



BANTOCK PRIMARY SCHOOL

Policy Document for Safeguarding & Child Protection

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Chair of Governors	N Round
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School Vision and Aims

Succeed Happy Inspire Nurture Educate

At Bantock Primary we promise you a caring community where everyone can **SUCCEED**. We provide a **HAPPY** and exciting environment to **INSPIRE** you to learn and grow. We will **NURTURE** your talents and **EDUCATE** you in everything you do.

We aim to encourage every child to **SHINE** at Bantock Primary

SUCCEED - We want all children to be confident and successful learners who achieve their very best by working together and constantly striving towards creating a cohesive community.

HAPPY - We will provide a fun, stimulating learning environment where each new day brings fresh challenges and rewards.

INSPIRE - All children will be inspired by our creative and imaginative approach to the curriculum, providing a firm foundation for lifelong learning.

NURTURE - We will build strong relationships based on trust and respect. Pupil voice is highly valued by us all and we listen, value and act on what is important to our children.

EDUCATE - We will treat all children as individuals, carefully monitoring their progress and planning next steps on their learning journey to achieve the highest possible standards in everything they do.

We will create opportunities to allow your child to **SHINE**.

Statement of Intent - Duty of Care

Bantock Primary school recognises it has a legal duty of care of all staff and takes seriously its responsibilities to protect and safeguard the interests of all children. Our school is concerned about the welfare and safety of its pupils and works to create a culture of security to enable them to feel valued, listened to and to know that their wishes and feelings are respected. Pupils have a fundamental right to be protected from harm. School should provide a caring, positive, safe and stimulating environment which promotes the social, physical, emotional and moral development of each pupil.

Child Protection has to be considered within “professionals” wider “safeguarding” responsibilities’ that include a duty to co-operate under the Children Act 2004. ‘Working Together’ requires all schools to follow the procedures for protecting children from abuse and providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. Protection is a shared community responsibility.

This policy has been developed in accordance with the principles established by:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 - Section 175/157
- Working Together to Safeguard Children July 2018 (updated Dec 2020)
- Keeping Children Safe in Education September 2021
- What to do if you are worried a child is being abused March 2015
- The Prevent duty: departmental advice for schools and childcare providers, DfE June 2015
- Prevent Duty Guidance for England and Wales (2015)
- Children Missing in Education: September 2016
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges, DfE September 2021
- Multi-Agency Children Services Threshold Guidance: Continuum of Help and Support 2020

Principles

A child’s welfare is paramount. Our policy applies to all our school community, namely pupils, staff, governors and volunteers. These are the main elements to our policy:

- Ensuring that we practise safe recruitment in checking the suitability of all staff and volunteers to work with our pupils and prevent unsuitable people working with children and young people
- Raising pupil awareness of child protection issues and equipping pupils with the skills to keep them safe
- Developing, and then implementing, systematic procedures for identifying, monitoring and reporting cases, of suspected cases, of abuse, and training staff to use these procedures effectively by knowing their responsibilities in identifying and reporting cases of abuse
- Supporting vulnerable pupils and those in difficult circumstances, as well as supporting those pupils who have been abused in accordance with their agreed protection plan
- Establishing a safe environment in which children can learn and thrive.
- Each child is unique; Action taken by child welfare organisations should be child-centred taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and special needs.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

We recognise that school staff are well placed to observe the outward signs of abuse and have a responsibility to take appropriate action. We will therefore:

- Establish and maintain an environment where our pupils feel safe and secure, and where they are encouraged to talk and are listened to seriously
- Ensure that our pupils know that there are adults in the school whom they can approach if they are worried or in difficulty or concerned about one of their peers
- Ensure all staff are aware of systems and policies within school which support safeguarding
- Include opportunities in the curriculum for pupils to develop the skills to recognise abuse and to stay safe, and also to include material to help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure that, wherever possible, every effort will be made to establish working relationships with families and with colleagues from other agencies.
- Emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection
- Safeguarding staff will challenge and 'think the unthinkable'

Practice

We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of this policy.

Roles and responsibilities

The Full Governing Board is responsible for ensuring that:

- they have a strategic leadership responsibility for the school's safeguarding arrangements
- they facilitate a whole school approach to safeguarding. This will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development and that all systems, processes and policies operate with the best interests of the child at their heart.
- the school complies with legislation related to child protection
- the school has a Safeguarding Policy/Staff Code of Conduct and procedures in place, makes appropriate staff and volunteer checks and have procedures in place for dealing with allegations against staff
- the policy reflects the whole school approach to peer on peer abuse and includes policies reflected elsewhere (e.g. digital safeguarding, behaviour, SEND)
- this policy is reviewed annually
- the school is using safe recruitment procedures and ensures **at least** one member of the appointing panel has attended safer recruitment training

- appropriate checks are carried out on new staff and volunteers and records are up to date
- the Designated Safeguarding Lead (DSL) and any deputy DSL's are properly trained and have time to carry out their duties and is a member of the Senior Leadership Team. This is also made explicit in the role-holder's job description
- the Safeguarding Policy is available to parents on request either via the school website or to view in school
- the school understands their role in the three safeguarding partner arrangements and contributes to inter-agency working in line with guidance and local authority procedures and practice
- children are taught about safeguarding, including online safety and Relationships and Sex Education
- relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR
- this child protection policy reflects the fact additional barriers can exist when recognising abuse and neglect in children with special educational needs or disabilities (SEND) or certain health conditions.

The Full Governing Board is responsible for maintaining:

- The nominated Governor having regular contact with the school's Designated Safeguarding Lead(s)
- An awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities.

