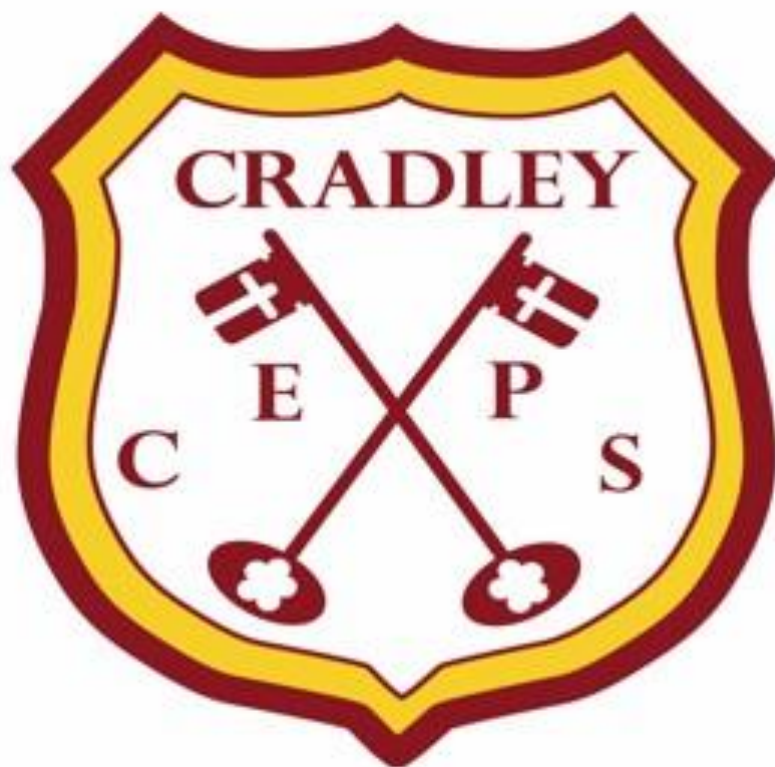


Cradley CE Primary School



Safeguarding & Child Protection Policy

| Responsibility for monitoring this policy: Marcia Harris (Reviewed annually or in response to changes in legislation or operating procedures) | | |
|--|-------------|----------------|
| | | Date |
| Reviewed by | M Harris | September 2023 |
| Approved by | D Pritchard | September 2023 |
| Shared with staff | | September 2023 |
| Next review | | September 2024 |
| | | |

I. Purpose and Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues

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

We give special consideration to children who:

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

2. Statutory Framework

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2023\)](#) and [Working Together to Safeguard Children \(2018\)](#), the [Governance Handbook](#) and the [DfE's filtering and monitoring standards](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
Information Sharing (2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the 2018 Childcare Disqualification Regulations) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [Early years foundation stage statutory framework \(EYFS\) March 2021](#)
- The school's policy has been written taken into consideration our locally agreed multi-agency procedures that have been put in place by the three safeguarding partners:
 - ✓ (The local authority (LA))
 - ✓ Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
 - ✓ The chief officer of police for a police area in the LA area

The links for Dudley's procedures are below:

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

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

The safeguarding priorities for Dudley 2022/24 are:

Neglect

Exploitation

Family Safeguarding

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

3. The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is **Marcia Harris**. The DSL takes lead responsibility for child protection and wider safeguarding. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Our DSL is contactable out of school hours and during the holidays via email mharris@cradley-p.dudley.sch.uk.

When the DSL is absent, **Rebecca Lawrence** will be acting DSL.

During out of hours club, if the DSL and deputy are not available, Cradley Extra Time Manager **Sharron Pitchford** will act as cover.

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

- Work closely with teachers and share information & provide advice and support to other staff on child welfare and safeguarding and child protection matters
- Sets out procedures so that staff promptly share their safeguarding concerns in writing
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children (including children with a social worker) are experiencing, or have experienced, with teachers and school and college leadership staff. This includes ensuring that our school staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for them. The DSL will also support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Refer cases of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required and
- Refer cases where a crime may have been committed to the Police
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children, particularly in relation to Early Help
- Work closely with Mental Health Leads
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel Panel and/or police), and support staff who make such referrals directly
- The DSL will also liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Have a good understanding of harmful sexual behaviour
- Have a good understanding and takes the lead of the filtering and monitoring systems and processes in place at our school, this is included in the DSL's job description
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers (LADO) for safeguarding and child protection concerns as appropriate.

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

4. The Headteacher and Governing Body

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

- Ensuring that staff (including temporary & supply staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service/Teaching Regulatory Agency/TRA as required
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Completing appropriate safeguarding and child protection (including online) training
- Ensuring the relevant staffing ratios are met where applicable

The Governing body will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

The Governing Body have appointed **Jennie Dunn** as our Safeguarding Governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The Chair of Governors **Rebecca Burt** will act as the 'case manager' if an allegation of abuse is made against the headteacher, where appropriate

Governors will ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:

- Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

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

All Governors have read and understood Keeping Children Safe in Education 2023.

5. Safeguarding Policies and Procedures/Legal Responsibilities and duty to share information

Our safeguarding responsibilities include:

- Protecting children from maltreatment

- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

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

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. See sections 11 and 12 which explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Section 11 defines neglect in more detail.

Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

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

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

6. Roles and Responsibilities

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

The school plays a crucial role in preventative education by embedding safeguarding and well being in the school curriculum.

All staff

All staff will

- Read and understand part 1 and annex B of the Department for Education’s statutory safeguarding guidance, [Keeping children safe in education](#) and review this guidance at least annually.
- Sign a declaration at the beginning of each academic year to say that they have reviewed, understand, and will follow the guidance
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they’ll be interacting with online)

Staff who have contact with pupils and families

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

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy and the safeguarding response to children who are absent from education
- On line safety policy which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring,] and the safeguarding response to children are absent from education
- The Early Help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual & criminal exploitation (CSE/CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online.
- What to look for to identify children who need help or protection.

Staff safeguarding training.

All staff members will

- Undertake safeguarding and child protection training, including online safety training, at induction, together with managing allegations and whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with local and statutory guidelines.
- Undertake annual training on Cyber-security training.
- Have regard to the Teachers' Standards to support the expectation that all teachers:
- Manage behaviour effectively to ensure a good and safe environment
- Have a clear understanding of the needs of all pupils
- Have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- Staff will also receive regular safeguarding and child protection updates (for example, through emails and staff meetings) as required, but at least annually. Regular updates throughout the academic year

could include (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

- All new staff will receive robust safeguarding training in line with the whole school training package, this will be delivered as part of their induction process before they commence working with our pupils/students.

All volunteers and contractors will receive appropriate training, as applicable.

The DSL and deputy

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

The DSL will undertake child protection and safeguarding training at least every 2 years.

Online safety training will be undertaken annually and regularly updated to keep knowledge of staying safe online and the risks associated up to date, this includes including filtering and monitoring and cyber security.

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

Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

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

All Governors will undertake training relating to on line filtering and monitoring, in addition one Governor will be trained in Cyber-security.

Staff who have contact with pupils and families

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

7. Confidentiality, information sharing and record keeping

Confidentiality

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

Information sharing

Timely information sharing between practitioners is essential to effective safeguarding; sharing is essential for early identification of need, assessment and service provision to keep children safe. Practitioners should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of a child.

Cradley CE adheres to the following principles when sharing information within school and with the 3 safeguarding partners and other agencies as required.

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. It may be necessary to liaise and where necessary, challenge other agencies involved, in order to obtain relevant information to support the child appropriately. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk. Relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well-being.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information. When sharing information we will ensure that it is **necessary, proportionate, relevant, adequate, accurate, timely and secure**. A record will be kept on a child's chronology of the decision on whether to share information or not, the reasons for the decision, what we have shared, with whom and for what purpose.

If a child resides in another borough but attends Cradley CE Primary School, we will ensure that we liaise with the Local Authority in which the child resides. If a child who is subject to a child protection plan leaves, their information will be transferred to the new school immediately and that child's social worker be informed.

If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation. When a Designated Safeguarding Leader resigns their post or no longer has child protection responsibility, there will be a full face-to face handover/exchange of information with the new post holder.

Record keeping

Child protection and safeguarding records are maintained in line with data protection laws (e.g. ensuring that information is accurate, regularly updated, relevant and secure). All safeguarding concerns, discussions, decisions made and the reasons for those decisions, will be recorded in writing promptly.

