendix A
 - All staff will have awareness training and briefings so they are alert to the signs and symptoms of abuse, including those that may signal a child is at risk from or involved with serious crime. They are made aware of the associated risks and understand the measures in place to manage them ([Preventing youth Violence and gang Involvement, Advice for schools and colleges](#)).
 - All staff will be informed of the risks posed by adults or young people who use the internet to bully, groom or abuse children.
 - Staff will oversee the safe use of electronic and social media by staff and pupils and take immediate action if they are concerned regards any bullying or risky behaviours.
 - All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see Appendix A for details.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the School and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

Supervised Volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with statutory guidance.

Contractors

Sandwell Community School checks the identity of all contractors working on site and requests DBS checks and barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

Site security

Visitors to the school, including contractors, are asked to sign in and are given a visitor's badge, which confirms they have permission to be on site. Visitors that are permitted to have access all areas of the building without supervision from permanent SCS staff should be given a badge with a green lanyard. Visitors that are required to be accompanied by a member of SCS staff at all times must be given a badge with a red lanyard. Parents who are simply delivering or collecting their children do not need to sign in but must wait in the foyer area of the school.

All visitors must read the Safeguarding Information for Visitors leaflet, or the Safeguarding Leaflet for supply staff if they are agency workers. By signing in as a visitor/supply member of staff on the campus they are confirming they have read and agree to the information stipulated in the leaflet. All visitors/supply staff must also read and sign the Acceptable User Policy (AUP).

All visitors are expected to observe the schools safeguarding and health and safety regulations to ensure children in the school are kept safe. The Executive Head teacher will exercise professional judgment in determining whether any visitor should be escorted or supervised while on site.

Inter-Agency working

Sandwell Community School contributes to inter-agency working as part of its statutory duty.

The school will work with Sandwell Children's Social Care, the Police, Health Services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns immediately.

In light of the above, staff members are aware that whilst GDPR ([The Data Protection Act 2018](#)) places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

Resolution and Escalation Process

Occasions may arise where one professional disagrees with the actions of another professional and therefore in such cases Sandwell's Resolution and Escalation protocol should be followed. Some examples include the following (although the list is not exhaustive):

- ✓ Where one professional disagrees with the action of another in relation to a particular course of action, such as closing involvement with a child or family.
- ✓ Where one worker or agency considers that another worker or agency has not completed an agreed action for no acceptable or understood reason.
- ✓ Where one agency considers that the plan for a child is inappropriate and that a child's needs are not being best met.
- ✓ A disagreement as to whether a particular agency needs to be involved in the safeguarding process.
- ✓ Where a member of staff or an agency considers that the child's

safeguarding needs are better met by a Child Protection Plan and have requested that a Child Protection Conference be called and feel that this has been refused.

- ✓ Where a range of professionals have concerns about an agency's response to safeguarding concerns
- ✓ There is disagreement over the sharing of information and/or provision of services

Where a disagreement arises over the conduct or decision of an SCSP professional the escalation process should be followed (Appendix H). The full Resolution and Escalation Protocol can be found at the following link: [Sandwell Resolution and Escalation Protocol](#)

Visiting Speakers' Policy

Although it has always been helpful for a school to have clear guidance on the management of visiting speakers, the Prevent Duty set out that this is now an expectation.

"Specified authorities will need to...[have] robust safeguarding policies in place to identify children at risk...These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised". (Prevent Duty Guidance in England and Wales HM Government July 2019)

Key aspects of the visiting speakers' policy will include:

- ✓ A formal procedure for inviting speakers, which involves approval by the Head teacher and a clear understanding of why the speaker has been chosen
- ✓ A list of appropriate checks on the suitability of the person, which may include internet searches and/or contacting other schools where the person has spoken previously
- ✓ Although not always possible, it is useful to invite speakers from an established company, charity or other group whose aims are well documented.
- ✓ A document for the speaker to read and sign, to ensure that they understand they must abide by the school's equality commitments; that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there must be no extremist material.
- ✓ An understanding that the speaker will be expected to talk with staff about the content of the presentation before the event; speakers

and staff must allow time for this discussion, whether it is on the day or beforehand

- ✓ An understanding that such talks and presentations will not be used to raise funds, without the prior written permission of the Head teacher
- ✓ Visiting speakers must arrive at reception in good time to book in and must bring suitable identification. Although viewing DBS certificates may be appropriate, most visiting speakers will not be in 'regulated activity' and so will not necessarily have a DBS certificate to present
- ✓ Visitors must be supervised at all times and not left alone with pupils, unless they have confirmed DBS checks.
- ✓ Visiting speakers should understand that their presentation will be brought to an early end, if the content proves unsuitable.
- ✓ All information about the visiting speaker and the booking process should be recorded on a suitable proforma
- ✓ After the presentation, an evaluation form should be completed which will include feedback from staff, note any contentious subject areas or comments, and state whether the speaker could be booked again in the future.
- ✓ Once a person has visited a school, future checks should be proportionate.

Equality Statement

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

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.

Dealing with a Disclosure

Where a pupil discloses that he/she has been abused the following guidelines must be followed:

RECEIVE

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

REACT

- If you need to clarify information, ask open-ended questions e.g. "Is there anything you'd like to tell me?", "Can you explain to me..." "Can you describe to me...?"
- Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'
- Never ask 'accusing' questions e.g. "Why didn't you tell someone earlier?"
- Never criticise the alleged perpetrator, it may be someone that they will continue to live with.
- Never ask the pupil to repeat their disclosure for any other member of staff; it is your responsibility to share the information
- These four factors may compromise enquiries that need to be made later by children's social care or Police.

REASSURE

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

RECORD

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.

- Do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.

REFER

- Immediately inform the Designated Senior Person for child protection Channelle Nixon or in their absence the Deputy Designated Senior Person for child protection Natasha Taylor or Sarah Colclough who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Community Operating Group Social worker for advice.
- To consult with your Designated Senior Person for child protection does not mean a referral has been made. This decision is the responsibility of the Designated Senior Person for child protection who will contact the appropriate agency as and when required.
- If you are unhappy about the response you receive from your Designated Senior Person for child protection contact Sandwell Children's Trust Contact Centre on 0121 569 3100 where you may be put through to speak to a qualified social worker.

UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

Making a Referral

- A referral involves sharing information in line with Multi Agency Threshold Document to either the Strengthening Families Team, with the consent of the parents/carers, Multi Agency Safeguarding Hub (MASH) or the Police in matters of immediate risk (see Appendix C).
- Parents/carers should be informed if a referral is being made except in the circumstances outlined in communication with parents (**It puts a child at further risk of harm**)
- However, inability to inform parents for any reason should not prevent a referral being made to children's social care via the MASH Service. It would then become a joint decision with Sandwell Children's Trust about how and when the parents should be approached and by whom.
- If lower level multi agency support is required for a child and/or their family, the Designated Senior Person for child protection will, with consent of the parent/carer, refer to the Strengthening Families Team (early help) to enable the most appropriate services and support to be identified. This may be targeted multiagency support to help the family resolve any identified concerns.

- If the concerns are more complex and require statutory intervention, then the Designated Senior Person for child protection will refer the matter to children's social care via the MASH service where a decision will be made whether any enquiries are needed under Section 17 (child in need enquiry) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at Appendix D detailing the referral procedure.

How to make a referral to Children's Social Care if a child is at risk of significant harm

Step 1 - Complete a Multi-Agency Referral Form (MARF) including any relevant body Map and/or Child Exploitation Screening form and send in to the MASH secure email address on the front of the form. Be prepared to give as much of the following information as possible using the SAFER guidelines (see Appendix B). If there are any Child Sexual Exploitation (CSE) concerns, then a CSE screening tool should always be completed and submitted to Sandwell Children's Trust

Step 2 - If a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a MARF is completed) the referrer should consider telephoning 999 and Sandwell Children's Trust contact centre (0121 569 3100). A MARF will also need to be completed within an hour of reporting the concern

Step 3 - Accurately record the action agreed following the referral or that no further action is to be taken and the reasons for this decision noting with whom discussions were held and who made the decisions on the appropriate school form.

Position of Trust referrals

Position of Trust referrals will be referred via the SPOC/MASH. A MARF for the child will be completed and a Multi-Agency POT referral form for the person allegations have been made about. This should detail the alleged incident and have all relevant details regards the child and the adult who the allegations have been made about.

Confidentiality

- Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.
- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly children's social care and the Police.
- 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 may need to pass the information on to help keep the child or other children safe.

- Staff/volunteers who receive information about children and their families in the course of their work should share that information within the expectations of the school's confidentiality policy and other relevant policies e.g. the safeguarding and safeguarding and child protection policy, SCSP inter-agency procedures.

Communication with Parents

The 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
- 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 for safeguarding children.