The Designated Safeguarding Lead/s is/are a senior member of staff (SLT) responsible for:

- the provision of leadership and vision in respect of safeguarding and child protection
- the practical implementation of the safeguarding policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies
- ensuring all staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- safeguarding training, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.
- whilst considering training requirements, there will be regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of pupils.
- ensuring that the Designated Safeguarding Lead and the safeguarding team attend child protection training at least every two years and updates annually and keep up to date with relevant knowledge (e.g. via e-bulletins & DSL network events)
- the co-ordination of all activities related to child protection and children in care, including record keeping, referrals to social care, school representation at child protection conferences and other related meetings, supporting pupils at risk, liaison with the Head teacher and other professionals, and the monitoring and evaluation of our child protection procedures
- ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral
- ensuring that all records are kept confidentially, securely and are separate from pupil records
- ensuring that if a child leaves the school their child protection file is copied and delivered securely to the Designated Person in the new school (within 5 days for an in-year transfer, or within the first 5 days of the start of a new term). Confirmation of receipt is to be obtained and kept on file.
- considering if it would be appropriate to share any information with the new school or college in advance of a child leaving to ensure support is in place for when the child arrives
- the liaison between the safeguarding team and the leadership team and governors
- liaising with the mental health lead where safeguarding concerns are linked to mental health
- Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- ensuring that any absence, without satisfactory explanation, of a pupil currently on the Vulnerable Children's Register is referred to the Education Welfare Officer and/or Social care
- meeting with the Education Welfare Officer to monitor children at risk and absences are logged and dated

- being the most appropriate source of support and advice to staff within schools on all child protection concerns
- providing, for the head teacher, a termly report detailing the number and type of incidents/cases, the number of children referred to social care and on the vulnerable children's register
- referring cases to the Channel programme where there is a radicalisation concern as required or supporting staff who do so
- referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
- referring cases where a crime may have been committed to the Police: When to Call the Police
- consider whether children are at risk of abuse or exploitation in situations outside their families
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

The Designated Safeguarding Lead/s and/or a deputy will always be available to staff during school hours.

The head teacher is responsible for:

- supporting the Designated Safeguarding Leads in all aspects of the role
- ensuring that the Designated Safeguarding Lead and the safeguarding team have received the appropriate training
- ensuring that all members of the school community and visitors (see appendix M) are aware of and comply with our safeguarding policy/staff code of conduct
- ensuring the safe recruitment of all staff (including supply staff and volunteers)
- making parents aware of the school's safeguarding policy
- dealing with any allegations against members of staff or volunteers
- creating a safe environment for pupils at the school
- providing a termly report to Governors detailing any changes to policy and procedures and training undertaken

All staff are expected to:

- know the names of the Designated Safeguarding Leads and members of the safeguarding team
- understand and comply with the school's safeguarding, behaviour and social media policies
- have read and understood the relevant section(s) of the most recent 'Keeping Children Safe in Education'
- understand if any member of staff is concerned about a pupil he or she must inform the Designated Safeguarding Lead immediately
- understand notes should be made about any concerns as quickly as possible
- know that they have a duty to share information with the designated leads, and through the designated leads with other agencies.
- be alert to signs and symptoms of abuse and know how to respond when they have concerns or when a pupil discloses to them and to act confidentially
- know what and how to record concerns
- deal with any bullying incidents that may occur, following proper procedures.
- refer e-safety concerns
- behave in accordance with our Staff Code of Conduct/Staff Handbook
- know that in the absence of the DSL or Deputy DSL and there is a risk of immediate, serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral** but the DSL should be informed as soon as possible
- be aware of the process for making referrals to MASH by using the E-MARF
- not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

- understand if a child's situation does not appear to be improving, the staff member with concerns should press for reconsideration
- pay particular attention to the attendance, academic progress and physical, social and emotional development of any child who has been identified as at risk
- be prepared to identify children who may benefit from Early Help. Early Help means providing support as soon as a problem emerges at any point in a child's life. In the first instance, staff should discuss early help requirements with the DSL.
- know that they may be required to support other agencies and professionals in an early help assessment which should be kept under constant review and consideration given to referral to children's social care if the child's situation does not appear to be improving
- understand that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges
- know that if they have concerns, or an allegation is made about another member of staff (including volunteers and supply staff) posing a risk of harm to children, then the concern should be referred to the headteacher. If the concern is about the headteacher, the member of staff should report this to the chair of governors. Our staff will comply with the guidelines in part four of Keeping Children Safe in Education.
- understand how to raise concerns about poor or unsafe practice and potential failures in our school's safeguarding regime. Staff should follow the school's whistleblowing policy and procedures or contact the NSPCC whistleblowing helpline.
- be able to reassure victims 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 abuse, sexual violence, or sexual harassment. Nor should the victim be made to feel ashamed for making the report.

Pupils, parents/carers, supply staff and volunteers are expected to be aware of and comply with the school's child protection and conduct policies.

School Procedures

Staff will be kept informed about child protection responsibilities through inductions, staff newsletter and awareness training.

All new staff will attend a training session on child protection as part of their induction programme as well as receiving the Staff Handbook/Code of Conduct and Keeping Children Safe in Education.

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

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes
(the term "children" includes everyone under the age of 18)

Contextual Safeguarding

At Bantock we know that safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside our school. All staff, but especially the designated safeguarding leads (or deputy) will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children will consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Our DSLs/deputy DSL will 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 exploitation, criminal exploitation, and serious youth violence.

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

When to Be Concerned (Appendix A)

Abuse is 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. They may be abused by an adult or adults or another child or children (i.e. peer on peer abuse). A pupil may exhibit unusual behaviour and his or her progress at school alters dramatically or attitude changes. A pupil may have frequent or unusual injuries, not normally associated with the explanation offered. When a pupil indulges in sexual behaviour, either verbal or non-verbal, that is unusually explicit or inappropriate to his or her age. These signs and symptoms may include:

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 systems of, or deliberately induces illness in a child.

Emotional Abuse

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

Neglect

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

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment
- it may also include neglect of, or unresponsiveness to, a child's basic emotional need.
- non-attendance

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside the clothing. They may include non-

contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Dealing with a Disclosure

If a child discloses that he or she has been abused, the member of staff should:

- listen to what the child says
- take what the child says seriously
- keep an open mind
- accept what is being said
- allow the child to talk freely and dictate the pace
- reassure the child but not make promises which may not be possible to keep
- reassure the child - it is not his or her fault
- stress that it is right to tell
- listen; do not ask direct or leading questions, such as, what did he/she do next? Did he touch your private parts?
- Only when necessary only ask open questions e.g. anything else to tell me? And? Clarify the facts, don't interrogate
- do not criticise the perpetrator - the child may still love him or her
- explain what you have to do next
- record accurately and quickly using child's words / actions (see Recording and Reporting)
- inform the DSL of the disclosure

You should NEVER:

- take photographs or examine an injury
- interrogate with lots of questions;
- cast doubt on what the child is saying;
- investigate or probe aiming to prove or disprove possible abuse - never ask leading questions;
- make false promises to children about confidentiality or keeping 'secrets'. You have a duty to report the incident to the DSL and it may be necessary to inform social care
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- say anything that might lead the child to feel responsible;
- stop the child whilst they are freely recalling significant events or pushing them to tell you more than they wish;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure
- tell the child to go and speak to someone else

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Barriers that may prevent a child from making a disclosure

- threats made by the perpetrator
- fears that something bad might happen
- lack of opportunity
- lack of understanding that they are being abused
- attachment to the perpetrator
- feelings of self-blame, shame and guilt
- language barrier
- cultural differences

It is important all adults are aware of these factors in the event of having concerns or feel that a child might be about to make a disclosure. It highlights the importance of being available, supportive and showing professional curiosity.