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

Electronic records are kept, along with some paper based information. Chronologies are kept by the DSL to ensure an accurate dated record of events over time is recorded. Paper based records are stored securely in a locked cabinet and separate from academic records. Access to these records by staff other than by the Designated Safeguarding Lead or deputy is restricted and only available to those who have a right or professional need to see them. Non-confidential records are kept in the class teacher's white folder. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their safeguarding & child protection file is forwarded promptly and securely, within 5 school days of starting at the new education setting.

We will record where and to whom the records have been passed and the date. If sending by post pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. If there are any significant or complex concerns, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

At the end of Key Stage Two, the DSL will send the Dudley Transfer File to the new high school before the end of the summer term, informing the school that there are records to follow. This will enable schools to make appropriate arrangements to welcome the child in question. Full records will then be hand delivered or sent by recorded delivery early in September. This is in line with the following guidance: Department for Education (DfE), 2020; Department of Education, 2016; Information and Records Management Society (IRMS), 2016). The file should be kept until the child is 25 (this is seven years after they reach the school leaving age) (Information and Records Management Society (IRMS), 2016).

At no time should an individual teacher or member of staff consider taking photographic evidence of any injuries or marks to a child's person; this could lead to the member of staff being taken into managing allegations procedures.

8. Communication with parents

General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff.

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL. School will not disclose to a parent any information held on a child if this would put the child at risk of significant harm. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children, we will usually notify the parents of all the children involved.

We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

9. Whole Staff Responsibilities

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

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

Make a referral to Multi Agency Support Team relevant to the child's home address; for Dudley children this is Dudley Front Door

<https://childrensocialcare.dudley.gov.uk/web/portal/pages/home>

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

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

Support can be found on the Dudley **Report it** page: <https://dudleysafeguarding.org.uk/>

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgment on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so

Aside from the above professionals, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

It is important to also understand the following:

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

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

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm or is in immediate danger (Fig 1 page 13)) illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL or deputy is not available, this should not delay appropriate action being taken. Speak to a member of the Senior Leadership Team and/or take advice from Local Authority Children's Social Care. Referrals should be made by completing a Request for Advice and Support [Children's Services Portal site](#) or contact 0300 555 0050. If you have immediate safeguarding concerns about a child, OR If you would like to speak with the Children's Front Door to seek advice or support for a child or family then please press 3

Make a referral to Local Authority Children's Social Care directly, if appropriate. Record and share any action taken with the DSL as soon as possible. Referrals should be made via the Dudley Children's portal [Make a referral](#) (address is <https://childrensocialcare.dudley.gov.uk/web/portal/pages/home>)

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

To refer into Dudley Exploitation hub (DEx) contact: CS.Hub@dudley.gov.uk . Also complete a Request for Support and Advice Form to be submitted via the portal. Head of DEx Service: Lorna Nolan

Referral

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

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

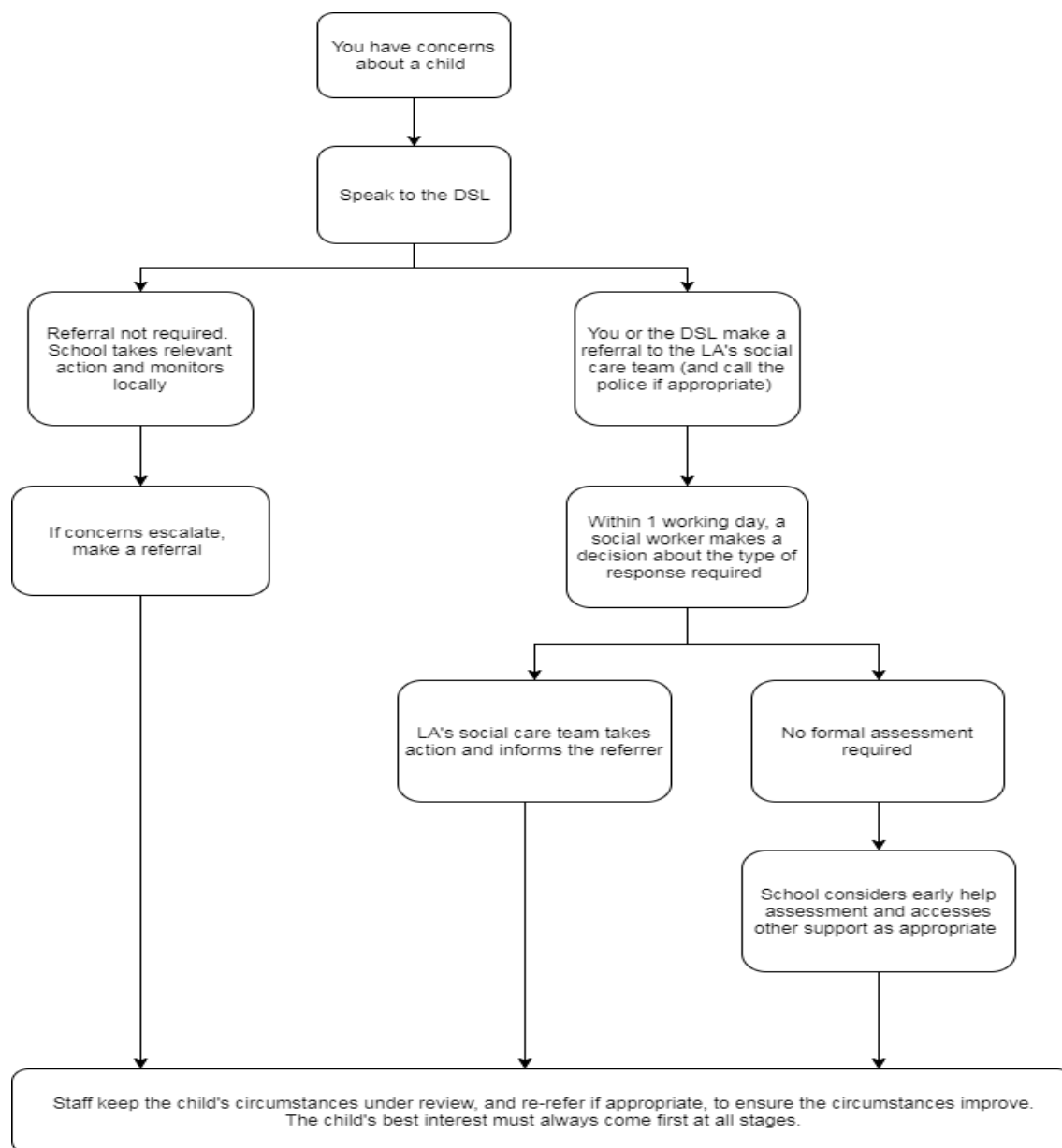
If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures (found in shared area and on safeguarding notice board) to ensure their concerns have been addressed and that the child's situation improves.

Advice and further information on Dudley Professional Resolution can be accessed from the Lead for Safeguarding in Education or directly of the Dudley Safeguarding partnership website.

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

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

(Note – if the DSL is unavailable, this should not delay action.)



10. Thresholds and Early Help

Early Help is about ensuring that children and families receive the support they need at the right time. It is providing support as soon as a problem emerges, at any point in a child's life. We aim to provide help for children and families when problems start to emerge or when there is a strong likelihood that problems will emerge in the future. Early help can also prevent further problems arising. We believe that providing early help is more effective in promoting the welfare of children than reacting later.

Children and families may need support from a wide range of local organisations and agencies. Where a child and family would benefit from co-ordinated support from more than one organisation or agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should be evidence-based, be clear about the action to be taken and services to be provided and identify what help the child and family require to prevent needs escalating to a point where intervention would be needed through a statutory assessment under the Children Act 1989.

Early Help is here to find out what is working well for families and what areas they might be worried about; it can help to build on families' strengths and identify any needs where support might be needed. It is an approach that brings people together from different teams and services who work together with the whole family. The main focus is to improve outcomes for children.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs
- 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 or county lines
- is frequently absent /goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- 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 at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day

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

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

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

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

Level 3 - Referrals should be made by completing an online [Early Help assessment](#)

View more information on Dudley Early Help or complete an [Early Help assessment](https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/dudley-early-help)
<https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/dudley-early-help>

Dudley Safeguarding Partnership threshold guidance is below, this should be considered when completing Request for Help and Support Form <https://dudleysafeguarding.org.uk/wp-content/uploads/2023/03/DSPP-Support-Level-Guidance-and-Framework-March-2023.pdf>

11. When to be concerned

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

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

Types of Abuse

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

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

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

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening.