Children Who May Be Particularly Vulnerable

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
 - young carers
 - affected by parental substance misuse, domestic violence or parental mental health needs (known in Sandwell as Trio of Vulnerabilities and formally as The Toxic Trio)
 - asylum seekers
 - living away from home
 - vulnerable to being bullied, or engaging in bullying
 - living in temporary accommodation
 - live transient lifestyles
 - living in chaotic and unsupportive home situations
 - vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
 - at risk of sexual exploitation
 - do not have English as a first language
 - at risk of female genital mutilation (FGM)
 - at risk of forced marriage and honour-based violence
 - at risk of being drawn into extremism
-
- Homelessness
-
- Looked after children, previously looked after children & adopted children

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Homelessness

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

Factsheets on Homelessness issued by the Ministry of Housing, Communities & Local Government provide background information on the measures within the Homelessness Reduction Act and the Homelessness Regulations 2018. They can be found by following this link: [Homelessness Factsheets](#) see the following link for Sandwell specific advice and support available [Homelessness and Housing Options in Sandwell](#)

Young Carers

A young carer is a person under 18 who provides or intends to provide care for another person who is ill, disabled, has a mental health condition, or addiction problem.

- The tasks and level of caring undertaken by young carers can vary according to the nature of the illness or disability, the level and frequency of need for care, and the structure of the family as a whole. Young carers often take on practical and/or emotional caring responsibilities that would normally be expected of an adult. These can include:
 - Practical tasks – cooking, housework and shopping
 - Physical care – lifting or helping someone use the stairs
 - Personal care – dressing, washing, helping with toileting needs
 - Emotional support – listening, calming, being present
 - Managing the family budget, collecting benefits and prescriptions
 - Medication management
 - Looking after younger siblings
 - Helping someone communicate

Caring can affect a young person's: Physical health, emotional wellbeing, socialisation and stable environment. Young Carers can experience traumatic life changes such as bereavement, family break-up, losing income and housing, or seeing the effects of an illness or addiction on the person they care for. As a result, caring responsibilities have a significant impact on a pupil's learning.

If a student is identified as a young carer they will be offered support through a referral to [Sandwell Young Carers](#) with consent from the student's parent/carer. If the duty of being a young carer is putting the child at risk of harm emotionally or

physically or is resulting in regular absence from school a referral may be made to the MASH.

Missing Children and Attendance

Attendance, absence and exclusions are closely monitored as detailed in the Attendance Policy. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual/criminal exploitation. The Attendance Officer will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

Sandwell Community School will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school sessions or more.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Form tutors have a legal responsibility to take tutor time register at the start and end of each day. Class teachers have a legal responsibility to take the register at the beginning of each lesson using lesson monitor. If a child leaves the lesson the support member of staff should accompany that child and inform a 'Reflection/Recovery' member of staff straight away. Should the support member of staff not be present in the classroom for any reason, the class teacher should contact a Reflection/Recovery member of staff using radio comms.

Helping children to keep themselves safe

Sandwell Community School ensure that children are taught about safeguarding, including online safety in line with the statutory guidance: [relationships education, relationships and sex education \(RSE\) and health education](#) and the Sandwell Community School RSE Policy. Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Recognising Abuse and Taking Action

There may be emerging needs or adversities faced by children and their families that could be addressed through Strengthening Families (early help) support. [Sandwell's Multi Agency Threshold document](#) (available on the [SCSP Website](#)) offers guidance on what is the most appropriate level of support for families based on their level of need. The local Strengthening Families Teams are available for early advice and support prior to getting to the point when things need to go to the Multi Agency Safeguarding Hub.

The following circumstances may indicate a particular need for Early Help:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child

Sandwell Community School will robustly monitor the attendance of children on roll in line with the Attendance Policy. When a safeguarding/child protection concern is raised, attendance concerns will be shared with partner agencies in accordance with local information sharing protocols.

The Designated Safeguarding Lead will decide whether the concerns should be referred to Children's Social Care via the MASH. If it is decided to make a referral to Children's Social Care this will be discussed with the parents and consent sought, unless to do so would place the child at further risk of harm, place a vulnerable adult at risk or compromise any enquiries that may need to be made.

When concerns have been raised regarding a child or they are subject to any multiagency work a written record will be kept securely and separately from the child's main pupil record.

Whenever a child transfers to another school all school records, including safeguarding/child protection files will be sent to the receiving school in a secure manner and relevant agencies will be informed of the new school that the child has moved to.

The Designated Safeguarding Lead is responsible for making the Senior Leadership Team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

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

Staff Training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the Safeguarding and Child Protection Policy, Keeping Children Safe in Education Part 1 (2022), the Behaviour for Learning Policy, the safeguarding response to children missing from education and Staff Code of Conduct, reporting and recording arrangements, and details for the DSL. All staff, including the Head teacher (unless the Head teacher is the DSL) and governors will receive training that is regularly updated and the DSL(Deputy) will receive training updated at least every two years including training in inter-agency procedures. Supply staff and other visiting staff will be briefed and provided with the safeguarding leaflet

Throughout the year there will be a combination of online and physical, awareness raising training around the key safeguarding topics. This includes:

- ✓ Online Safety
- ✓ Child Exploitation
- ✓ Mental Wellbeing Training
- ✓ Domestic Abuse
- ✓ Social Media
- ✓ Forced Marriage and Honour Based Violence
- ✓ Bullying Awareness
- ✓ Child-on-Child abuse including sexual violence and harassment
- ✓ Introduction to Abuse
- ✓ Female Genital Mutilation
- ✓ Sexting
- ✓ Drug Awareness
- ✓ Young Carers

Alternative Provision and Off-Site arrangements

All Alternative provision and other off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where activities are provided by and managed by the school, our own Safeguarding and Child Protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

Sandwell Community School's safeguarding protocols continue to be adhered to in relation to the pupil when attending an alternative provision placement. Any communication with external agencies in relation to safeguarding matters should be communicated between both Sandwell Community School and the Alternative provision in line with the GDPR policy. This includes DAI notifications received from the MASH through Operation Encompass (see 11.1).

The attendance of pupils attending alternative provision or work placements is monitored using our own daily attendance monitoring procedures, detailed in section 7 of our attendance policy.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place, including the safe transportation of pupils.

We ensure that all necessary insurance covers are in place and where practically possible undertake first time visits to unknown venues.

We ensure that all parents/carers are aware of where their children are, and written consent has been obtained where necessary

Looked After Children

Designated Teacher for looked after children: Sarah Colclough, Head of Col Smethwick, Pastoral Manager

The most common reason for children becoming looked after is as a result of abuse and neglect. Sandwell Community School ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Sandwell virtual school Head for children in care.

The designated teacher for looked after child works with the virtual school head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children in the school and meet the needs in the child's personal education plan.

Private Fostering Arrangements

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that Sandwell Children's Trust should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family, maintaining cultural identity.

If we become aware of a child in a private fostering arrangement within Sandwell we will notify the council's Multi Agency Safeguarding Hub ([MASH](#))

Mental Health

The senior Mental Health Lead for Sandwell Community School is: **Sarah Colclough**

Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem.

This can include:

- Emotional state (fearful, withdrawn, low self-esteem)
- Behaviour (aggressive or oppositional; habitual body rocking)
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

All students are required to access to a range of holistic assessments with personal, social and academic aspects. This includes a triage to assess the level of support and intervention required for the emotional and mental wellbeing of students. Where a child is identified as having mental health difficulties they will receive the appropriate

support in accordance with the mental and emotional health threshold document (appendix I).

Record Keeping

Sharing the right information at the right time with the right people, is fundamental to good safeguarding practice. It enables effective working together to improve outcomes for children, young people and their families.

The importance of effective information sharing and good child safeguarding and child protection record keeping has been highlighted in the learning Child Safeguarding Practice Reviews (CSPR's) previously known as from serious case reviews. Timely information sharing & effective record keeping is central to safeguarding & promoting the welfare of our pupils. Good up to date record keeping of concerns and action taken with discussions & justifiable decision making is essential for two main reasons:

1. It helps schools identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating safeguarding or child protection concern.
2. It helps schools monitor and manage their safeguarding practices and provides evidence of robust and effective safeguarding policy and practice

We follow the principles of effective record keeping with information being kept confidential and stored securely. Our records include a clear and comprehensive summary of the concerns, details of how the concern was followed up and resolved. We record any action taken, decisions reached and the outcome.

We make a record of a concern, suspicion or allegation at the time of or as soon as possible after the event. Any member of staff receiving a disclosure of abuse from a child or young person or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

A record should be made of any visible marks or injuries to a child that give cause for concern, this may be completed on a body map. The child should not be examined intimately, or pictures taken of any injuries/marks.

All records must be signed and dated clearly with the name of the signatory clearly printed. When a child has made a disclosure, the member of staff/volunteer should:

1. Make brief notes as soon as possible after the conversation using the appropriate form utilised by the school.
2. Not destroy the original notes in case they are needed by a court

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3. Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
 4. Record statements and observations rather than interpretations or assumptions
 5. Distinguish fact from opinion
 6. Children **MUST NOT** be asked to make a written statement themselves or to sign any records.
 7. All records of a child protection nature (handwritten or typed) are given to the DSL before the end of the working day. These should be filed in individual pupil files in Chronological order and a Chronology of significant events should be maintained at the front of the file.
 8. No copies should be retained by the member of staff or volunteer
 9. The Designated Safeguarding Lead will ensure that all safeguarding records are managed and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.