Barriers that may prevent an adult from reporting a concern

- fears of being wrong
- worried it might make things worse for the child
- concerns about splitting up the child's family
- worried about repercussions for the abused and the family
- worried about repercussions personally
- uncertainty about what happens next
- insufficient knowledge of the signs and symptoms of abuse
- belief that child abuse isn't a common problem

It is important that adults always pass on information, even if they have uncertainties about its significance or the consequences. Withholding information inhibits any action being taken and could mean that a child or young person continues to be abused.

Confidentiality

Members of staff and governors may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be highly sensitive. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis and not shared using personal texts, personal emails, social media or any other forms of insecure forms of communication. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate or embarrass the pupil.

There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated child protection responsibilities.

Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required, governed by the "Data Protection Act 1998". If a member of staff is in any doubt about the storage or sharing of information s/he must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management.

Information Sharing

Our Governing Board understand that sharing information is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. They understand that we have clear powers to share, hold and use information for these purposes.

To achieve the best outcomes for children and young people; to promote their welfare and safeguard them from harm, agencies need to work together. Children and young people's needs and circumstances can be complex and it is only by agencies coming together and working collaboratively that we can achieve a holistic assessment of the child or young person within their family and community and ensure that they receive the services that they need.

Effective inter-agency working is dependent upon effective information sharing whether a child or young person needs some additional support (early intervention) or whether there are concerns that they are at risk of significant harm.

If our school is unable to provide pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, we should withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt our school will seek independent legal advice.

Where children leave our school, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt will be obtained from the receiving school or college. The file will be transferred separately from the main pupil file.

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

The Seven Golden Rules of Information Sharing

- 1. Data Protection legislation is not a barrier to sharing information** - Remember that the Data Protection Act 2018 / GDPR 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 about information sharing** - 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** if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- 4. Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason 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 certain of the basis upon which you are doing so. Where you 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. Share information necessary, proportionate, relevant, adequate, accurate, timely and secure way:** 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.

(Information Sharing : Advice for practitioners providing safeguarding services to children, young people, parents and carers, DfE, July 2018)

Recording and Reporting (Appendix B, C & D)

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. All child protection records are clearly marked as such and are kept securely locked.

Records should be uploaded onto the secure learning platform within 24 hours and the DSL must be notified as soon as possible. Records should state;

- who was present, time, date and place
- the child's words wherever possible
- facts - exactly what was said
- clearly between fact, opinion, interpretation, observation and/or allegation;
- what action was taken, by whom and any subsequent concerns and referrals
- if appropriate a child's body map to show location of bruises, scratches, etc

The DSL will review records once informed by the member of staff concerned and via an e-mail alert notification. These notes **must not** be destroyed, even if a more detailed report is written later. They may be needed in court.

File notes are kept for any pupil on an Early Help Assessment, Child in Need or Child Protection plan, or for any pupil monitored for child protection reasons. These records are kept in a locked cupboard and electronically on a secure area of the school communication system.

Making Referrals

If, at any point, there is a risk of immediate significant harm to a child (Wolverhampton Threshold Model - see appendix E) a referral will be made to children's social care immediately. Where a child is registered at school, consultation must take place with the school's DSL, via the Multi-Agency Safeguarding Hub (MASH), who will often be the most appropriate person to initiate any referral but anyone can make a referral. The schools internal recording form should be used to aid in the decision making process if a referral is needed to MASH (**Appendix B & Appendix N**)

For referral to the Multi-Agency Safeguarding Hub (MASH), phone 01902 555392 fax 01902 555329 and speak to the Duty Social Worker. (Out of hours 01902 552999). All referrals to MASH must be submitted via the electronic MARF system which can be accessed via the Wolverhampton Safeguarding Board Website at the following link: <https://marf.wolverhampton.gov.uk>

The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome.

Where children need a social worker, this should inform school decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Attendance at Vulnerable Children's Meetings & Child Protection Conferences

One of the Designated Safeguarding Leads will be expected to attend any vulnerable children's meetings, e.g. CIN or Child Protection Conference. If a child is made subject to a Child Protection Plan it may be more relevant for another member of the safeguarding team to attend the subsequent core group

meetings. A gathering record will be completed prior to all meetings by the relevant adults in school connected to that child (Appendix I).

Professional Disagreements

Occasionally, situations arise when staff at Bantock may feel that the actions, inaction or decisions of another agency do not adequately safeguard a child. In such cases, staff will follow the Wolverhampton Safeguarding Board “Escalation Policy” which is available in the safeguarding policies on display in the staffroom or by clicking on the following link:

[WST Escalation Policy](#)

Supporting Families Facing Adversity

In the area of child protection there is a pyramid of need for the support of vulnerable pupils. At the top are those pupils on child protection plan and those pupils for whom we have major child protection concerns. Next are “children and young people in care” with the local authority, adopted children and those who are cared for by people other than a parent. Then we have those pupils who take the role as a significant carer for a family member. The Designated Safeguarding Leads are responsible for ensuring that we have an up to date list of these groups of pupils. The names of the vulnerable pupils are monitored and tracked by the safeguarding team only as confidential details are included on this list.