The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

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

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment

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

12. Specific Safeguarding Issues

This section is based on the advice in Annex B of Keeping Children Safe in Education.

Annex B also includes information on further issues to be aware of, including children's involvement in the court system, children with family members in prison, and county lines

Child on Child abuse /Peer on Peer abuse - Allegations of abuse made against other pupils (see KCSiE part 5)

At Cradley CE we recognise that children can abuse their peers. This can happen inside and outside of school or, and or online. We understand, that even if there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important that if staff have any concerns regarding child on child abuse they should speak to the DSL.

At Cradley CE we believe that it is important to challenge inappropriate behaviours between peers. Abuse will never be down played or tolerated; it won't be passed off as "banter", "just having a laugh" or "part of growing up". This can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child/ Peer on peer abuse may manifest it the following ways:

Child on child abuse can include the following:

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

Sexual violence and sexual harassment between children in school

At Cradley CE we recognise that sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn’t mean that this kind of abuse isn’t happening. All staff working with children are advised to maintain an attitude of ‘it could happen here’.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- It may include: • consensual and non-consensual sharing of nude and semi-nude images and/or videos. (see further down)

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Most incidents will usually, be dealt with under our school's behaviour policy and be investigated by the class teacher/ KS Leader in the first instance. However, allegations which raise child protection and safeguarding concerns will be passed to the DSL/ senior leadership team, Head teacher and, in extreme cases, the Governing Body. At the Head teacher's discretion, the police may be informed in certain circumstances. This might include occasions where the alleged behaviour

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent/physical
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including sexting)

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

All victims will be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment. A victim will never be made to feel ashamed for making a report. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

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

- Staff must not investigate the allegation, but should tell the DSL and record the allegation on a yellow or pink form, (depending on the nature of the allegation) as set out in the procedures in Appendix 1.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

- Challenging inappropriate behaviours
- Challenging any form of derogatory or sexualised language or behaviour including requesting or sending sexual images

- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Developing strong and trusting professional relationships, underpinned by our values, to ensure pupils feel comfortable to talk to staff confidentially
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy Promoting care, respect and belonging through the exploration of core values in worship and across the curriculum

Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting)

At Cradley CE we adopt an approach based on guidance from the UK Council for Child Internet Safety for [all staff](#) 2017 and for [DSLs and senior leaders](#).

Your responsibilities when responding to an incident

If you are made aware of an incident involving consensual and non-consensual sharing of nudes and semi nudes images and or videos you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

If staff become aware of any incidents they must report it immediately. Pupils should be reassured that they will receive support and help from the DSL.

Initial review meeting

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

- Whether there is an immediate risk to pupil(s)

- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

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

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

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

Further review by the DSL

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

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

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

Informing parents

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101 and speaking to the local neighbourhood police.

Recording incidents

All consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting) incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 7 of this policy also apply to recording incidents of sexting.

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

Female Genital Mutilation - If you discover that FGM has taken place or a pupil is at risk of FGM

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

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

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

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

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

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

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

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

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour

- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to consider the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Honour Based Abuse (including Forced Marriage)

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

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

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

Forced Marriage

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

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

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

The DSL will:

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

Child Criminal Exploitation

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

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be trafficked, forced to work in cannabis factories, modern slavery, coerced into moving drugs or money across the country (county lines), involved in gangs and knife crime, forced to shoplift or pickpocket, or to threaten other young people. All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation
- Associating with other young people involved in exploitation
- Involved in gangs and knife crime
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly absent from school or education
- Not taking part in education

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

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation:

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

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence. The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE or any form of exploitation, they will discuss this with the DSL. There is a screening tool available at <https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/child-sexual-exploitation/>. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's exploitation hub CS.Hub@dudley.gov.uk and the police, if appropriate.

Children absent from Education

Children absent from education are children of compulsory school age who are:

- not on a school roll
- not being educated other than at school
- identified as having been out of any educational provision for a substantial period of time (4 weeks)

Children may be absent from education for a number of reasons including:

- they don't start school at the appropriate time and so they do not enter the educational system
- they are removed by their parents
- behaviour and/or attendance difficulties
- they cease to attend, due to exclusion, illness or bullying
- they fail to find a suitable school place after moving to a new area
- the family move home regularly
- problems at home

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

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

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

To safeguard our children, we employ robust systems to ensure that children are in school regularly. We will:

- Ensure our admission register is accurate and kept up to date. Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:
 - a. the full name of the parent with whom the pupil will live;
 - b. the new address;
 - c. the date from when it is expected the pupil will live at this address
- Ensure that we have at least 2 emergency contact numbers for each child
- Monitor pupils' attendance through their daily register. We will address poor or irregular attendance. and where patterns of absence are identified, action will be taken. Where necessary we will refer poor attendance is referred to the local authority.
- We will investigate any unexplained absences. First day of absence calls are used if contact hasn't been made by parents to ascertain why a child is not in school. Where appropriate, home visits are made.
- We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and

adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

- Enter pupils on the admission register at the beginning of the first day on which it is agreed that the pupil will start school. If a pupil fails to attend on the agreed or notified date, we will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.
- Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, school will record in the admission register the name of the new school and the date when the pupil first attended or is due to start attending that school.
- Where a parent notifies the school in writing that they are home educating, we will inform the local authority and remove the child's name from the admission register
- Where parents orally indicate that they intend to withdraw their child to be home educated, school will consider notifying the local authority at the earliest opportunity.
- Notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point (under any of the fifteen grounds set out in the regulations,) as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register. The LA will be provided with the following information:
 - a. the full name of the pupil;
 - b. the full name and address of any parent with whom the pupil lives;
 - c. at least one telephone number of the parent with whom the pupil lives;
 - d. the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
 - e. the name of pupil's destination school and the pupil's expected start date there, if applicable; and the ground in regulation 8 under which the pupil's name is to be removed from the admission register
- Notify the local authority **within five days** when a pupil's name is added to the admission register at a non-standard transition point. We provide the local authority with all the information held within the admission register about the pupil.

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

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

For further information: Children Missing Education statutory guidance for local authorities 2016
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

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

Absent pupils

Where children have poor attendance or are regularly absent then the school works in close liaison with the Local Authority CME officer, Karen Wilks-Larman karen.wilks-larman@dudley.gov.uk (01384 811702) and admissions team.

As a school we are required to make reasonable enquiries to establish the whereabouts of the child jointly with the local authority. Before making a referral to CME, we would:

- make contact with the child's new/next school
- make contact with Dudley Admissions
- make contact with any other agencies involved with the child or family
- contact any siblings
- talk to friends of the child or family
- make telephone calls to parents/carers
- write to parents/carers
- carry out a home visit

Where there is concern for a child's welfare, this should be referred to local authority children's social care. If there is reason to suspect a crime has been committed, the police should also be involved. Where there is a concern that a child's safety or well-being is at risk, it is essential to take action without delay.

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

For further information: Children Missing Education statutory guidance for local authorities 2016

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

If a child is missing from home the parent/carer should contact Police on 101 number

- Police will then decide if the child is missing i.e. vulnerable child, out of character for child to go missing) or if the child is absent i.e. truanting (if the child is absent then a compact form is not completed) If the child is classed as missing by police a compact form is filled out by police with parent/carer and sent to the Locate Team (Police team) and a copy sent to Heather Dudfield, Lead for Adolescent & Response Team (01384 817849)
- When the child returns Police do a safe and well check and the compact found report is sent to Dudley Response team
- A return to Home interview will then be completed – dependent on what child says in this interview, outcomes may be: an EH referral/MARF/Switch referral /No further action/refer to child's social worker etc.

If a child goes from home to school but doesn't attend school, school should contact parent/carer and the parent/carer should contact police to make the report if they are unable to make contact with their child.

- Where there is concern for a child's welfare, this should be referred via the Front Door to children's social care (CSC).
- If there is reason to suspect a crime has been committed, school will ring the police.
- Where there is a concern that a child's safety or well-being is at risk, take action without delay.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputy will be aware of contact details and referral routes into the local housing authority so they can

raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

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

Domestic Abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Cradley CE recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children.