 10. We will ensure that when a child moves on to a new educational provision that their child protection file is transferred to the new school or college as soon as possible. This will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term as this will allow the new school or college to have support in place for when the child/young person arrives. Files will be securely transferred via My Concern, Move it or secure email, and confirmation of receipt will be obtained. The safeguarding file will be transferred separately from the main pupil file.

 11. When we receive in any safeguarding files we will issue a receipt to the previous school/college schools and will ensure key staff (e.g. Safeguarding team, SENCO) have access to the information contained within it.

All safeguarding concerns pertaining to children, including discussions, decisions made and the reasons for those decisions, must be recorded on My Concern (see appendix E), Sandwell Community School's electronic recording system. If you are in any doubt about whether to record something, discuss it with the DSL.

All safeguarding concerns pertaining to staff will be held in the Confidential Safeguarding file, a separate physical file.

Non-confidential records will be easily accessible and available.

Children who have cases open to children's service's will have a paper based safeguarding file in addition to the electronic file on My Concern. These files are held in the DSL/DDSL's office in a locked cabinet and are only available to those who have a right or a professional need to see them.

Where Sandwell Community School is the last known educational establishment for a child and therefore the safeguarding records do not need to be transferred, the records will be retained until their 25th birthday.

Staff Code of Conduct

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff.

Good practice includes:

- ✓ treating all pupils with respect
- ✓ setting a good example by conducting ourselves appropriately
- ✓ involving pupils in decisions that affect them
- ✓ encouraging positive, respectful and safe behaviour among pupils
- ✓ being a good listener
- ✓ being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- ✓ recognising that challenging behaviour may be an indicator of abuse
- ✓ reading and understanding the school's Safeguarding and Child Protection Policy, staff Code of Conduct policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing
- ✓ asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- ✓ maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- ✓ being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- ✓ applying the use of reasonable force only as a last resort and in compliance with school and LSCB procedures
- ✓ referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or Children's Social Care
- ✓ following the school's rules with regard to relationships with pupils and communication with pupils, including on social media

Please see Staff Code of Conduct for more information

Abuse of Position of Trust

All Sandwell Community School staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship

is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Complaints Procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the head teacher and governors.

Complaints from staff are dealt with under the complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the child protection procedures.

Whistle blowing if you Have Concerns About a Colleague

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 wish to complete a Low-Level Concern Form in line with our Low Level concern policy. 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.

Allegations/ Concerns involving school staff/ supply staff/ work placement students/ volunteers/ contractors

When an allegation is made against a member of staff, including supply staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension, the school will provide support and a named contact for the member of staff.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2022)* and in the school's Managing Allegations policy and procedures.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

An allegation relates to an adult who works with children (in a paid or unpaid capacity) including supply staff and they have:

- behaved in a way that has harmed or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

- behaved or may have behaved in a way that indicates they may not be suitable to work with children (consideration for any transferrable risk (e.g. incidents at home, in the community))

In these circumstances, the allegation will be taken seriously and the Head Teacher/Principal, who has the responsibility for managing allegations against persons in a position of trust in school, should be informed immediately.

We are aware that there can be two levels of allegation/ concern.

- Allegations that meet the harm threshold.
- Allegations/ concerns that do not meet the harm threshold – referred to in KCSIE 2022 as ‘low level concerns’

When dealing with allegations/ concerns we will ensure that we will;

- Apply a common-sense approach & judgement.
- Deal with them quickly, fairly & consistently.
- Provide effective protection for children & support the person subject to the allegation.
- Complete a risk assessment & make a justifiable decision on whether that person should be temporary relieved from duties deployed elsewhere whilst an investigation is undertaken.

Low level concerns are those concerns that do not meet the threshold for harm as detailed above but we always take them seriously. They will be dealt with as all allegations/ concerns in a timely and appropriate manner.

It is **not** the responsibility of the person receiving the allegation to make any enquiries or discuss the allegation with anyone other than the Headteacher.

As with all other concerns about the welfare of children, the member of staff receiving the allegation should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head teacher.

Under no circumstances should the informant be asked to make a written record of the allegation or be asked to sign any documentation. This is the responsibility of the person receiving the allegation.

The parent of the student making the allegation should be contacted straight away and made aware that their child has made an allegation against a member of staff and the nature of the allegation. They should be informed that the allegation will be investigated in line with the government guidance Keeping Children Safe in Education 2022, Local Authority guidance and Sandwell Community School's policies and procedures. Under no circumstances should the name of the staff subject to the

allegation be disclosed to the parent. Views and opinions of the member of staff communicating the allegation during the contact should not be shared with the parent. The Head teacher will not investigate the allegation itself, or take written or detailed statements, but will Refer the incident on A Multi- Agency Position of Trust Referral form to Sandwell Children’s Trust via the Safeguarding Hub. A MARF for the child will be completed and a POT referral form for the person allegations have been made about. when appropriate, and if necessary, a referral will be made to the LADO (Michelle Pinnock –Ouma – 0121 569 4770).

Appropriate support will be put in place for the member of staff who is facing the allegation and a named contact within school will be provided

If the Head teacher is implicated in the concerns, Chair of Governors should be informed immediately or, in their absence, the Vice Chair.

The Chair of Governors in this school is:

NAME: **Anna Misiewicz**

The Vice Chair in this school is:

NAME: **Buv Tahli**

The same process will be followed by the Chair or Vice Chair of Governors as that followed by the Head teacher.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document ‘Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings’.

If you have safeguarding or child protection concerns relating to the parents/carers of children and you are aware that they work with children, young people or vulnerable adults, you must inform the Designated Safeguarding Lead for child protection. This will allow for consideration to be given as to whether the position of trust process needs to be applied.

If it is decided that the allegation meets any of the three criteria outlined above, procedures will be followed in accordance with SCSP inter-Agency Procedures

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school’s internal procedures.

The Head teacher should, as soon as possible, and after consulting with the Local Authority Designated Officer inform the person against whom the allegation has been made of the concern.

At the conclusion of any case especially if concerns are substantiated school will review the circumstances of the allegation consider if any changes to processes in school need to be made.

Employment Law may not recognise that what happens in a person's private life can impact on their professional life, however, where an individual has done something in their personal life that means they might be unsuitable to work in their role with children.

- We will risk assess and make a judgement on whether they pose a risk of harm to children.
- We will seek our own legal advice on this to ensure we are compliant with employment law when dealing with any disciplinary action.

We will record all information and decisions to demonstrate our justification for decisions made

Lone Working

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

Arranging to meet with pupils from the school or setting away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents/carers.

Home visits

All work with pupils and parents should usually be undertaken in the school or other recognised work place (e.g. Library for Inreach). There are however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits. In such cases the home visit protocol must followed and can be found in the Attendance Policy (section 6.4. p.g 8.). Further details on the home visit protocol in relation to attendance can be found in Home visit protocol (Appendix D page 28 Health and Safety Policy)

Staff should agree the purpose for any home visit with a senior leader, adhere to agreed risk management strategies, avoid unannounced visits wherever possible, ensure there is visual access and/or an open door in one to one situations always make detailed records including times of arrival and departure.

A risk assessment should be undertaken prior to any planned home visit taking place. The assessment should include an evaluation of any known factors regarding the pupil, parents/carers and any others living in the household. Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g. hostility, child protection concerns,

complaints or grievances. Specific thought should be given to visits outside of 'office hours' or in remote or secluded locations. Following the assessment, appropriate risk management measures should be put in place, before the visit is undertaken. In the unlikely event that little or no information is available, visits should not be made alone.

Physical Intervention

It is important to allow children to do what they can for themselves, however depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves or others), it may be necessary for some physical contact to take place.

Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or

Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

Staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded on a 'Restraint Incident Report Form'. This should be uploaded onto My Concern, which identifies staff involved and those who witnessed the intervention. My Concern will inform the Head teacher, DSLs and DDSLs when a physical intervention has been used.

Only staff who have received Crisis prevention Institute, Safety intervention training (Formally MAPA) are permitted to use physical intervention.

Providing Intimate Care, First Aid & Medication

Schools operate as businesses, and as such are governed by the *HSE Regulations 1981*. Under health and safety legislation (*HSE Regulations 1981*) employers have to ensure that there are adequate and appropriate equipment and facilities for providing first aid in the workplace. We ensure that where children require first aid this is administered by a trained member of staff in a confidential area and a written record is completed detailing the circumstances that led to first aid being required, what first aid was administered and any next steps.

Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry

out themselves, but some pupils are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing.

It also includes supervision of pupils involved in intimate self-care.

In the unlikely event that any child require support with intimate care we will ensure an appropriately trained member of the pastoral team undertakes this.

Medication will only be administered by the school where we have written consent from a parent/carer to do so. All medication is locked away in a secure storage area in line with the requirements of said medication.