Next is a larger group of pupils who are vulnerable in some other way. This may be because of family circumstances, health issues or social reasons. Lastly there are the majority of pupils, who do not need on-going extra support but may need some support for a short period of time. This may be, for example, in the case of family illness, mental health, substance abuse, domestic violence, crisis or bereavement. The designated lead regularly checks our first aid/medical request log for pupils seeking medical assistance, so that we can identify concerns at an early stage. The school displays posters for ChildLine as a source of support for children who are worried about what is happening at home. The school website allows pupils to share worries or concerns about problems at home through a confidential reporting box. We are committed to providing support for all these groups of pupils appropriate to their needs. This may be provided by external professionals, the safeguarding team, a member of the senior leadership team, a phase leader, teacher, or any adult in school specifically approached to do so.

Children Missing from Education

A pupil missing from education for more than ten days is a potential indicator of abuse and neglect, including sexual exploitation and FGM. Should a pupil go missing from school (education) the school administrative staff will inform the Designated Lead, the Educational Welfare Officer and Local Authority, the Designated Lead will consider further actions/support should it be required. Refer to the statutory guidance *Working Together to Safeguard Children*

- **Children of Gypsy, Roma and Traveller (GRT) Families** - Research has shown that many children from these families can become disengaged from education. It is therefore vital that school will inform the LA when a GRT pupil leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child’s education. Although many are settled, some GRT families move regularly and their children can be at increased risk of missing education.
- **Families of Armed Forces** - Families of members of the Armed Forces are likely to move frequently - both in UK and overseas and often at short notice. Schools will contact the MOD Children’s Education Advisory Service (CEAS) on 01980 618244 for advice on making arrangements to ensure continuity of education for those children when the family moves.
- **Missing children/runaways** - Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education. If this is suspected school will follow child protection procedures.

- **Children who cease to attend a school** - there are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, the local authority must investigate the case and ensure the child is receiving suitable education.

Adding pupils to the admission register

When the school adds a pupil to their admission register, we must also add the expected start date. If the pupil subsequently does not arrive as expected the school will consider notifying the Education Welfare Officer at the earliest opportunity to prevent the child going missing from education.

Apart from pupils who join the school at the start of the school's youngest year, the school is required to notify the local authority **within five days** when a pupil's name is added to the admission register and provide all the information held within the admission register about the pupil.

Informing the local authority when a pupil leaves

When a pupil's name is deleted from the admission register (under one of the 15 reasons), the school will inform the local authority and supply the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives (where reasonably possible more than one emergency contact number should be obtained for each pupil)
- If applicable, the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there
- The name of the pupil's destination school and the pupil's expected start date there, if applicable, and
- The grounds under which the pupil's name is to be deleted from the admission register
- Where information is missing school will highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example, in cases where the child's destination school or address is unknown.
- When a pupil leaves the school, the admission register must also record the name of the pupil's new school and the expected start date at the new school.
- For vulnerable pupils transferring to new schools, the school will forward any relevant information by hand where possible or by registered post and request written confirmation of receipt.

Leaving children unsupervised

The law does not specify an age when a child can be left unsupervised as maturity and understanding differs from child to child. It is important to understand that there are legal consequences that **may** result from a child being left unsupervised where it is felt that this was not safe for the child/children, or it placed the child/children at risk.

Even a short period of time alone can be distressing and lonely for a child. It is important to be aware that frequently leaving your child unsupervised can also constitute neglect, which is classed as a form of child abuse, therefore you can be prosecuted for it.

Age should not be used on its own to assess when you can leave a child unsupervised. You should also consider whether the child is mature enough to be able to cope with an emergency and how long the child is being left for. It is a good idea to discuss the possibility of being left alone with the child and ask them how they feel about it. It is sensible to consider the following aspects:

- How old is the child?
- What is the child's level of maturity and understanding?
- How long will the child be left alone for?
- How often will the child be left alone?
- Where will the child be left?
- Are there any other children involved?
- Are there any obvious risks?

- Would they know what to do in an emergency?
- How does the child feel about being unsupervised?
- Be aware that the length of the time the child is left alone for will affect whether it is reasonable to leave your child unsupervised.

Allowing an older sibling to look after a younger child

The following factors must be considered when children are walking to and from school in the care of a sibling:

- Have parents considered the risk/s posed by allowing their child to walk to/from school in the care of a sibling?
- How old are the children?
- How mature are the children? What is their level of understanding/awareness about being unsupervised walking to/from school?
- How comfortable are the children with the arrangements? (this includes the younger child and the older child who is acting as “carer”)
- Have they assessed the journey to or from school for risks? Has the older child been involved in this risk assessment?
- How far will the children have to walk?
- How far away will they be? Will they be easily contactable?
- Do any of the children have additional needs - medical, emotional, behavioural, learning difficulties/disabilities? How will these be met in their absence?
- Does the older child know what to do in an emergency?

If a parent requests for a child to walk to or from school unsupervised they will need to complete and sign a school letter (Appendix O)

If a parent requests for a child to walk a younger sibling to or from school unsupervised they will need to complete and sign a school letter (Appendix P)

Pupils on the child protection register or for whom we have child protection concerns

The number of pupils on a child protection plan varies. There are also other pupils about whom we have child protection concerns who are not on a child protection plan. We support pupils in various ways by:

- following the guidance set out in any child protection plans
- ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns
- monitoring their welfare carefully, including talking to them regularly about their well being
- attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it
- monitoring their attendance carefully and reporting any unexplained absence to social care
- monitoring their academic grades carefully to try to ensure they are making good progress in school
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities
- informing their class teacher that they are on a CPP without breaching confidentiality so he/she knows to register immediately any concerns however minor with the designated child protection lead
- When a vulnerable pupil is missing education the school will consider whether it is appropriate to highlight any contextual information about a vulnerable child who is missing education, such as any safeguarding concerns.

Children and Young People in Care

We have a Designated Teacher (DT) responsible for children and young people in care, (including children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales). In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- being involved in and following the guidance set out in the pupil's personal education plan (PEP)
- arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the pupil's welfare and to talk to them regularly
- offering in school support such as counselling or social skills training as appropriate
- targeting pupil premium specifically to support children and young people in care.
- attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare Officer
- monitoring their academic grades carefully to try to ensure they are making good progress in school
- informing their class teacher that they are looked after without breaching confidentiality so he/she knows to register any concerns speedily to the DT
- being careful not to accept any under achievement just because the child is in the care system
- looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in those self-esteem projects/residentials organised by the school as and when appropriate
- understanding that a child previously in care potentially remains vulnerable and staff will have the skills and knowledge to keep these young people safe

Young Carers

The DSL is responsible for those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer support to these pupils appropriate to their individual situation.