We work with other key partners and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

The impact of on children who are exposed to domestic abuse or suffer it in their own relationships have been made clear.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. West Midlands police forces are part of [Operation Encompass](#)

The DSL will provide support according to the child's needs and update records about their circumstances.

Controlling behaviour

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. Coercive behaviour is an act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Child on Child Sexual Violence and Sexual Harassment (See earlier)

[See Sexual Violence and Sexual Harassment between children in schools and colleges](#) and Part Five of KCSiE 2023

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Responding to reports of sexual violence and sexual harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.

Ultimately, the school will make any decisions on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. If staff have any concerns about a child's welfare, they should act on them immediately. (See Appendix I for a flow chart setting out the process for staff when they have concerns about a child.)

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 and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the reporting procedures within school ensuring that the DSL is informed immediately.

Radicalisation and Extremism

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

- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

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

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

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in pupils' behaviour.

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

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

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

If staff are concerned about a pupil, they will follow our reporting procedures including discussing their concerns with the DSL. Staff should **always** act if they are worried.

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

If you have concerns about extremism

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

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

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

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

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

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

Mental Health

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. It is essential that staff are aware of their responsibilities, as set out in statutory guidance regarding mental health and well being (Part 1 of KCSIE and in Working Together to Safeguard Children. The school has a dedicated Senior Mental Health lead which is Mrs Harris.

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

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

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern that is also a safeguarding concern, immediate action should be taken, following their school's child protection policy and speaking to the designated safeguarding lead or a deputy. If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

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

Early intervention to identify issues and provide effective support is crucial. At Cradley CE we will support and promote mental health and wellbeing of the whole school population by:

Prevention:

- Proactively creating a safe and calm environment where mental health problems are less likely
- Developing strong relationships where children are comfortable to talk, share thoughts and feelings take risks
- Equipping pupils to be resilient through our curriculum and the exploration of our core values and in doing enabling children to manage the normal stress of life effectively
- Teaching pupils about mental wellbeing through our curriculum
- Reinforcing and embedding our teaching through school activities and the proactive living out of our vision and values

Identification:

Recognising emerging issues as early and accurately as possible

Early support:

Helping pupils to access evidence based early support and interventions

Access to specialist support:

Working effectively with external agencies to provide swift access or referrals to specialist support and treatment

13. Contextual safeguarding

Contextual safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. At Cradley CE we recognise that children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school, from within peer groups, or more widely from within the neighbourhood, wider community and/or online.

These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.

Contextual safeguarding ensures professionals are aware of and understand these risks, engage with children and young people and help to keep them safe. It expands the objectives of our child protection systems beyond the school doors.

Any assessments of children in such cases should consider whether wider environmental factors are present in a child's life and are a threat to their safety and/or welfare. Interventions should focus on addressing these wider environmental factors, which are likely to be a threat to the safety and welfare of a number of different children who may or may not be known to local authority children's social care. Children who may be alleged perpetrators should also be assessed to understand the impact of contextual issues on their safety and welfare.

Assessments of children in such cases should consider the individual needs and vulnerabilities of each child. They should look at the parental capacity to support the child, including helping the parents and carers to understand any risks and support them to keep children safe and assess potential risk to child. We will ensure that we provide as much information as possible as part of any referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

14. LGBT+ pupils

Some pupils may be vulnerable due to their sexual orientation or gender identity, either because they are subject to homophobic, bi-phobic or transphobic bullying or because of negative responses from parents/carers or others, which may result in increased risk of self-harm, suicide or homelessness. Several studies also evidence that LGBT+ young people may be at increased risk of becoming victims of CSE. Schools should therefore ensure that they are aware of the increased risk factors and know how to access appropriate support for these young people when required. As a church school we follow the guidance set out in 'Valuing all God's children' Summer 2019.

Through the living out of our vision and values, we endeavour to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations. Staff are vigilant to signs of bullying and incidents are recorded, reported to governors and dealt with in line with our policy.

15. Online Safety and the use of mobile technology

The breadth of issues relating to online safety is considerable, but can be categorised into four areas of risk (known as the 4 C's):

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

At Cradley CE there is a planned and progressive E-Safety programme in our computing scheme of work which covers the principles of online safety at both key stages. Learning opportunities are embedded into the curriculum throughout the school and are taught in all year groups. Staying safe on line is also explored through our PSHE curriculum. Our curriculum includes:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim.

Our approach is outlined in our online safety policy.

Mobile devices

We recognise that mobile phones/smart watches are part of everyday life for children and adults and that they can play an important role in helping pupils to feel safe and secure. However, we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others. Therefore, at Cradley CE we adhere to the following:

Pupils

Mobile phones are not allowed in school. Children who walk to school themselves may bring their phones to school but hand them in at the school office before entering the playground.

Smart watches should not be brought to school; they may be valuable and could be lost or stolen.

Staff

- Mobile phones must not be used for private or personal use during lessons or in formal school time.
- Personal mobile phones may be accessed during non-contact time in areas of the school where pupils are not present (such as the staffroom). Staff must not take mobile phones into classrooms when children are around.
- Where staff may need to be contacted in cases of emergency, the school office number should be given
- Staff will not use mobile phones during working hours for social networking activity
- Staff should not use their own mobile phones for contacting students or their families in a professional capacity other than in an emergency. In this contingency, the headteacher should be made aware
- Staff should not take photographs or recordings of children using their mobile phones
- Smart watches can be worn during school day but the camera, messaging and call services must be disabled. They should only be used for time telling purposes during contact hours

Volunteers, visitors, governors and contractors

All Volunteers, visitors, governors and contractors are expected to follow this guidance whilst on the premises. On arrival, such visitors will be informed of our expectations around the use of mobile phones/smart watches.

While we would prefer parents not to use their mobile phones while at school, we recognise that this would be impossible to regulate and that many parents see their phones as essential means of communication at all times. We therefore will ask that parents' usage of mobile phones, whilst on the school site is courteous and appropriate to the school environment.

Parents may take photographs or videos at school events such as shows or sports day using their mobile phones/tablets if there are no parental objections or safeguarding issues but request that parents do not publish images (e.g. on social networking sites) that include any children other than their own.

Filtering and monitoring

Filtering is provided by Smoothwall. The IWF (Internet Watch Foundation) list and the "police assessed list of unlawful terrorist content", is integrated into the Smoothwall database. Monitoring is carried out by e-Safe. e-Safe's detection technology monitors imagery, words and contextual phrases, during online and offline activity, to identify behaviour which may represent a safeguarding risk or breach of acceptable use policies. Mr Homer is our lead for online safety but we believe that all staff have a responsibility to promote good E-safety practices. Mrs Harris is responsible for monitoring any incidents. Incidents are reported termly to governors as part of the termly safeguarding report.

Staff will receive training as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive regular refresher training.

Parents and carers receive regular communication and updates about online safety via our website, and newsletters. We also share clear procedures with them so they know how to raise concerns about online safety.

Pupils, staff, volunteers and governors are all expected to sign an agreement regarding the acceptable use of the internet in school and use of the school's ICT systems.

16. Searching, screening and confiscation

Searching

School staff can search a pupil for any item if the pupil agrees. [DfE's guidance on searching, screening and confiscation](#)

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, (as defined in paragraph 57 of DfE Screening and confiscation guidance 2022) if there is good reason to do so.) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

17. Named Designated Person for Children in Care (CiC)

We have appointed a designated teacher, Mrs Rebecca Darby who is responsible for promoting the educational achievement of Children in Care and previous Children in Care in line with [statutory guidance](#).

The named designated person works in partnership with the Virtual School Coordinator on how funding can best support the progress of a CiC.

We will ensure that staff have the skills, knowledge and understanding to keep Children in Care and previous Children in Care safe. We will ensure that:

- Appropriate staff have relevant information about Children in Care's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding Children in Care and previous Children in Care are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of, Children in Care and previous Children in Care, including discussing how pupil premium plus funding can be best used to support CiC and meet the needs identified in their personal education plans

The name of the Virtual Headteacher is Emma Thomas Emma.Thomas@dudley.gov.uk

18. Private fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff and there is a mandatory duty to inform the Local Authority of children living in such arrangements

19. Children with Special Educational Needs and Disabilities

We recognise that children with SEND are more vulnerable and can face additional safeguarding challenges. We are aware that:

- Assumptions can be made that possible indicators of abuse relate to the child's disability without investigating further e.g. behaviour, mood or injury
- Children with SEND can be disproportionately impacted by things such as bullying but may not show outward signs
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers may prevent pupils with SEND from disclosing abuse.