In providing intimate care, first aid or administration of medication we observe the following principles:

- ✓ Every child has the right to be safe.
- ✓ Every child has the right to personal privacy.
- ✓ Every child has the right to be valued as an individual.
- ✓ Every child has the right to be treated with dignity and respect.
- ✓ Every child has the right to be involved and consulted in their care to the best of their abilities.
- ✓ Every child has the right to express their views on their care and to have such views taken into account.

Support for Those Involved in a Child Protection Issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- ✓ taking all suspicions and disclosures seriously
- ✓ nominating a link person who will keep all parties informed and be the central point of contact
- ✓ where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- ✓ responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- ✓ maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- ✓ storing records securely
- ✓ offering details of helplines, counselling or other avenues of external support
- ✓ following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- ✓ cooperating fully with relevant statutory agencies.

Child-on-Child abuse including Sexual Violence and Harassment

Child-on-Child abuse statement:

Sandwell community school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PD lessons.

It is recognised that sometimes children are capable of abusing other young people. Child-on-Child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another, and have the opportunity or be in an environment where this is possible.

- This is mostly likely to include: Bullying (including cyber bullying);
- Physical harm;
- Sexual violence;
- Sexual harassment
- Upskirting – which typically involves taking a picture under a person's clothing without them knowing. With the intention of viewing their genitals or buttocks for sexual gratification or to cause humiliation, distress or alarm to the victim;
- Sexting;
- Initiation/hazing type violence and rituals

We recognise that whilst perpetrators of Child-on-Child abuse pose a risk to others they are often victims of abuse themselves. We will work closely with alleged perpetrators to halt and prevent further occurrences

All children should be able to attend school and learn in a safe environment. When this is compromised by the actions or behaviours of other young people this will be dealt with through our behaviour policy.

Prevention is a fundamental method of minimising risks and we will do this by:

- Ensuring all staff have training on Child-on-Child abuse
- *We will adopt the 'whole school approach' to tackling sexism.*
- providing developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified at risk

- developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.
- We fully understand that even if there are no reports of Child-on-Child abuse in school it may be happening. As such all our staff and **young people** are supported to:
 - be alert to Child-on-Child abuse (including sexual harassment);
 - understand how the school views and responds to Child-on-Child abuse , stay safe and be confident that reports of such abuse will be taken seriously.
- We will not tolerate instances of Child-on-Child abuse and will not pass it off as “banter”, or “part of growing up”.
- Our system for reporting instances of abuse are available on My Concern for Staff and
- Parents and Students are made aware at a Child initial induction and throughout their school careers who DSL staff are and are taught through Mentoring, PSHE/PD who and where key staff are should they need to talk about or report concerns on abuse.
- We recognise that “Child-on-Child abuse” can occur between and across different age ranges.

*We follow both national ([Sexual violence and sexual harassment between children in schools and colleges](#)) and local guidance and policies to support any ***children/young people** subject to Child-on-Child abuse to enable provision of effective support*

Sometimes allegations are made of a specific safeguarding nature. These may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Some of the features of these could include:

- Allegations against an older pupil’s behaviour towards a younger child
- Severe Bullying
- Is of a serious nature possibly related to a criminal offence
- Indicates that other pupils have been affected by this pupil
- Taking part in youth produced sexual imagery, which is commonly known as ‘sexting’
- Photographing or videoing other children performing indecent acts
- Forcing others to use drugs or alcohol

Procedure All complaints and incident will be taken seriously with a record of incidents and action taken. (See Appendix F for Bullying report Form)

An assessment of an incident between young people will be completed to consider:

- Has this been a deliberate or contrived situation for a young person to be able to harm another?
- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation • What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

It is important to deal with a situation of Child-on-Child abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

Taking Action – What we do:

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Put appropriate support in place (e.g. mentoring counselling, emotional well-being service)
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

Consideration will be given to whether the complaint raises a safeguarding concern and then report to the designated safeguarding lead or the safeguarding person on duty in the absence of the DSL.

- A factual record should be made but no attempt should be made to investigate at this stage,
- The DSL can discuss the case with advisory personnel such as the Single point of contact (SPOC), Strengthening Families or the Education safeguarding officer to determine if a referral to MASH is required. If there is an indication that a criminal offence has been committed then the police may become involved. School may be advised to refer this case to the police or advise parents to do so.

-
- The DSL will speak to parents of the victim(S) and the alleged perpetrator to inform them of the referral as long as it does not put either parties at risk of further harm.
 - Records of action and advise will be kept on both children's file
 - Consideration will be given to whether the alleged perpetrator should be excluded from school according to the school's behaviour policy
 - If children services decide there will be no further action a thorough investigation will be carried out in school using the school's usual disciplinary procedure
 - If the school consider a safeguarding risk is still present then a full risk assessment will be carried out with a date set for follow up review.

For sexual offences (including youth produced sexual imagery, which is commonly known as 'sexting') all matters should be recorded and submitted on a MARF unless the following criteria applies:

1. There is an immediate need to secure and preserve evidence
2. There is a risk of immediate harm to the child
3. There is increased community tension
4. There is a risk of escalation of offending
5. The child is in need of immediate support

In those instances as well as a MARF the matter should be reported via 999/101 as appropriate.

Where matters are reported via a MARF, where required, the matter will be recorded as a crime once received by the Police in the MASH. This process will avoid any duplication of crime numbers.

This guidance forms part of Sandwell Community schools anti Bullying policy section 9

APPENDIX A: DEFINITIONS OF ABUSE AND NEGLECT

Are forms of maltreatment – a person may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Child welfare concerns may arise in different contexts and can vary in terms of extent and seriousness. Children can be abused by family members and strangers, in an institution or community setting including via the internet. In the case of Female genital mutilation children may be taken out of the country to be abused.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they have impaired capacity to avoid or resist abuse. There are also assumptions that indicators of abuse such as behaviour, mood and injury can relate to the child's disability without further exploration. Children with SEN and disabilities can be disproportionately impacted by bullying without showing outward signs. Children develop and mature at different rates so what appears to be worrying for a younger child might be normal for an older child. Parental behaviours may also be indicative of abuse or neglect so be alert to parent-child interactions and behaviours which are concerning. By understanding warning signs you can respond to problems as early as possible and provide the right support/services for the child and their family.

A1 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games.
- Injuries which have not received medical attention.
- Reluctance to change for, or participate in, games or swimming.
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation.
- The child gives inconsistent accounts for the cause of injuries.
- watchfulness.

- Frozen watchfulness

Possible effects of physical abuse

Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

A2 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children 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 the 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 cyberbullying),

causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy;
- Obsessions or phobias;
- Sudden underachievement or lack of concentration;
- Seeking adult attention and not mixing well with other children;
- Sleep or speech disorders;
- Negative statements about self;
- Highly aggressive or cruel to others;
- Extreme shyness or passivity;
- Running away, stealing and lying.

Possible effects of emotional abuse

If a child suffers sustained emotional abuse, there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on

a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

A3 Sexual Abuse and Exploitation

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, 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.

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse.
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age.
- Sexual activity through words, play or drawing.
- Repeated urinary infections or unexplained stomach pains.
- The child is sexually provocative or seductive with adults.
- Inappropriate bed-sharing arrangements at home.
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations.

- Eating disorders such as anorexia or bulimia.

Possible effects of sexual abuse

Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem has all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse, once recognised, can be strengthened by the support of a non-abusive adult carer who believes the child,

helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

A4 Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs may include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable young people
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Sandwell CSE Team (Horizons) are striving to coordinate intelligence by;

- ✓ CSE Mapping and intelligence: perpetrators, areas, links, trends
- ✓ Hotels and taxis and events
- ✓ Multi Agency Safeguarding Hub (MASH) has the following support
- ✓ Targeted Youth Support
- ✓ Women's Aid
- ✓ Barnardo's
- ✓ Specialist CSE Social Workers

CSE Screening Tool MUST be completed in Sandwell for ALL children aged 10-18 who are subject to an Early Help Assessment or a MARF. For further information, see guidance sheets regarding CSE support from CSE team within Sandwell MASH.

Complete the CSE Screening Tool when completing a MARF or EHA

http://www.sandwellscb.org.uk/site/whats_new.html

Use the online CSE Tool from Brook [Brook Learn: free RSE e-learning – Brook](#)

A5 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);

or

- ensure access to appropriate medical care or treatment.

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

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness

-
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
 - Frequently hungry
 - Overeating junk food

Possible effects of neglect

Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

For further information about neglect please see Sandwell Children's Safeguarding Partnership's [neglect policy](#).

Specific Safeguarding Issues

Violence Against Women and Girls (VAWG)

VAWG is defined as any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. VAWG is the umbrella term which brings together multiple forms of serious violence such as crimes committed in the name of "honour"; domestic abuse (including Controlling behaviour and coercive control); female genital mutilation (FGM); forced marriage; sexual violence, abuse, exploitation and rape; stalking; harassment; trafficking for sexual exploitation; prostitution. If members of staff have a concern about or knowledge of any VAWG incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies.

So-called 'Honour Based' Violence is a crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances (and can include multiple perpetrators) who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence

-
- sexual or psychological abuse
 - being held against your will or taken somewhere you don't want to go □ forced marriage

A forced marriage is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to. There is no religion that says it is right to force you into a marriage and you are not betraying your faith by refusing such a marriage.