Elective Home Education

Many home educated children have an overwhelmingly positive leaning experience. Bantock Primary expects the parents' decision to home educate to be made with their child's best education at the heart of the decision.

Where a parent/carer has expressed their intention to remove a child from Bantock with the view to educating at home a meeting between the LA, school and other key professionals and parents/carers should take place. This meeting is particularly important where a child has SEND or certain health conditions, is vulnerable and/or has a social worker.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained

professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the safeguarding and child protection policy and speaking to the DSL or DDSL.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines and sexual exploitation.)

As a school, staff we should be aware that sexual and criminal exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit external signs of abuse.

Vulnerability Factors

- living in a chaotic or dysfunctional household
- history of abuse
- living in residential care, hostel, B&B or being homeless
- gang association either through relatives, peers, intimate relationships or neighbourhood
- lacking friends from the same age group
- attending school or are friends with young people who are sexually exploited
- not engaging in education/training or employment
- unsure about their sexual orientation or unable to disclose sexual orientation to their families
- learning disabilities
- young carer
- recent bereavement or loss
- low self-esteem or self-confidence

Behaviour & Risk Indicators

- older boyfriend/girlfriend

- gang involvement/association
- missing from home or care
- physical injuries
- drug or alcohol misuse
- involvement in offending
- repeat sexually-transmitted infections, pregnancy and terminations
- evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- disclosures made then withdrawn
- unexplained money or gifts and unexplained mobiles
- absent from school
- bullying in or out of school
- change in physical appearance
- recruiting others into exploitative situations
- family involvement in sexual exploitation
- poor mental health
- self-harm or thoughts of/or attempts at suicide

Also refer to DFE guidance 'What to do if you suspect a child is being sexually exploited'.

Child Trafficking

Child trafficking is the recruitment and movement of children for the purpose of exploitation. It is a form of child abuse. Identifying if a child has been trafficked is not easy. Trafficked children are often hidden; they may be scared or unaware that they have been trafficked.

There is a wide variety of reasons why children are trafficked to the UK, including:

- Sexual exploitation work or labour exploitation
- Domestic servitude in private homes or criminal activity
- Drugs trafficking
- Illegal inter-country adoption or forced marriage
- Removal of organs.

Traffickers can be parents, family members, organised gangs or individuals - they can be men or women. Victims of trafficking may find it difficult to speak out because:

- English is not their first language
- They are frightened of their abusers or of retribution
- They are frightened or suspicious of adults who are trying to help them
- They fear for their immigration status or fear getting a criminal record
- They may not see themselves as victims
- They have a false sense of loyalty to their abuser, including a sense of respect for elders and not wanting to get them into trouble.

It can be difficult to identify a trafficked child, but the following are possible indicators:

- Children have no documents when registering with school (birth certificate or passport)
- It is unclear who the child lives with or the relationship between the child and carer is unclear
- The adult speaks for the child
- Children look intimidated and behave in a way that does not correspond with behaviour typical of children their age
- Children and young people being overly tired in school
- Not being registered with a school or a GP practice, or appearing to change school and GP frequently
- Symptoms of STIs or pregnancy, signs of sexual or physical assault, poor dental health
- Poor school attendance with no or vague explanation/s given for absences
- Receiving repeated unexplained or unidentified phone calls
- Seen entering or leaving vehicles driven by unknown adults

- Possesses money or goods not accounted for
- Having a history with gaps and unexplained moves or going missing for periods
- Having what appears to be a prepared story, which lacks credibility.

Child abduction and community safety incidents

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

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

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Bantock provides outdoor-safety lessons run by teachers or by local PCSO's. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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

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

A young person's involvement in county lines often leaves signs such as:

- Persistently going missing from school or home and/or being found out of area
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts/phone calls and/or having multiple handsets
- Relationships with controlling/older individuals or groups
- Leaving home/care without explanation

- Suspicion of physical assault/unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results/performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Key terms which may give an indication that a child or older sibling is involved in County Lines include:

- Going Country, Out of Town, OT (travelling to another town to deliver drugs or money)
- Burner (cheap disposable phone)
- Trapline (phone used for purpose of selling drugs)
- Cuckooing (taking over a vulnerable person's home to use and sell drugs)
- Trap House (building used as a base from where drugs are sold and stored or sometimes manufactured)
- Plugging (hiding drugs in body cavities)

If we believe a pupil may be at risk of county line exploitation the school will follow local safeguarding guidance. If we believe a pupil is in immediate risk of harm the school will contact the police.

For further information please read "Criminal Exploitation of Children and Vulnerable Adults: County Lines guidance" (Home Office September 2018)

Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse (including online) and that it can happen inside and outside of school. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as sharing nudes and semi-nudes);
- Initiation/hazing type violence and rituals;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. The Voyeurism (Offences) Act, which is commonly known as the Up-skirting Act, came into force on 12 April 2019. Anyone, of any gender, can be a victim.
- causing someone to engage in sexual activity without consent;
- consensual and non-consensual use of nude and semi-nude images/videos.

At Bantock we will actively challenge inappropriate behaviour between peers in order to minimise the risk of allegations against other children through:

- providing a developmentally age appropriate PSHE, RSE, British Values curriculum which develops children's understanding of acceptable behaviour and keeping themselves safe;
- systems (which are well promoted, easily understandable and easily accessible) for children to confidently report abuse, knowing that their concerns will be treated seriously;
- recognising that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not reported;
- recognition of the gendered nature of peer on peer abuse, that all peer on peer abuse is unacceptable and will be taken seriously;
- staff recognising, acknowledging or understanding the scale of harassment and abuse and not downplaying some behaviours related to abuse which can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenario a culture that normalises abuse and leading to children accepting it as normal and not coming forward to report it.

Sexual Violence and Sexual Harassment

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal), inside or outside of school and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. All staff need to be aware that some groups are potentially more at risk, i.e. girls, LGBT, children with SEND or certain health conditions. The guidance (KCSIE Part 5) will be followed to manage such alleged cases.

At Bantock we are aware of the importance of:

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

Legislation - Sexual Assault

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. This covers a wide range of behaviour so a single act of kissing someone without consent, can still constitute sexual assault.