Factors that increase risk and lessen protection for disabled children include:

- Higher risk of peer group isolation
- Reluctance to believe disabled children are abused/Minimising impact of abuse
- Adults who attribute indicators of abuse to the child's disability
- Barriers to the disabled child and their family accessing support services
- Dependency on a number of carers for personal or intimate care
- Impaired capacity to resist/avoid abuse

- Inability to understand what is happening or to seek help
- Limited opportunities for disabled children to seek help from someone else
- A lack of professional skills, expertise and confidence in identifying child protection concerns
- Lack of an effective child protection response

In some cases extra pastoral support for children with SEN and disabilities may be required. Additional resources may be required to ensure children have the opportunity to have their wishes and feelings heard. The staff who best understand their condition and know the children well should support them throughout any investigation.

20. Safer Recruitment procedures

At Cradley CE we adhere to safer recruitment practices. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, (part 3) and will be in line with local safeguarding procedures.

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training. At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training.

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

Advertising

When advertising roles, we will make clear:

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

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

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

- Consider any inconsistencies and look for gaps in employment and reasons given for them

- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - Any relevant overseas information
 - Sign a declaration confirming the information they have provided is true

We will also carry out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process. This will be recorded on the SCR

Seeking references and checking employment history

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

When seeking references we will:

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

Interview and selection

When interviewing candidates, we will:

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

Pre-appointment vetting checks

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

New staff

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

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

Regulated activity means a person who will be:

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

Existing staff

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

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

Agency and third-party staff

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

Contractors

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

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

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

Trainee/student teachers

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

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

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

Volunteers

We will:

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

Governors

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

Staff working in alternative provision settings

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

21. Procedure for dealing with Allegations about Staff - Concerns about a staff member, supply teacher or volunteer

All allegations or suspicions of abuse will be taken seriously. Cradley CE Primary School will follow the “Managing Allegations against Staff or Volunteers’ Procedures (DSPPB). They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity. We will take prompt and appropriate action where it is alleged that anyone working in school, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

If

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the **headteacher**.

It is not the responsibility of anyone working within Cradley CE Primary School, in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities. At Cradley CE we will ensure that the procedures for dealing with allegations are applied with common sense and judgement. Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police.

If an allegation is made against any adult who comes into contact with children in either a paid or unpaid capacity, the DSL/ headteacher **MUST** contact the Local Authority Designated Officer (LADO) within one working day. The LADOs are **Yvonne Nelson-Brown** and **Sukhchandan Kaur**

yvonne.nelson-brown@dudley.gov.uk sukhchandan.kaur@dudley.gov.uk

A Managing Allegations Referral form will be need to be completed. allegations@dudley.gov.uk, 01384 813110

The LADO will decide whether the person involved should be informed of the allegation. A Position of Trust (PoT) meeting may be convened to consider the allegation and plan any further enquiries/investigation. For Allegations/concerns/ongoing risk to a child a referral **MUST** also be made to Children's Services through the Dudley front door

If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Head Teacher. If the Head Teacher is the subject of the concern / allegation, the concern must be shared with the Chair of Governor. The Chair of Governors will liaise with the LADO and HR.

All allegations against the Head Teacher will be referred to the Chair of Governors.

If an allegation is made against any governor, including the Chair of Governors, the Head Teacher will contact the LADO.

The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.

Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Supply teachers

Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. Therefore, we will ensure that if there are any allegations that they are dealt with properly and in no circumstances would we simply cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. We will work with any relevant supply agency to decide whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. The teacher in question should be advised to contact their trade union representative if they have one, or a colleague for support

Cradley CE Primary School has routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Cradley CE

Primary School will adhere to the Guidance for Safer Working Practice for Adults who work with Children and Young People (209, April 2020 COVID Addendum). This covers a wide range of issues around staff conduct eg use of mobile phones etc. All staff have access to the counselling service within Dudley Council.

- If any allegation is made a quick resolution should be a clear priority. Any unnecessary delays should be eradicated;
- When an allegation is made it is extremely important that every effort is made to maintain confidentiality;
- Allegations that are found to be malicious should be removed from the personnel records;
- Pupils who are found to have made malicious allegations may have breached school behaviour policies; the school will therefore consider the appropriate sanction;
- As the employer have a duty of care to all staff; support for the individual is the key to fulfilling this duty.
- Cradley CE Primary School will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child;
- After any allegations of abuse have been made, the outcome will be categorised as either; substantiated, malicious, false, unsubstantiated or unfounded.

Concerns about poor practice:

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

Internal Enquiries and Suspension

The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. We will provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended. Advice can also be sought from the Human Resources Section and the LADO

Irrespective of the findings of the Social Care Team or Police inquiries the Head Teacher / Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision, particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Head Teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

Low level concerns: concerns that do not meet the harm threshold

As part our approach to safeguarding, we endeavour to promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately. Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should

- encourage an open and transparent culture
- enable schools to identify concerning, problematic or inappropriate behaviour early
- minimise the risk of abuse
- ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries and in accordance with the school vision and values.

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 out at above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt'. A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO)

Examples of low-level concerns could include:

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

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings

Any low level concerns should be referred to the headteacher. Where there are concerns/allegations about the headteacher, this should be referred to the chair of governors. All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

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

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

The information collected will help to categorise the type of behaviour and determine what further action may need to be taken. This will be recorded along with the rationale for their decisions and action taken.

Low level concerns will not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

22. Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. There are whistleblowing procedures in place for such concerns to be raised with the school's Senior Leadership Team. A copy of the procedures can be found on the safeguarding board in the staff room.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or

college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

23. Safeguarding in the Curriculum

Opportunities to promote safeguarding are built into our curriculum e.g. in our PSHE, RSHE curriculum and E safety curriculum. Teachers provide time and space for children to talk, reflect and explore. Additional opportunities are sought through focus days and workshops e.g. mental health week, Bully4u

24. Visitors to school

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

Visitors are expected to sign in using our electronic system and wear a visitor's badge which includes a photograph. Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID. The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out. If they are regular visitors, their DBS details will be added to the SCR. Professional visitors will be asked to wear their professional lanyards at all time.

Anyone who has a DBS will be given a yellow lanyard for their visitor's badge. Anyone without will wear a visitor's badge with a red lanyard. These visitors, including visiting speakers, will always be accompanied by a member of staff. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

25. Non-collection of children

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

- Wait with them until the gate closes at 3.25
- Bring the children into the office and call the contacts listed
- If a parent is unavoidably delayed, the child will be put into after school club. There will be no charge if this is an isolated incidents but if it is recurring a charge may be incurred.

26. Staff support

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

27. Staff must also read the following relevant policies and documents:

- This policy also links to our policies on:
- Keeping children safe in education (2023) part I
- Keeping children safe in education (2023) Annex B (if they work directly with children)

- Behaviour
- Staff Code of Conduct
- Safer Working Practices
- Whistleblowing, (Confidential Reporting)
- Anti-bullying
- SEND
- Health & Safety
- Allegations against staff
- Attendance
- Administration of medicines
- Sex and Relationships Education
- Physical intervention
- E Safety, including staff use of mobile phones
- Risk Assessment
- Recruitment and Selection
- Preventing Extremism and Radicalisation

DSCB guidance on the issues listed below can be accessed from clicking on link or accessing DSCB website.