Female Genital Mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed but where there is no medical reason for this to be done. It is also known as 'female circumcision' FGM is usually carried out on young girls between infancy and the age of 15 most commonly before puberty starts. It is illegal to perform FGM in England and Wales, assist a young girl to carry out FGM on herself in England and Wales and assist (from England or Wales) a non-UK person to carry out FGM outside the UK on a UK national or UK resident.

Some of the following signs may be indicators of risk of FGM or a child has undergone FGM

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school.
- The child may talk about a special procedure /ceremony is taking place.
- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with menstrual or bladder problems.
- Children finding it difficult to sit still and look uncomfortable or complaining about pain between the legs and may spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- if a child suspects FGM is going to happen she may run away from home or miss school.

- Talking about somebody doing something to them that they aren't able to talk about. In Africa, FGM is known to be practiced among certain communities in 29 countries: Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Cote d'Ivoire, Democratic Republic of Congo, Djibouti, Egypt, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Somalia, Sudan, Tanzania, Togo, Uganda and Zambia.

Certain ethnic groups in Asian countries practice FGM, including in communities in India, Indonesia, Malaysia, Pakistan and Sri Lanka.

In the Middle East, the practice occurs in Oman, the United Arab Emirates and Yemen, as well as in Iraq, Iran, the State of Palestine and Israel.

In Eastern Europe, recent info shows that certain communities are practicing FGM in Georgia and the Russian Federation.

In South America, certain communities are known to practice FGM in Columbia, Ecuador, Panama and Peru.

And in many western countries, including Australia, Canada, New Zealand, the United States, the United Kingdom and various European countries, FGM is practiced among diaspora populations from areas where the practice is common

- Abuse linked to a Belief in Spirit Possession whereby the perpetrators believe that an evil spirit has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is defined here as the belief that a child is able to use an evil force to harm others. Terms used may be black magic, kindoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases genuine beliefs can be held by families, carers, religious leaders, congregations and the children themselves that evil forces are at work. Abuse often occurs when an attempt is made to 'exorcise' or 'deliver' the child.

Worried about FGM?

You must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. You can also call the FGM helpline if you're worried a child is at risk of, or has had, FGM. It's free, anonymous and we're here 24/7. 0800 028 3550 or email fgmhelp@nspcc.org.uk

Some of the following signs may be indicators of this type of abuse but may also be common features in other kind of abuse

- Signs or marks such as bruises or burns
- A child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children
- A person's personal care deteriorating such as losing weight, being unkempt with dirty clothes and even faeces smeared on them
- Parent or carer does not show concern for or have a close bond with the child.

- Child's school attendance becoming irregular or the child being taken out of school altogether
- A child reporting, they are or have been accused of being 'evil' and/or that they are having the 'devil beaten out of them'

Domestic Abuse

Domestic abuse means *an incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse by a partner, ex-partner or family member*. It is based on one person having power or control over another, and it often gets worse over time. Domestic abuse doesn't just mean physical violence, and it can include:

- **Coercive control:** a pattern of intimidation, degradation, isolation and control with the use or threat of physical or sexual violence;
- **Psychological** and/or **emotional** abuse; ➤ **Physical** abuse; ➤ **Sexual** abuse; ➤ **Financial** abuse;
- Harassment and stalking;
- Online or digital abuse;
- **Forced marriage, female genital mutilation** and so called "**honour crimes**" that are perpetrated primarily by family members.

Anyone can be abused, regardless of their social background, age, gender, religion, sexuality or ethnicity. Domestic abuse doesn't just happen between partners; it can also happen within families or in shared homes. Domestic Violence doesn't always mean physical violence.

Signs of possible DA

- Criticism, put downs name calling
- Fear of disagreeing or triggering anger in perpetrator
- Constant checking up on and following victim
- Make it difficult for you to see family and friends
- Physical violence
- Withhold money, food or affection
- Make victim do things they are uncomfortable with ➤ Stops victim from going to work or college?
- Threats that victim could be deported because of immigration status? ➤ Threats to take children away?

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Forced marriage is a CRIME. It is a form of violence against women and men, domestic abuse, a serious abuse of human rights, and where a minor is involved, child abuse. · While it is important to have an understanding of the motives that drive parents to force their children to marry, these motives should not be accepted as justification for denying them the right to choose a marriage partner and enter freely into marriage. · A person's capacity to consent can change. With the right support and knowledge, a person with a learning disability may move from a position of lacking capacity to consent to marriage, to having capacity. However, some children and adults with learning disabilities are given no choice and/or do not have the capacity to give informed consent to marriage and all it entails.

The Forced Marriage Unit (FMU) is a joint Foreign and Commonwealth Office and Home Office unit which was set up in January 2005 to lead on the Government's forced marriage policy, outreach and casework. It operates both inside the UK, where support is provided to any individual, and overseas, where consular assistance is provided to British nationals, including dual nationals.

The FMU operates a public helpline to provide advice and support to victims of forced marriage as well as to professionals dealing with cases. The assistance provided ranges from simple safety advice, through to aiding a victim to prevent their unwanted spouse moving to the UK ('reluctant sponsor' cases), and, in extreme circumstances, to rescues of victims held against their will overseas.

The FMU undertake an extensive outreach and training programme of around 100 events a year, targeting both professionals and potential victims. The FMU also carry out media campaigns, such as 2015's 'right to choose' campaign, where the FMU commissioned a short film to raise awareness amongst young people at risk of being forced into marriage, as well as potential perpetrators.

Contact

Telephone: +44 (0) 20 7008 0151

Email: fmu@fco.gov.uk

Email for outreach work: fmuoutreach@fco.gov.uk

Facebook: [ForcedMarriagepage](#)

Twitter: [@FMUnit](#)

Mental Health

We are 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Our staff members however, 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. 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 our staff members 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, this will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. We also note the DfE's advice and guidance on [Mental Health and Behaviour in Schools](#).

Assessment of risk outside the family home – (Extra familial Abuse) The following toolkits and guidance will be referred to when concerns are used:

[Child Exploitation Toolkit](#)

[County Lines Exploitation Guidance](#)

[Child sexual exploitation: definition and guide for practitioners](#)

Children and young people may be vulnerable to abuse or exploitation from outside their families. These threats may occur in educational establishments, within peer groups or more widely from within the community and/or online. Children can be vulnerable to multiple threats including exploitation by criminal gangs and organised crime groups, online grooming, extremist ideologies.

Professionals should consider whether wider environmental factors are present that threaten a child's safety and welfare.

Serious Violence

Staff are made aware of the possible indicators which may signal a child/young person is involved in serious violent crime. Indicators may include but not limited to:

- Increased absence from school
- Changes in friendships groups

- Relationships with older individuals or groups
- Signs of self-harm
- Decline in academic performance
- Unexplained gifts or new possessions
- Changes in well being
- Signs of assault or unexplained injuries

There are a range of risk factors that increases vulnerability and likely involvement in serious violence. Risk factors may include (but not limited to):

- Being male
- Frequent absence or exclusion from school
- Experience of child maltreatment
- Previous involvement with offending behaviour

Further advice and guidance is available from [Preventing youth violence and gang involvement](#) and [criminal exploitation of children and vulnerable adults: county lines guidance](#)

Online Safety

There is a breadth of issues relating to online safety and social media. They can be broadly categorised in to four broad areas of risk:

- Content – being exposed to illegal, inappropriate or harmful material
- Contact – being exposed to harmful interactions with other users
Conduct – Personal online behaviours that increases the likelihood of or actually causes harm.
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. We will report any concerns to the Anti-Phishing Working Group (<https://apwg.org/>).

□

'Consensual and non-consensual sharing of nude images (**'Sexting'**)

Creating and sharing sexual photos and videos of under-18s is illegal. Sharing youth produced sexual imagery, which is commonly known as 'sexting' covers the incidents where

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

When such an incident involving youth produced sexual imagery comes to a member of staff's attention, this will be shared with the designated safeguarding lead with a view to referring to appropriate agencies following the referral procedures. Further information and advice on youth produced sexual imagery is available in the non-statutory guidance produced by the UK Council for Child Internet Safety (UKCCIS) '[Sexting: how to respond to an incident](#)'.

All staff receive Online safety training

Sandwell Community Schools Online safety coordinator is: **Mr Maz Iqbal**

All staff members will, through training, be made aware of the following:

- ✓ Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- ✓ The procedure to follow when they have a concern regarding a pupil's online activity.
- ✓ Sandwell Community School will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's Online Safety policy
- ✓ The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the Staff Code of Conduct and Acceptable Use Policy
- ✓ The school will 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 regarding online teaching.

Child Criminal Exploitation:

Gang activity and youth violence

Child exploitation can occur through gang recruitment. Young people at risk of joining a gang are usually vulnerable individuals who can be both perpetrators and / or victims of crime. Some the risks associated with gang/criminal involvement are:

- Retaliatory Violence due to territorial disputes with other gangs
- Criminal records
- Physical and Sexual violence as a means of control
- Drug/alcohol addiction
- Poor educational or employment potential
-

Children may often be at the periphery of involvement for some time before they become active gang members. Children may also follow older siblings into gang involvement. There are often opportunities for preventative work to be undertaken with children to deter them from joining a gang.