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

Consent is about having the freedom and capacity to choose. A child under the age of 13 can never consent to any sexual activity.

The school will carefully consider any report of sexual violence and/or sexual harassment. Important considerations will include:

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

At Bantock all reports of peer on peer abuse, including sexual violence and sexual harassment will be managed in line with this policy, Part 5 of Keeping Children Safe in Education (DfE September 2021) and the advice in Sexual Violence and Sexual harassment Between Children in Schools and Colleges (DfE May 2018).

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

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

We will either manage the report:

- Internally
- Consider early help
- Refer to social care
- Report to the police

In all scenarios decisions and actions will be regularly reviewed and relevant policies will be updated to reflect lessons learnt. We will look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we will decide on a course of action. We will consider whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual who made it as per our behaviour policy.

Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour

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

We will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

The school will consider the proportionality of the response. Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. We will seek advice, as appropriate, from children's social care, specialist sexual violence services and the police.

It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Advice on behaviour and discipline in schools is clear that teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. If the perpetrator(s) is to be excluded the decision must be lawful, reasonable and fair.

School can be a significant protective factor for children who have displayed HSB, and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made.

It is important that if the alleged perpetrator(s) does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. If any staff have any concerns regarding any pupil at Bantock they must follow usual safeguarding procedures.

If there concerns that a child/young person is at risk from exploitation (Sexual, County Lines, Gangs, and/or Modern Slavery exploitation) an “Exploitation Screening Tool” (see appendix K) is to be completed in addition to local safeguarding procedures. For further exploitation support, advice and guidance contact the Exploitation Hub on WolverhamptonExploitationHub@wolverhampton.gov.uk

Diversity

Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

‘Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses. Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.’ - (Victoria Climbié Inquiry Report).

Research also shows that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.

Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

- young women subject to honour/gender based violence (where, for instance, they have transgressed the expectations of them as young women in their family and community)
- children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community
- girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out)
- children being trafficked into other families from abroad
- girls and/or boys at risk of being forced into marriage
- violent extremist radicalisation (a social process used to influence and manipulate vulnerable individuals who may be susceptible to extremist messaging)

Breast ironing/flattening

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (ranging from a few weeks to years) in order for the breasts to disappear or delay the development of the breasts entirely. In some families, large stones, a hammer or spatula that have been heated over hot coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts to prevent them from growing. Breast flattening usually starts with the first signs of puberty, it is usually carried out by female relatives.

It should also be acknowledged that some adolescent girls and boys may choose to bind their breast using constrictive material due to gender transformation or questioning their identity, and this may also cause health problems.

Health Implications

Due to the type of instruments that may be used, the type of force and the lack of aftercare, significant health and developmental issue may occur, such as:

- Severe Pain
- Fever
- Dissymmetry or disappearance of breast/s
- Itching
- Tissue damage
- Infection
- Discharge of milk
- Breast cancer
- Abscesses or cysts
- There may also be an impact on the child's social and psychological well-being

Prevalence

There has not been extensive research done on breast flattening and the few studies that have been carried out indicate that the practice occurs predominantly in Cameroon. Other countries include: Togo, Chad, Kenya, Guinea Bissau, South Africa, Cote d'Ivoire, Benin and Zimbabwe.

Signs that a girl could be at risk

- A girl is embarrassed about her body
- A girl is born to a woman who has undergone breast flattening
- A girl has an older sibling or cousin who has undergone breast flattening
- References to breast flattening in conversation, for example a girl may tell other children about it
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- A girl from an affected community is withdrawn from PSHE and/or Sex and Relationship Education as her parents wish to keep her uninformed about her rights and her body.
- One of either parents or elder family members consider breast flattening integral to their cultural identity.
- The family indicate that there are strong levels of influence held by elders who are involved in bringing up female children and support breast flattening.

As well as keeping in mind the signs that indicate a girl may be at risk of breast flattening, professionals and others should be mindful that:

- A girl may disclose to a teacher, social worker, GP or another medical professional
- Some girls may ask for help, perhaps talk about pain or discomfort in their chest area, but may not be explicit about the problem due to embarrassment or fear
- A girl may display reluctance to undergo medical examination
- A girl may be fearful of changing for physical activities due to scars showing or bandages being visible

Law in the UK

CPS legal guidance makes clear to police and prosecutors that breast-ironing is a crime that can be caught under existing law, even if it is said that the victim has consented.

The offences to be considered by prosecutors include child cruelty and causing or allowing a child to suffer serious harm. Both crimes are punishable by up to ten years in prison. Assault charges would also be available to prosecutors

If any member of staff is concerned that a girl is at risk of breast flattening, they must speak to the DSL/DDSL immediately. The DSL/DDSL will contact the MASH and make a referral.

Domestic Violence

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The Domestic Abuse Act 2021 (part 1) defines domestic abuse as any of the following behaviours, either as a pattern or behaviour, or as a single incident, between 2 people over the age of 16, who are 'personally connected' to each other:

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

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

In 90% of cases of domestic abuse, children are in the same or the next room when an incident happens. Children directly witness 75% of abusive incidents. Even where children do not directly witness violence, living with coercive, controlling behaviour in the home can severely affect them. The impact of this early trauma can last a lifetime, and may include:

- Anxiety, fear and confusion: in younger children this may be expressed through tummy aches, biting nails, tantrums, and in older children and young people through panic attacks, depression and self-harm;
- Anger and disruptive behaviour towards authority figures
- Harm to physical, emotional, cognitive and social development leading to behaviour problems, poor academic achievement, illness, and depression
- Increased risk of being taken into care or of becoming a victim of child abuse, up to 40% of child abuse victims report domestic abuse in the home, and domestic abuse is a factor in 93% of serious case reviews concerned with child deaths
- Disrupted family dynamics, with parenting and attachments destabilised by domestic abuse
- Risk of becoming a victim of grooming, exploitation, or abuse in their own relationships
- Risk of becoming abusive to others

If we have concerns that a child or parent is experiencing or at risk of domestic violence the DSL will attempt to make contact with the victim having regard for the following:

- Is it conducive to ask?
- Is it safe to ask?

- Never asking in the presence of another family member, friend or child.
- Using an appropriate professional interpreter (never a family member).