Online Safety

Contact: Community Safety Team

Katriona.Lafferty@dudley.gov.uk

Contact: DFGL - Heather Jeavons hjeavons@dgfl.org

- [Dudley Safe and Sound link](#)

Guidance about the use of images visit Dudley's [e-safety page](#)

- [Staying Safe Online](#) - Childline
- [Talking to your child about staying safe online](#) - NSPCC
- [UK Safer Internet Centre](#)
- [Think u Know](#)
- [Online Safety films for parents to watch with children](#)

Sexting

- [Risks of Sexting guide](#) - NSPCC
- [Report an image or video](#)
- [Sexting in Schools & Colleges - Responding to incidents and safeguarding young people](#)
- [Searching, Screening, Confiscation at School](#) DfE updated January 2018 Supersedes September 2016
- [Sexting in Schools](#) - advice around self generated images
- [Sexting](#) - NSPCC
- [Sexting](#) Childline

Bullying

- [Preventing and Tackling Bullying](#) - July 2017
- [Bullying and Cyberbullying](#) - NSPCC

- [Diana Awards](#)

Female Genital Mutilation (FGM)

- [Statement Opposing FGM December 2016](#)
- [FGM Mandatory Reporting factsheet](#)
- [Mandatory Reporting of Female Genital Mutilation](#)

Forced Marriage/Honour Based Abuse (HBA)

- [Forced marriage](#)

Child Criminal Exploitation (CCE)

- [County Lines](#) (What is County Lines? - National Children's Society)
- [Child Trafficking](#) - Barnardos
- [Gang and Knife Crime](#) - West Midlands Procedures

Child Sexual Exploitation (CSE) - Contact Nikki Fernandes

- [Dudley guidance](#)
- [What is Child Sexual Exploitation? - NSPCC](#)
- [CSE and Online Exploitation - The Children's Society](#)
- [CSE Pathway - July 2016](#)
- [Dudley CSE Screening Toolkit](#)
- CSE Pack for Schools

Sexuality & Gender

- [Mermaids](#)
- [Preventing & responding to sexual, sexist & transphobic bullying](#)
- [Transgender TREND](#) - resource pack for schools

Harmful Sexual Behaviour (HSB)

- [Parents Protect - Stop it Now!](#)
- [Healthy Sexual Behaviour - NSPCC](#)
- [Harmful Sexual Behaviour - NSPCC](#)
- [Brook Advisory Service](#)

Domestic violence

[NSPCC guidance](#)

Management of allegations

[Dudley guidance](#)

PREVENT, Extremism and Radicalisation

- Prevent information

Private Fostering

- **Angela Marsh - Dudley MBC Private Fostering Contact - Angela.Marsh@dudley.gov.uk**

Monitoring and review

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Monitoring of records of bullying/racist/behaviour incidents.

Supporting Documents

- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education September 2023
- Guidance for Safer Working Practice for those working with children and young people in an education setting February 2022
- Dudley Safeguarding People Partnership (DSPP)
- FGM Guidance for Schools June 2019
- Teaching Online Safety in Schools DFE June 2019
- DSPP Safeguarding Children Procedures

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

Schools Anti-Bullying Policy

Schools Complaints Procedure

Relationships education, relationships and sex education (RSE) and health education:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Useful Numbers

Dudley MASH Team 0300 555 0050

Halesowen Family Centre (For levels 1-3 referrals and Early Help) 01384 813954

Emergency Duty Team 0300 555 8574

Local Authority Designated Officer: 01384 813110

Police Child Abuse Investigation Unit

Halesowen Police Station

101 Extension 79026071 or 79026072

NSPCC whistleblowing number 0800 028 0285

Policy Tracker – Responsibility for monitoring this policy: Mrs M Harris

(Reviewed Annually or in response to changes in legislation or LSCB operating procedures)

| Date | Reviewed By: | Role | Date Approved by the Governing Board |
|-------------|---------------------|-------------|---|
| | | | |

| | | | |
|--|----------|-------------|---------------------|
| September 2013 | M Harris | Headteacher | September 2013 |
| September 2014 | M Harris | Headteacher | September 2014 |
| September 2015 | M Harris | Headteacher | September 2015 |
| September 2016 | M Harris | Headteacher | September 2016 |
| November 2016 | M Harris | Headteacher | December 2016 |
| September 2017 | M Harris | Headteacher | September 2017 (CA) |
| November 2017 | M Harris | Headteacher | November 2017 |
| September 2018 | M Harris | Headteacher | |
| Amended 20 th September 2018 | M Harris | Headteacher | September 2018 |
| September 2019 | M Harris | Headteacher | September 2019 |
| May 2020 | M Harris | Headteacher | May 2020 |
| September 2020 | M Harris | Headteacher | September 2020 |
| September 2021 | M Harris | Headteacher | September 2021 |
| September 2022 | M Harris | Headteacher | September 2022 |
| September 2023 | M Harris | Headteacher | September 2024 |

APPENDIX I

What to do if you have safeguarding concerns

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

1. If a child is in immediate danger

A referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.** If the DSL/ Deputy DSL is available it should be reported to them who will then make an immediate referral. Concerns raised should be recorded on a pink form immediately (see appendix 2) to ensure information in the referral is accurate. These can be located on the safeguarding board in the staff room. Staff who make a referral directly should tell the DSL as soon as possible. [Make referral](#)

or <https://childrensocialcare.dudley.gov.uk/web/portal/pages/home>

<https://www.gov.uk/report-child-abuse-to-local-council>

2. If a child makes a disclosure to you

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

- **Receive** - Listen actively, open body language, accept, non judgemental. Listen to how it is being said and to the words used by the child Note the child's body language as well
- Be careful not to attach any personal understanding or meaning to what has been said as this can be misunderstood or misconstrued and lead to difficulties with any police investigation later on
- Stay calm, do not communicate shock, anger or embarrassment.
- Use Open Ended Questions (TED)
 - Tell me...
 - Explain...
 - Describe...
- Start with open ended questions but these may only give a little detail
- **Open Specific Questions**
- What...Who...Where...
- How...When
- **These questions may provide more specific information**
- **Do not use WHY – may apportion blame...**
- Do not use closed questions ... Did x do y. This is classed as an interview
- **Reassure** - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered. Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed. Tell the child that it is not her/his fault.

- **Respond** -Tell what you are going to do and do it. Encourage the child to talk but do not ask "leading questions" or press for information. Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Ensure child is ok before leaving
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- **Report** – As soon as possible, to the DSL, you **MUST** back this disclosure up in writing
- **Record** - As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. (See Appendix 2 Reporting form – printed on yellow for a general concern, pink for urgent /serious concern)
- facts, no opinions – **When? Where? Who? What?**

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

Immediately afterwards

- You must not investigate this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead or the Headteacher if they are available. However, **anyone can make a referral**; if the DSL is not available and a child is in immediate danger or at risk of harm a referral to children's social care and/or the police should be made **immediately** by the staff member
- Complete the pink reporting form (Appendix 2) available on the staff room safeguarding noticeboard and hand it directly to the DSL or Deputy DSL. **Do not** leave it in their pigeon hole or on their desk for them to 'find'. It may be urgent and require an immediate response.

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

All incidents will be reported on a via the on line portal at Dudley Front door by the Designated Safeguarding Lead, to the MASH [Make a referral](#)

In addition you can contact Dudley First Response (formally MASH) on 0300 555 0050.option 3

If there is a professional disagreement regarding the outcome of the referral, school will follow the DSCB [Resolution and Escalation Protocol](#) which can be found at:

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

Information for social care or the police about suspected abuse

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

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

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

3. If you have concerns about a child (as opposed to a child being in immediate danger)

If you have concerns about a child's welfare and the child is not in immediate danger, record your concerns on a yellow form and take it to the DSL. Alternatively, a referral to local authority children's social care can be made directly. A referral may be made if a child has been identified as a 'Child in Need' or is a 'Child in need of Protection', as detailed at level 4 in the threshold document. You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action. A referral may result in the completion of an Early Help Assessment

4. If you discover that FGM has taken place or a pupil is at risk of FGM

Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils. Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures. Any member of staff who suspects a pupil is *at risk* of FGM must speak to the DSL and follow our local safeguarding procedures.

5. If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate.

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

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

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

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

6. Statutory assessments

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process as detailed above.

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

Children in need A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based abuse, and extra-familial threats like radicalisation and sexual exploitation.

What will the local authority do?