County Lines

Criminal exploitation is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks and gangs groom and exploit children and young people to carry drugs and money within and from urban areas into suburban and rural areas.

Possible indicators of exploitation:

- Missing episodes
- Disengagement with education and leisure activities
- Becoming isolated from friends and family
- significant changes in emotional well-being
- A person meeting unfamiliar adults or a change to their behaviour
- The use of drugs and alcohol
- Acquiring money or expensive gifts they can't account for
- Lone children from outside of the area
- Individuals with multiple mobile phones or tablets or 'SIM cards'
- Unknown or suspicious looking characters coming and going from a neighbour's house
- Relationships with controlling or older individuals or associated with gangs
- Suspicion of self-harm, physical assault or unexplained injuries

If you have concerns surrounding children, follow safeguarding procedures and share your concerns with MASH. You can also report any suspected criminal activity due the police via the FIB (police intelligence form) or by reporting via 101 or 999 in an emergency.

Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced in to exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation

- Children who appear with unexplained gifts, money or new possessions
- Children who associate with other children involved in exploitation
- Children who have older boyfriends or girlfriends
- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);

-
- Entering and/or leaving vehicles driven by unknown adults;
 - Frequenting areas known for risky activities;
 - Being groomed or abused via the Internet and mobile technology;
 - Having unexplained contact with hotels, taxi companies or fast food outlets.
 - Children who suffer from sexually transmitted infections or become pregnant
 - 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
 - Children who regularly miss school or education or don't take part in education

Early intervention and preventative work is key in helping to support and educate children and young people. Strong links with local policing and neighbourhood teams is critical in identifying and safeguarding young people at risk

Radicalisation/Extremism

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the

group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.

- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

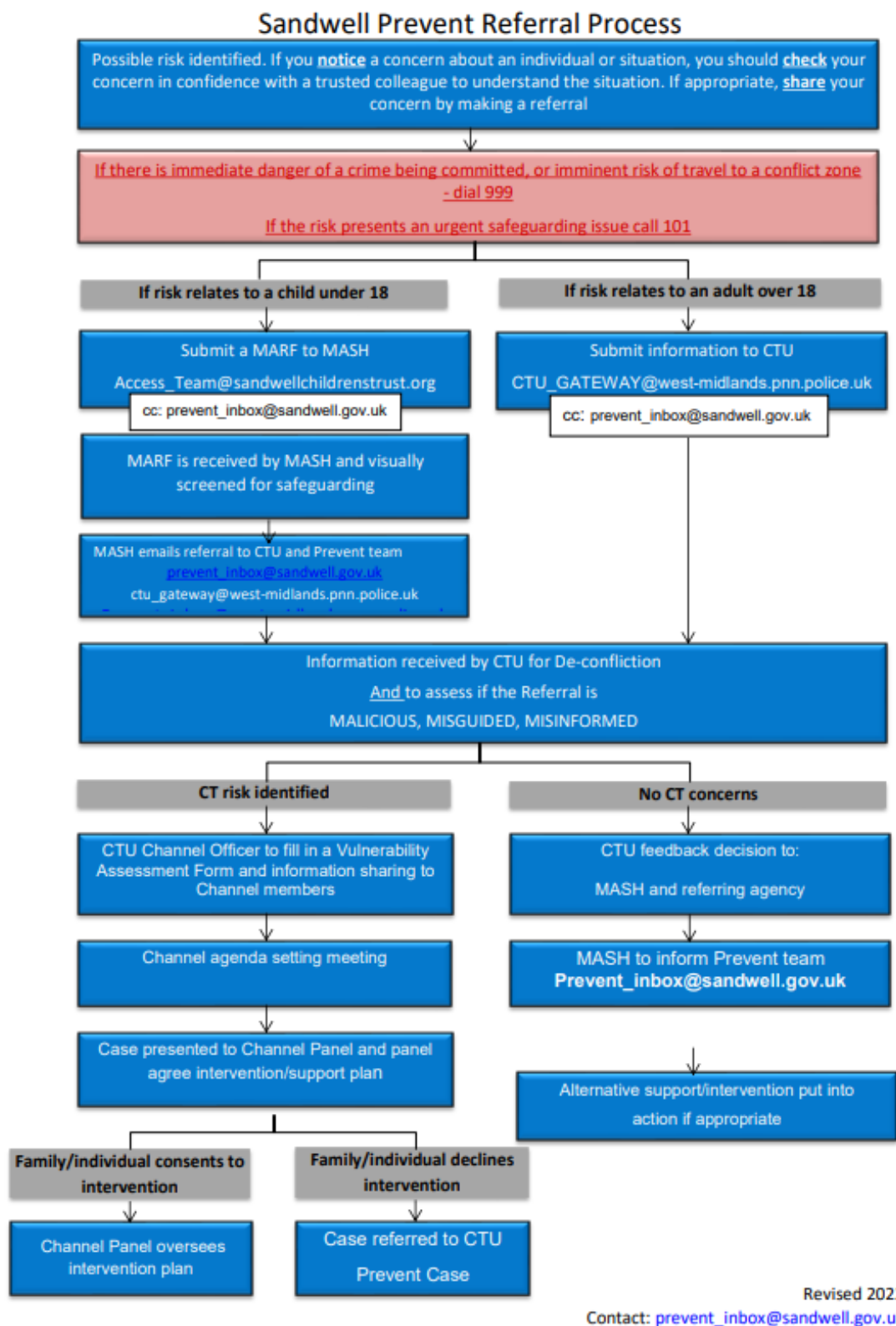
More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or

prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. [Child Online Safety guide: Extremeism awarness](#) School will refer any incidents of suspected radicalisation or children deemed at risk on a Multi-agency referral form (MARF) to the MASH marked as PREVENT referral.



For information, support or guidance on Prevent in Sandwell, you can email:

Prevent_Inbox@sandwell.gov.uk

If you would like to talk to someone about any queries, concerns, or a referral do not

hesitate to make contact with anyone from the Prevent Team:

Strategic Prevent Coordinator: Pardeep_Brar@sandwell.gov.uk

07500 129348

Prevent Education Officer: Justin_Nixon@sandwell.gov.uk

07790 396643

TYS Prevent Officer: Sarfraz_Khan@sandwellchildrenstrust.org

07768 818439

Prevent Community Engagement Officer : Jasbir_Sangha@sandwellchildrenstrust.org

07772658703

Training

All staff will undertake Online Prevent awareness training on an annual basis. This training is provided by the Home Office and can be found following the following link: <https://www.elearning.prevent.homeoffice.gov.uk>

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community.

Gypsy, Roma and Traveller Children

Gypsy, Roma and Traveller children and young people have the same rights as all others to unhindered access to education.

Because of a long history of racial prejudice and discrimination, many Gypsy, Roma and Traveller families are reluctant to declare their true ethnicity voluntarily. Sandwell Community School will create an inclusive culture that encourages all students and parents in ascribing themselves to their appropriate ethnic group, either when they first join the school or at some later point. Fostering relationships with Gypsy, Roma and Traveller families, including home and site visits will be carried out to provide an effective means of developing Sandwell Community School staffs' understanding of the contexts and backgrounds of their pupils. Sandwell Community school will address the challenges faced by Gypsy, Roma and Traveller children with a holistic approach; not just focusing on education, but considering housing, health and access to key agencies.

Attainment trends demonstrate that, while attainment levels for most groups have improved, for Gypsy, Roma and Traveller students are the group most at risk in the education system. However, research evidence also confirms that, when Gypsy, Roma and Traveller pupils are given the right learning environment and experiences, they can be equally as successful as any other group.

Child-on-Child abuse

Child-on-Child child abuse is a term used to describe children abusing other children. This can take different forms, such as bullying (including cyberbullying), physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; violence, particularly pre-planned, forcing other children to use drugs or alcohol, initiation/hazing type violence and rituals), emotional abuse (blackmail or extortion, threats and intimidation), sexual violence, such as rape, assault by penetration and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, sexting, sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing

Building Children's Resilience

Sandwell Community School will:

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

Resources

Sandwell Community School will utilise the following resources:

- ✓ The Local Safeguarding Childrens Board
- ✓ Local police (contacted via 101 for non-emergencies)

- ✓ The DfE's dedicated helpline (020 7340 7264)
- ✓ The Channel awareness programme
- ✓ The [Educate Against Hate](#) website

Pupils with SEND

The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability

Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs

Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's Inclusion Manager, as well as the pupil's family where appropriate to ensure that the pupil's needs are effectively met.

Spiritual Abuse

Linked with emotional abuse, spiritual abuse could be defined as an abuse of power, often done in the name of God or Religion, which involves manipulating or coercing someone into thinking, saying or doing things without respecting their right to choose for themselves. Some indicators of spiritual abuse might be a leader who is intimidating and imposes his / her will on other people, perhaps threatening dire consequences or the wrath of God if disobeyed. He or she may say that God has revealed certain things to them and so they know what is right. Those under their leadership are fearful to challenge or disagree, believing they will lose the leader's (or more seriously God's) acceptance and approval. All suspicions of the above, must reported to the DSL.