It is important to validate and believe what's happening to the individual and send important messages such as "You are not alone", "You are not to blame for what is happening to you", "You do not deserve to be treated this way." **Call 999 if in immediate risk.**

If appropriate, a DASH Risk Identification Checklist is to be completed by school with the victim which can be found at the following link: [DASH RIC](#)

Following the outcome of the checklist and if we believe the victim is at serious risk of harm due to domestic abuse, a referral to MARAC will also be completed which can be found at the following link: [MARAC Referral](#)

It is important to remember that MARAC is a confidential process. Information shared at MARAC should not be disclosed to the victim/perpetrator. The MARAC process is for relevant professionals only. An E-MARF will also be completed following normal school protocol.

Bantock Primary also receives email alerts regarding domestic abuse via "Operation Encompass" notifications, which are sent directly to the DSL. Children will be supported in school and if felt necessary an additional screening tool/referral may be made to Black Country Women's Aid (see appendix Q). This is also particularly relevant for any pupil who may have witnessed domestic abuse historically, or where professionals suspect domestic abuse is occurring, or about to occur.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

In addition, there is now a Teachers' Helpline to assist school staff in supporting children who may be experiencing domestic abuse. Funded by the Home Office, this helpline is available Monday to Friday from 8am to 1pm throughout term time and will provide school staff with the opportunity to seek guidance, information and support from educational psychologists.

Our school/college will make use of the advice and links available in Keeping Children Safe in Education (Annex B) to identify and support children who are affected by domestic abuse and how they can be helped.

For additional resources, please also visit the website: <https://www.operationencompass.org/>

Honour Based Abuse (Including Female Genital Mutilation and Forced Marriage)

So-called "honour-based" abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead.

Female Genital Mutilation (FGM)

FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation. FGM has many names - female circumcision, cutting, sunna, gudniin, halalays, tahur, megrez, and khitan, etc. The most prevalent age group is 0-15 years, and some recent reports suggest that the age range is getting younger.

The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, the highest FGM prevalence communities include Egypt, Eritrea, Ethiopia, Gambia, Guinea, Indonesia, Ivory Coast, Kenya, Liberia, Malaysia, Mali, Nigeria, Sierra Leone, Somalia, Sudan, and Yemen. The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal. School summer holidays are used to perform FGM as it allows 'healing time' behind closed doors before returning to school. There is a specific legal duty on teachers to report concerns we have about girls who are at risk of FGM to the police and social services. Failure to do so may result in disciplinary sanctions. The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations. *Refer to @Female genital mutilation: multi agency practice guidelines' (Gov.uk), 'Female Genital Mutilation Risk and safeguarding' (Department of Health).*

See appendix L for FGM Fact Sheet

FOR SPECIALIST ADVICE: Ring NSPCC Helpline **0800 028 0285** - line is available from 8am to 8pm Monday to Friday. Email help@nspcc.org.uk.

Forced Marriage

The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents. Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations. These young women may also become victims of what is termed honour-based violence.

The Prevent Duty

"Prevent" is a strand of the government's broader strategy to counter the threats posed to society by extremism and terrorism.

Extremism is defined as: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also

included are the calls for the death of members of our armed forces, whether in this country or overseas” (Prevent Duty Guidance in England and Wales 2015).

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

Publicly-funded schools must teach a broad and balanced curriculum and promote community cohesion through the spiritual, moral, social and cultural development of pupils.

The aim of ‘Prevent’ is to stop people becoming or supporting terrorists and to do this by challenging ideologies, protecting vulnerable individuals and supporting institutions, such as schools. It is part of the National Counter Terrorism Strategy known as CONTEST.

For more information see the Prevent for Schools website www.preventforschools.org

Factors that could make someone susceptible to become involved with terrorism:

- Low self confidence
- Sense of belonging
- Economics
- Abuse
- Isolation
- Friendships
- Revenge
- Disillusionment (culture/religion/life in general)
- Family / peer influence
- Religion
- Anger
- Change in family circumstances
- Lack of purpose
- Guilt from leading a “sinful” life

Behaviours that may give cause for concern

Emotional	Verbal	Physical
Change in mood	Outspoken	Clothing
Withdrawn	Inappropriate language	Appearance
Aggressive	Preaching religious	Body language
New found arrogance	references	Use of social media
Low self-esteem	Talk of websites	Associating with different
Easily upset	Unresponsive	people
New confidence	Code language	Tattoos
Determined	Questioning	Tired
Depressed	Fixated on a subject	Role play
Offensive		Drawing symbols
Deterioration in academic progress		

What actions will Bantock take to safeguard our pupils from radicalisation?

Bantock Primary School will help to protect children from extremist and violent views in the same ways that we help to safeguard children from drugs, gangs and alcohol through:

- Reviewing the curriculum, and pupil participation and safeguarding processes

- Exploring and promoting diversity and shared values between and within communities through the schools PSHE programme
- Challenging Islamophobia, anti-Semitism and other prejudices
- Building ties with all local communities, seeking opportunities for linking with other schools

The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and the country's values. Awareness of Prevent and the risks it is intended to address are vital.

Staff can help to identify children whose behaviour suggests that they are being drawn into terrorism or extremism. These children can then be referred to the relevant agencies.

- Assess the risk of pupils being drawn into terrorism, and having robust safeguarding policies in place to identify pupils at risk and refer them to relevant authorities
- Work in partnership with other local bodies and following local authority inter-agency procedures
- Ensure staff are trained to identify pupils at risk of being drawn into terrorism, challenge extremist ideas and refer children to appropriate authorities where necessary
- Ensure the school has internet filters in place to block terrorist and extremist material

Our school will use the e-learning links outlined in KCSiE if required. Our school will utilise The Department for Education advice for schools on the Prevent duty and other links and guidance outlined in KCSiE.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from our school, if required, will attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages

Recording and Reporting

If you have any concerns in relation to individuals being vulnerable to extremist behaviours, you have a duty to complete the "PREVENT REFERRAL FORM" (see Appendix H) and email to:

CTU_gateway@west-midlands.pnn.police.uk

Contact Number : CTU Prevent HUB 0121 251 0241

In addition please cc the following into the email:

0256 PC Pamy Sandhu (Prevent Officer WMCTU, West Midlands Police 101 ext 871 3033 / 07765295937)

Anti-terrorist hotline: 0800 789 321

Alternatively, our school will contact the Wolverhampton Community Safety Team at:

safer@wolverhampton.gov.uk or call: 01902 551214

Fabricated/Induced Illness (FII)

Fabricated or induced illness in children is a difficult and complex subject. It occurs when a child is presented for medical attention with signs or symptoms which have been fabricated or induced by the child's carer. This is usually, though not exclusively, carried out by a female carer. The following factors may be a sign of the possibility of FII:

- Frequent and unexplained absences from school, and from particular lessons/activities, especially PE
- Regular absences to keep a doctor's or a hospital appointment, where no reason has been given.
- Regular failures to keep medical and other health related appointments e.g. opticians, physiotherapists.
- Refusal of permission for school medicals and/or other school based health related checks (e.g. hearing).
- Repeated claims by the parent/s that a child is frequently unwell and requires medical attention for symptoms which are vague or difficult to diagnose.