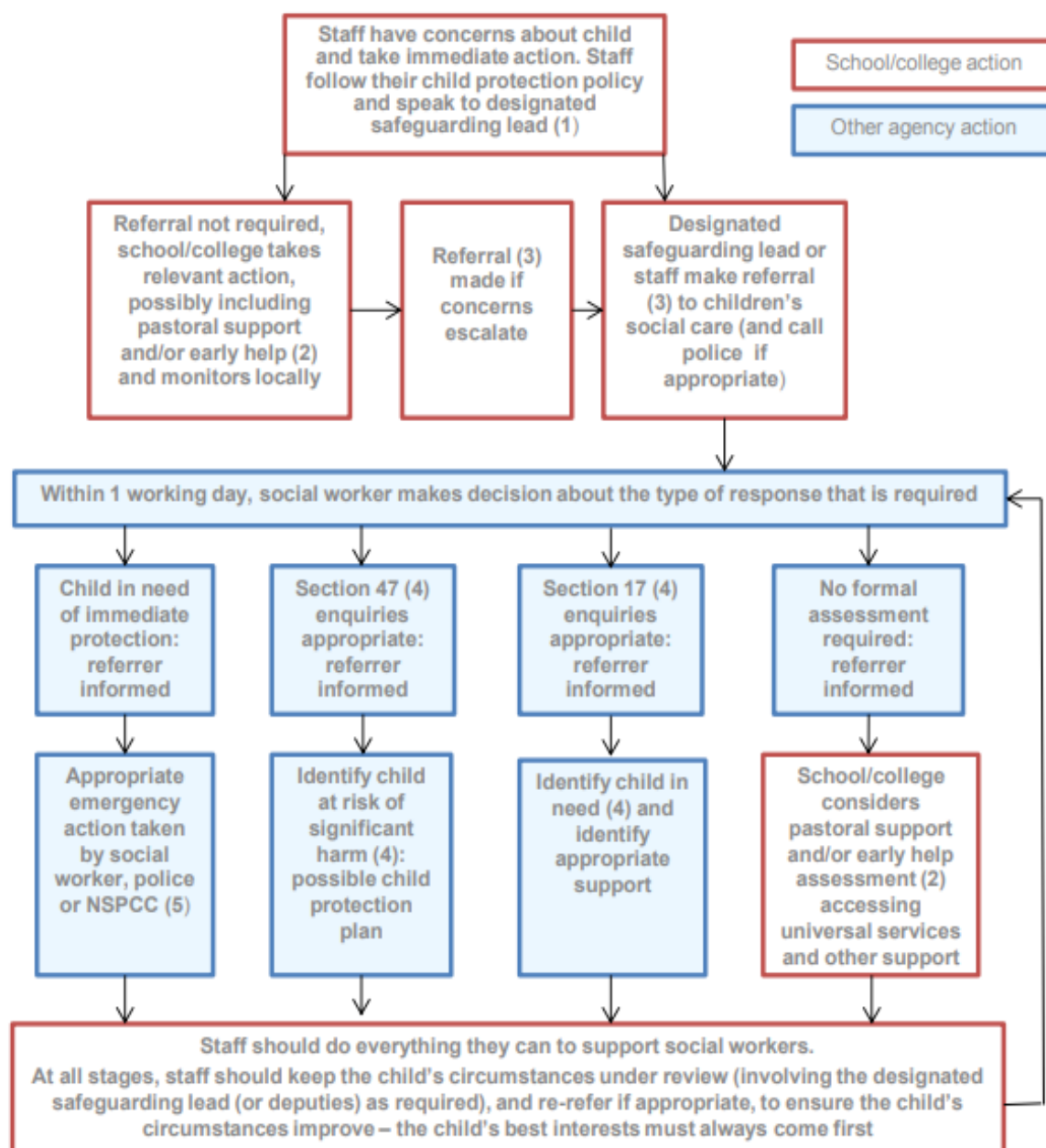
Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17 of the Children Act 1989
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- any services are required by the child and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required). If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Actions where there are concerns about a child



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

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

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

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

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

APPENDIX 2 REPORTING FORM (Yellow for general concern, pink for urgent/ serious concern)**Form for recording and reporting concerns about a child internally**

| | | |
|--|---------------|--------------|
| Full name of child: | Class: | Year: |
| Date of birth (if known): | | |
| Your name: | Position: | |
| Date and time of incident/disclosure/concern: | | |
| <p>Please provide details of the incident/disclosure/concern, including times, dates, description of injuries (body map included yes/no), and, if applicable, exact words spoken by the child (please continue on the other side if needed):</p> | | |

| | |
|---|---------------------------------------|
| Signed: | Time and date of reporting: |
| Name of staff member reported to: | Further action taken by staff member: |
| Signed: | Date: |
| <p>Any other information helpful for referral (to be completed and discussed with pastoral team/child protection designated teacher). Include academic progress, attendance, behaviour, presentation, peer relationships and parental knowledge:</p> | |

APPENDIX 3

Portal links

Make a referral

<https://childrensocialcare.dudley.gov.uk/web/portal/pages/safeguarding>



CRADLEY CE PRIMARY SCHOOL

DESIGNATED SAFEGUARDING LEAD

JOB DESCRIPTION

The Designated Safeguarding Lead (DSL) must be a senior member of the school leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. The Designated Safeguarding Lead need not be a teacher but must have the status and authority within the management structure to carry out the duties of the post.

Main purpose

The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety). They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

Duties and responsibilities

Policy and procedure:

- Act as a champion of the school's safeguarding policy and procedures by ensuring all staff have access to and understand them
- Induct new members of staff with regard to the school and DSCB safeguarding policies and procedures
- Ensure the school safeguarding policy is updated and reviewed annually
- Ensure parents see copies of the safeguarding policy to avoid potential conflict later
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Guidance for Safer Working Practice (Code of Conduct)

Managing referrals:

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Where a crime may have been committed report to the police as required (NSPCC when to call the police)

Working with staff and other agencies:

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners

- Inform the headteacher (where appropriate) of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead (if applicable) and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Take lead responsibility for understanding the filtering and monitoring systems and policies that are in place and monitoring these
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
 - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
 - Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school

➤ The above includes:

- Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
- Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential

Managing the child protection records:

- Ensure child protection files are kept up to date
- Keep information confidential and store it securely
- Make sure records include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the school (including in year transfers):
 - ✓ Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
 - ✓ Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place

Raising awareness:

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly

- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

Training:

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake cyber security
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually
- Ensure all staff have safeguarding induction and receive frequent updates so that they are able to recognise and report any concerns immediately
- Keep abreast of up to date developments and information
- Represent the school at Designated Lead forums and disseminate the information to colleagues
- Arrange regular training for staff in school

Providing support to staff:

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information:

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

Other areas of responsibility:

- Liaise with the Head Teacher to inform them of any issues and ongoing investigations

- Liaise with the Governor with safeguarding responsibilities
- To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
- To ensure that the Section 175 Audit published by Dudley Safeguarding Children Board is completed as required and returned by deadline and reviewed regularly.

The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video call in exceptional circumstances.

APPENDIX 5

Seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

APPENDIX 6

FGM information

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

Indicators that FGM has already occurred include:

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

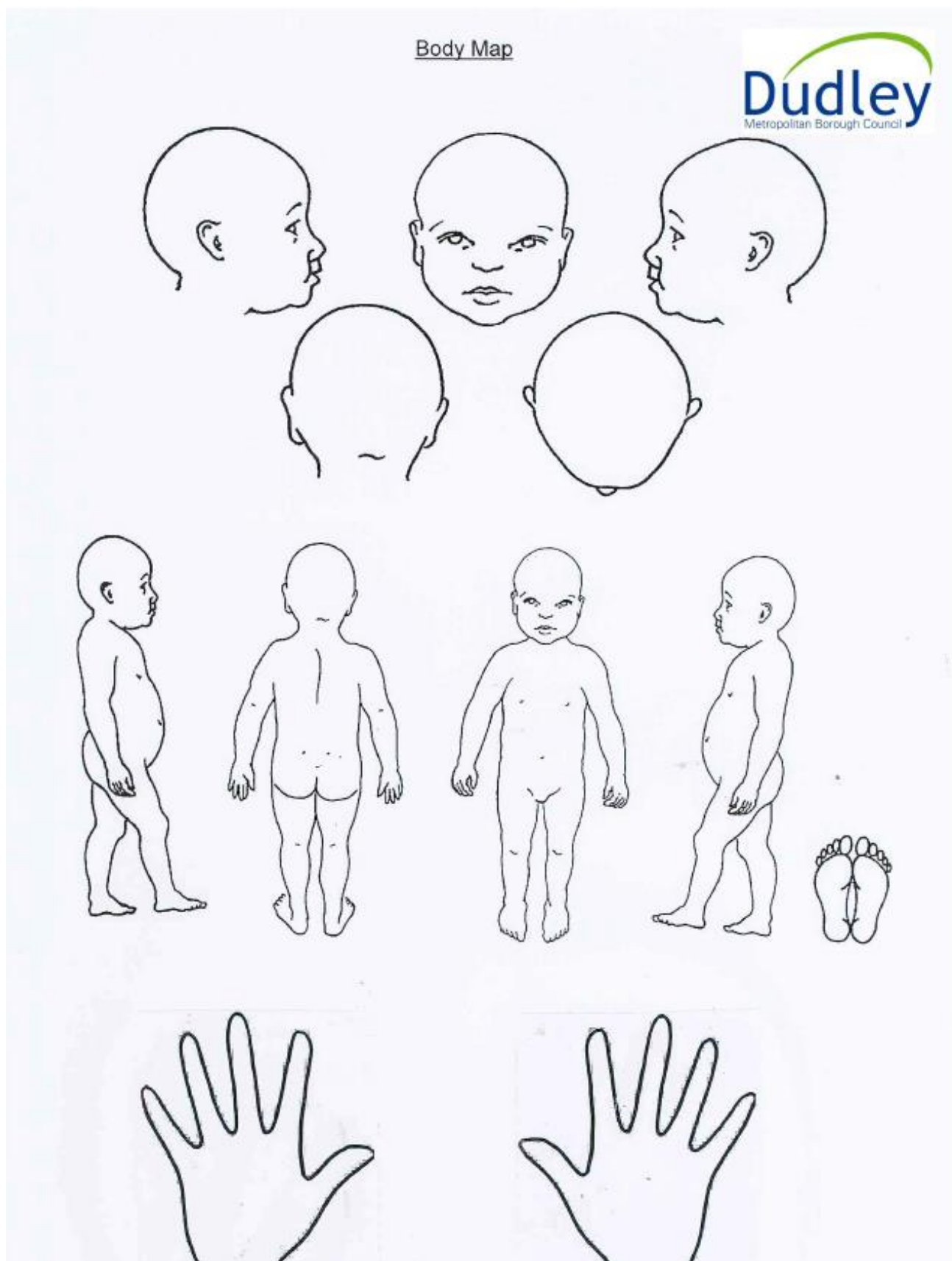
Potential signs that a pupil may be at risk of FGM include:

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

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

APPENDIX 7

Body map



APPENDIX 8

Prevent referral

This form is to be used only for making referrals in order to prevent someone being drawn into extremism. Prevent work is intended to deal with all kinds of terrorist threats to the UK, arising from issues including among others Islamist extremism, right wing extremism, and animal rights extremism. Identification and referral should therefore arise from concerns about behaviour rather than simply because of someone's race or religion.

GUIDANCE NOTES

Prevent aims to safeguard people and communities by stopping people becoming terrorists or supporting terrorism and this form must be used if you have concerns someone you know may be at risk. Completing and submitting this form will enable professionals working in prevent to ensure that the individual you are concerned about has the opportunity to access appropriate support to prevent their involvement in terrorism.

Prevent best practice requires that

- if you **notice** a concern about an individual or a situation
- you **check** your concern in confidence with a trusted colleague to better understand the situation
- If you agree that it is appropriate you must then **share** your concern by making a referral

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

Further advice when considering a possible referral is also available from Sue Haywood, Head of Community Safety, sue.haywood@dudley.gov.uk 01384 818115

[Making a referral to Prevent - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

You must then complete and submit this form to:

CTU_GATEWAY@west-midlands.pnn.police.uk

When you submit the form you must also

- If you are referring a child aged under 18 complete and submit a Multi Agency Referral Form stating in section 4 of the MARF that you have made a prevent referral and also reporting any other vulnerabilities that you have identified. The MARF can be downloaded at:

<http://safeguarding.dudley.gov.uk/EasySiteWeb/GatewayLink.aspx?allId=293974>

- Inform your designated safeguarding lead or your line manager if you do not have a designated safeguarding lead.

In some cases however by the time you are made aware of the risk the situation may already be well advanced or there may be an imminent danger that a crime is about to be committed – in either case rather than complete this form you must dial **999**.

FURTHER CONSIDERATIONS

- Once a referral has been made you may be contacted for further or fuller information.
- The information that you are providing will be stored, processed, and where necessary shared, although strictly in accord with relevant legislation and organisational policies and procedures
- Having considered all of the issues and completed the checklist you may not consider a prevent referral to be appropriate at this stage. In that case you are advised to retain securely a copy of this form as this may subsequently prove useful in terms of evidencing why you have decided not to make a prevent referral at this time.
- If you decide not to make a prevent referral at this time you should bear in mind the fact that a referral to other services in relation to other vulnerabilities may still be appropriate.
- Please note that if you are referring a child you should **not** inform the parent/carer or seek consent in cases where you consider doing so may increase the risk of harm to the child or where you believe a crime may have been committed.

REFERRAL DETAILS

The more accurate and comprehensive the information that you share the more able we will be to appropriately safeguard the individual you are concerned about and understand the nature of extremism in the area. So please complete the form as fully as you can, and please put “not known” rather than leave blank spaces.

| Referrer's details | | | |
|--------------------|--|-----------|--|
| Name | | Job title | |
| Organisation | | | |
| email | | phone | |

| Details of referral | | | | | |
|---|--|---------------|-------------|------------------|-------------|
| Surname | | | Forenames | | |
| Sex | | Date of birth | DD/MM/YYYY | Date of referral | DD /MM/YYYY |
| Home address or current residence including post code | | | | | |
| email | | | phone | | |
| Ethnicity | | | Nationality | | |

| | |
|---|--|
| Expressed desire to travel to conflict zones including Syria, Yemen, parts of Iraq, Afghanistan, Pakistan, potentially Somalia, Libya | |
| Associate to travellers to the above via school/social/family networks | |
| Contact with others in vulnerable communities | |
| Other (please specify) | |

| Related factors | Tick |
|--|-------------|
| Mental health | |
| Home schooling | |
| Unsupervised access to the internet | |
| Dysfunctional family | |
| Social isolation | |
| Lacking a stable life | |
| Limited understanding of theological or political issues | |
| Grievances or sense of injustice | |
| Lack of belonging | |
| Low self esteem | |
| Easily controlled or controlling of others | |
| Expressed hatred to others or a group | |
| Lack of trust in authorities | |
| Not in education or employment | |
| Other (please specify) | |

| |
|--|
| Please put here any further information that you feel is relevant – especially in relation to the “other (please specify)” boxes above |
| |

If you have ticked one or more box under “cause for concern” and one or more box under “related factors” you should now submit your referral

APPENDIX 9

Indicators of abuse

Indicators of physical abuse

The following may be indicators of physical abuse:

- have bruises, bleeding, burns, bites, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- an injury that is not consistent with the account given
- symptoms of drug or alcohol intoxication or poisoning
- inexplicable fear of adults or over-compliance
- violence or aggression towards others including bullying
- isolation from peers

Indicators of emotional abuse

The following may be indicators of emotional abuse:

- the child consistently describes him/herself in negative ways
- over-reaction to mistakes
- delayed physical, mental or emotional development
- inappropriate emotional responses, fantasies
- self-harm
- drug or solvent abuse
- running away
- appetite disorders – anorexia nervosa, bulimia
- soiling, smearing faeces

Indicators of sexual abuse

The following may be indicators of sexual abuse:

- sexually explicit play or behaviour or age-inappropriate knowledge
- aggressive behaviour including sexual harassment or molestation
- reluctance to undress for PE or swimming
- anal or vaginal discharge, soreness or scratching
- bruises or scratches in the genital area
- reluctance to go home
- refusal to communicate
- depression or withdrawal
- isolation from peer group
- eating disorders, for example anorexia nervosa and bulimia
- self-harm
- substance abuse
- acquire gifts such as money or a mobile phone from new 'friends'

Indicators of neglect

- The following may be indicators of neglect:
- constant hunger or stealing, scavenging and/or hoarding food
- frequent tiredness
- frequently dirty or unkempt
- poor attendance or often late
- poor concentration
- illnesses or injuries that are left untreated
- failure to achieve developmental milestones or to develop intellectually or socially
- responsibility for activity that is not age appropriate such as cooking, ironing, caring for sibling
- The child is left at home alone or with inappropriate carers

APPENDIX 10

Sexual violence and harassment flowchart