Photography and Images

- ✓ The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have some safeguards in place.
- ✓ To protect pupils, we will:

- ✓ seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- ✓ seek parental consent
- ✓ use only the pupil's first name with an image
- ✓ ensure pupils are appropriately dressed
- ✓ encourage pupils to tell us if they are worried about any photographs that are taken of them.

Fabricated or Induced Illness in Children

Issue

[Fabricated or induced illness](#) (FII) is a form of abuse involving a parent or carer inventing, exaggerating or deliberately causing symptoms of illness in a child. It is also known as 'Munchausen's syndrome by proxy'.

- [Patterns and levels of abuse](#) range in severity, examples include:
 - Manipulating test results
 - Intentionally withholding nutrition
 - Inducing symptoms; for example, by using chemicals to irritate the skin
 - Poisoning; for example, by using laxatives to induce diarrhoea or insulin to lower blood sugar levels
 - Smothering to cause unconsciousness

What to do

If you or a member of staff believe that a pupil is in immediate danger, you should speak to the designated safeguarding lead if they are concerned that a pupil is

Do not investigate concerns or allow other school staff to do so. Once FII is suspected a multi-disciplinary approach will be needed, involving social services and paediatricians

Ensure your school verifies the reasons for a pupil's absence and that staff keep a written record of events that cause concern

Where there are siblings in the school, consider whether their teachers have similar concerns and check whether the school nurse has had contact with the pupils

What to look for

FII takes a range of forms and can be difficult to identify. However, there are warning signs to look out for, as outlined below.

- Implausible or inexplicable symptoms
- Symptoms that only appear in the company of the parent/carer

- Inexplicably poor response to treatment
- Regular and varying health problems
- Changes in the pupil's physical, emotional or behavioural state
- Frequent absences without explanation or for medical appointments

The parent or carer may:

- Claim a pupil is frequently unwell
- Be aggressive when challenged
- Be overprotective and limit the pupil's activities
- Frequently change healthcare provider
- Encourage painful tests and procedures to be carried out on the pupil
- Have a strong medical knowledge
- Appear to co-operate with professionals to avoid investigation/intervention

Further reading

[Safeguarding children in whom illness is fabricated or induced, GOV.UK – HM Government \(Adobe pdf file\)](#)

[Cases of fabricated or induced illness, Local Government Lawyer](#)

[Fabricated or induced illness, NHS](#)

[Signs of fabricated or induced illness, NHS](#)

[Safeguarding children in whom illness is fabricated or induced, GOV.UK – HM Government \(Adobe pdf file\)](#)

A12 Why Looked After Children are a Priority www.nspcc.org.uk

There are around 90,000 children in care at any one time in the UK (see [statistics](#)). The majority enter care because of abuse and neglect and 45% have a diagnosable mental health condition ([Meltzer et al, 2003](#)). For these children care is a vital part of our child protection and family support system.

Thanks to dedicated carers and other professionals there have been significant improvements to the care system in recent years and the government has made improving

care a priority. But care still fails some of our most vulnerable children, with too many going on to have poor experiences in care or after they leave.

Generally, children in care continue to have poorer outcomes than the wider population – particularly in relation to educational achievement, homelessness and mental health. It is difficult to determine the extent to which these outcomes were caused by the child’s experiences prior to coming into care, rather than their experiences once in care. However, we do know that further support is needed to help these children and young people overcome the effects of the abuse and neglect they have suffered.

It is wrong to assume all children in care are kept safe. A minority are at continued risk of abuse or neglect, including from their carers, other young people and those in the wider community who target them.

Children in care who call Child Line tell us that they continue to feel vulnerable and isolated, leaving them at risk of harm. For some, care does too little to compensate for the harm they have already suffered and for others the care experience compounds that harm (see [Looked after children talking to Child Line](#), 2011).

Better support is needed to help these young people overcome the effects of the abuse and neglect they have suffered and to enable them to realise their potential. Care must provide effective therapeutic support for children and young people and protect them from current and future harm.

The NSPCC is committed to ensuring care provides a positive, supportive experience for all looked after children.

Appendix B:

Aide-memoire for Professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, immediate risk of significant harm **Situation**

I am (give your name / designation / base). I am calling about (child’s name(s) / date of birth / address, or mother’s details if an unborn child).

I am calling because I believe this child is at risk of harm.

The parents are/aren’t aware of the referral.

Assessment and actions

I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered) *or* I fear for the child's safety because (provide specific facts – what you have seen, heard and/or been told).

An Early Help Assessment has/hasn't been completed/ followed prior to this referral.

The child is now (describe current condition and whereabouts)
I have not been able to assess the child but I am concerned because ...

I have (actions taken to make the child safe).

Family Factors

Specific family factors making this child at risk of significant harm are (base on the Assessment of Need Framework i.e. parenting capacity, family/environment, and child's developmental needs)

Additional factors creating vulnerability are ...

Although not enough to make this child safe now, the strengths in the family situation are ...

Expected response

In line with "Keeping Safe in Education 2021", "Working Together to Safeguard Children" 2018 (updated December 2020) and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).

Other recommendations.

Ask: Do you need me to do anything now?

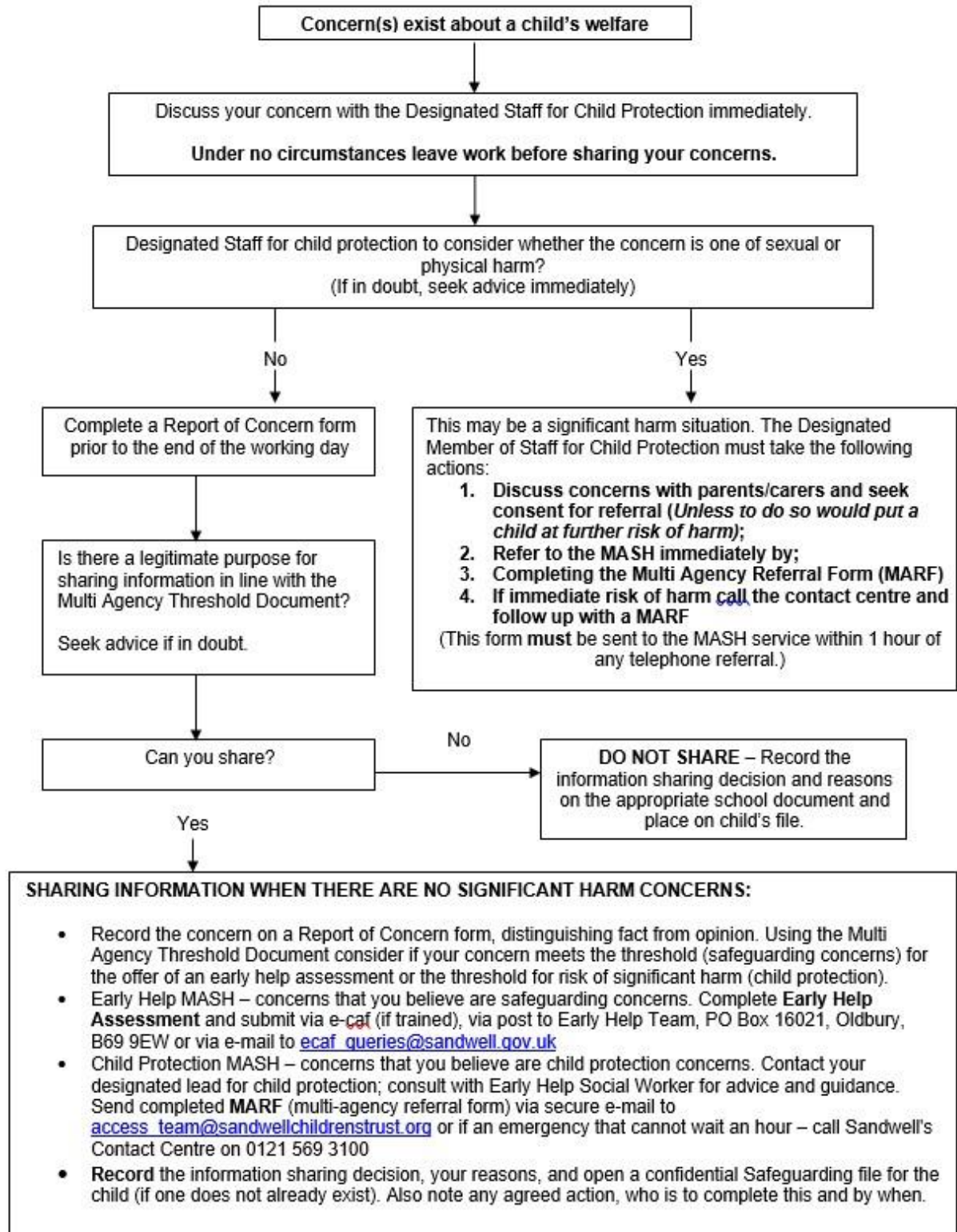
Referral and recording

I will follow up with a written referral (MARF) and would appreciate it if you would get back to me as soon as you have decided your course of action.

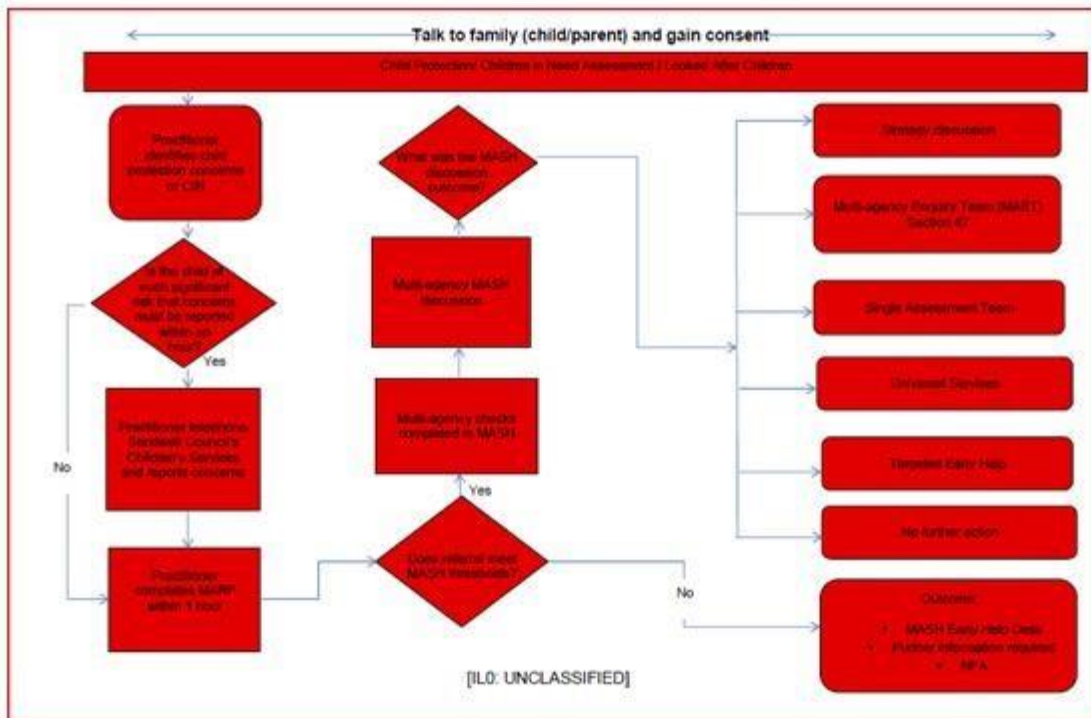
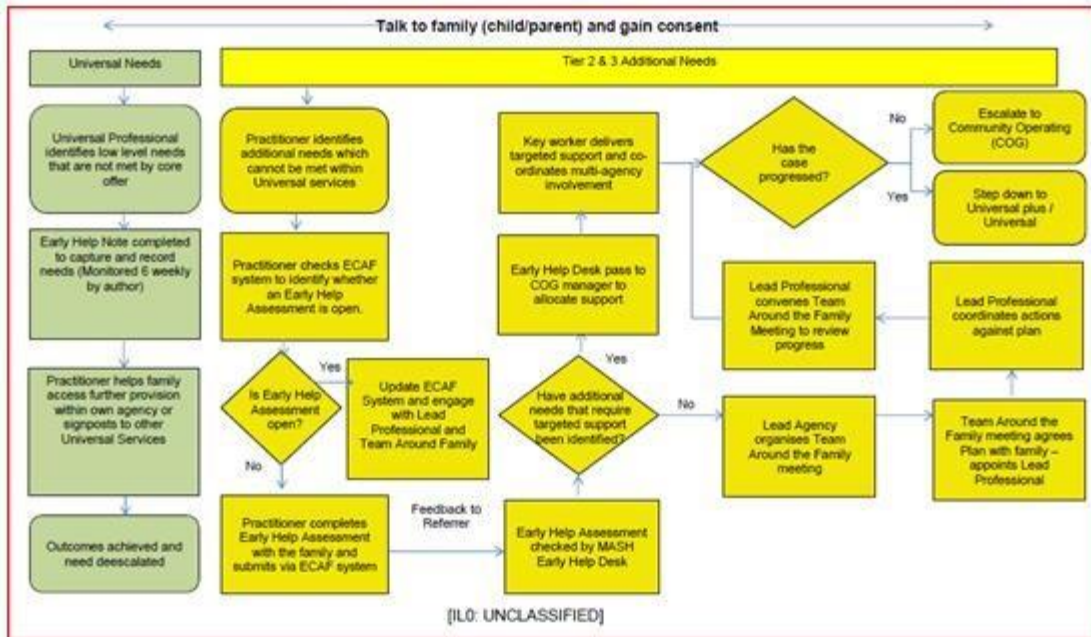
Exchange names and contact details with the person taking the referral.

Now complete the MARF ensuring that it is sent within 1 hour and record details and time and outcomes of telephone referral.

Appendix C: Safeguarding and Promoting Children's Welfare Procedural Flowchart



Appendix D: Process Map



Appendix E: Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for *School* is Channelle Nixon, who is responsible for:

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

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix F: Record Keeping

MyConcern

MyConcern has been designed to make recording Safeguarding Concerns as efficient as possible. Once a concern has been submitted it is passed immediately to Designated Safeguarding Lead to triage the concern. DSL's will need to consider any further action, allocate tasks to colleagues or team members or close the concern. MyConcern enables you to: -

- ✓ Track and Monitor all concerns regarding pupils
- ✓ Allocate required tasks
- ✓ Upload and view documents
- ✓ Share information with external agencies
- ✓ Create reports

Recording Safeguarding Concerns

All disclosures/safeguarding concerns must be recorded as a concern on MyConcern immediately. If the child is at immediate risk of harm or danger the concern must be verbalised as a priority to the DSL/Head of Campus.

When Recording

Direct the concern to the campus the child attends, if it is a priority concern tick the urgent box. Add any additional names of other students that are involved. Describe any injuries and where on the body, record any disclosures, words and discussions, what action you have taken.

Administration procedures

- ✓ Any new staff will be added to MyConcern at induction and they will receive an activation e-mail.
- ✓ Staff will receive Level 1 Child Protection Training and MyConcern training at induction, and all staff receive this training annually.
- ✓ **If a member of staff leaves SCS their account must be closed immediately.**

Child-on-Child abuse and Bullying Report Form

This form will be sent to the headteacher upon completion.

Personal details	
Name of person reporting incident:	
Name of pupil being bullied:	
Form group:	
Centre of Learning:	
Date transferred to My concern and by Whom:	
How may we contact you? (please circle)	
At school	At home
Home address:	
Email:	
Telephone:	

Incident details
What happened?
Where did the incident take place?

When did the incident occur?

Who has been suspected of bullying?

Did anyone else see the incident?

According to the victim, how often does the bullying take place?

According to the victim, how long has the bullying been going on?

Appendix G: Sandwell Children's Safeguarding Partnership (SCSP)

Website: <https://www.sandwellcsp.org.uk/>

Telephone: 0121 569 4800

Email: SCSP_business@sandwell.gov.uk

There is a shared responsibility between organisations and agencies to safeguard and promote the welfare of all children in a local area. The responsibility for this join-up locally rests with the three safeguarding partners who have a shared and equal duty to make arrangements to work together to safeguard and promote the welfare of all children in a local area

A *safeguarding partner* in relation to a local authority area in England is defined under the Children Act 2004 (as amended by the Children and Social Work Act, 2017) as:

- (a) the local authority
- (b) a clinical commissioning group for an area any part of which falls within the local authority area
- (c) the chief officer of police for an area any part of which falls within the local authority area (Working Together 2018)

Sandwell Children's Safeguarding Partnership (SCSP) agree how to co-ordinate their safeguarding services; act as a strategic leadership group in supporting and engaging others; and implement local and national learning.

The purpose of SCSP is to support and enable local organisations and agencies to work together in a system where:

- Children are safeguarded, and their welfare promoted.
- Partner organisations and agencies collaborate to achieve improved outcomes for vulnerable children.
- Organisations and agencies challenge appropriately and hold one another to account effectively.
- There is early identification and analysis of new safeguarding issues and emerging threats.
- Learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice.
- Information is shared effectively to facilitate more accurate and timely decision making for children and families.

Ratification

Mr K Morgan
Executive Head Teacher:

Signed.....*K Morgan*.....

Date.....28 April 2023.....

[Anna Misiewicz](#)
Chair of Governors:

Signed.....*Anna Misiewicz*.....

Date.....28 April 2023.....

Safeguarding and Child Protection POLICY

Author	CNN				Version 2	
Implementation	1 September 2022				Full Governors	
Availability	SCS	✓	Website	✓	VLE	✓
Review	28 April 2023				CoG	
Availability	SCS	✓	Website	✓	VLE	✓
Next Review	1 July 2023					