- Frequent illness, exaggeration of symptoms or excessive treatments or ailments not consistent with the child's general health or, in relation to a child's disability.
- Parent/carer alleges the child has psychological difficulties.
- The child's supposed symptoms are only mentioned when the parent or carer is present.
- The parent/carer appears to have an unusually high level of knowledge about medical matters.
- Documents or other sources indicate that the parent/carer has changed doctors frequently, and/or has visited different hospitals for the child's treatment.

Where a teacher or other member of staff has reasonable cause to believe that a child is at risk from, or is the subject of FII, the school's safeguarding procedures will apply. Staff should refer any child welfare concern to the Designated Safeguarding Lead.

Digital Safeguarding

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

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

Pupils can engage in or be a target of bullying using a range of methods including text (sharing nudes and semi-nudes) and instant messaging to reach their target. Mobile phones are also used to capture violent assaults or other children for circulation (happy slapping). The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE, ICT and SRE and implementation of the Digital Safeguarding Policy.

Protection is Prevention - at Bantock we will ensure that:

- software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools DSL should be informed immediately.)
- pupils will be strongly advised not give out personal details, phone numbers, schools, home address, computer passwords etc.
- pupils will adhere to the school policy on mobile phones.
- where children are being asked to learn online at home our school will refer to and use the links and resources provided by the DfE: safeguarding in schools colleges and other providers and safeguarding and remote education
- we will review our approach to online safety annually, supported by an annual risk assessment as technology and the risks and harms associated with it evolve rapidly

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

Our school will adopt the recommended procedures regarding the law and handling incidents outlined in UKCCIS- Sharing nudes and semi-nudes; advice for education settings working with children and young people and DfE guidance - Searching, screening and confiscation

Curriculum

Personal safety and safeguarding is taught through specific subjects, the themed curriculum, assemblies and the extended curriculum. Areas covered include

- anti-bullying
- respecting others
- safely exploring their own attitudes and other's attitudes
- recognising and managing risks in different situations
- how to behave responsibly
- Relationships Education and Relationships and Sex Education
- fire safety education programme
- internet safety
- community liaison support (police)
- culture, faiths and beliefs

We recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualise approach for more vulnerable children, victims of abuse and some SEND (or children with certain health conditions) children might be needed.

Protecting yourself against allegations of abuse

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

- work in a room where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally
- avoid working in isolation with children unless thought has been given to safeguards.
- must not give out personal mobile phone numbers or private e-mail addresses
- must not give pupils lifts home in your cars without another adult being present
- must not arrange to meet them outside of school hours
- must not chat to pupils on social websites

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

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed. Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment. (See Staff Handbook/Code of Conduct)

Infatuations and Crushes

Adults must recognise that a pupil may be strongly attracted to a member of staff or volunteer and/or develop a heterosexual or homosexual infatuation. A member of staff or volunteer, who becomes aware that a pupil may be infatuated with him/herself or a colleague, must report this without delay to a senior colleague so that appropriate action can be taken. The situation will be taken seriously and the adult should be careful to ensure that no encouragement of any kind is given to the pupil. It should also be recognised that careless and insensitive reactions may provoke false accusations. Whilst the risk of infatuation is not limited to younger members of staff, newly qualified teachers must recognise their particular vulnerability to adolescent infatuation.

Seeking advice in circumstances where concerns arise. Examples of situations which must be reported are given below:

- Where a member of staff or volunteer is concerned that he or she might be developing a relationship with a pupil which could have the potential to represent an abuse of trust.

- Where a member of staff or volunteer is concerned that a pupil is becoming attracted to him or her, or that there is a developing attachment or dependency.
- Where a member of staff or volunteer is concerned that actions or words have been misunderstood, or misconstrued by a pupil such that an abuse of trust might be wrongly suspected by others.
- Where a member of staff or volunteer is concerned about the apparent development of a relationship by another member of staff or volunteer or receives information about such a relationship.

Gifts

It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis, or of any significant value.

Personal gifts must not be given to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the school's behaviour policy, recorded, and not based on favouritism.

Managing Allegations of Abuse against a Professional

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member (including supply staff and volunteers) should therefore be taken seriously and the guidance (KCSIE 2021 Part 4) will be followed to manage such alleged cases where the member of staff 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 s/he may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Low Level Concerns

The term "low-level" concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the thresholds mentioned 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" - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

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

Allegations of abuse made against staff, (including low-level concerns), whether historical or contemporary, should be dealt with by the Head Teacher and the Designated Safeguarding Lead (if the allegation is against the Head then it should be dealt with by the Chair of Governors). The head/chair should contact the Local Authority Designated Officer (LADO) to report the allegation (preferably within 1 hour) using the referral form at the following link : [LADO Referral Form](#)

Procedures for dealing with allegations will include initial considerations that will establish the validity of any allegation. In this case a strategy meeting will be called that the head/chair and designated lead will share all relevant information and discuss the content, context and agreed course of action. The decision of the strategy meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school which should involve a representative from HR.

The school also has a duty of care for its employees and will act to manage and minimise the inherent stress. Parents and carers of pupils involved will also be informed and made aware of the requirement to maintain confidentiality. A clear and comprehensive summary of the allegation, how it was followed up and resolved and actions taken and made will be recorded. Where the school is not the employer of an individual (e.g. supply teacher or volunteer) it still has the responsibility to ensure allegations are dealt with appropriately and that it liaises with relevant parties, complying with all aspects of the guidance in Part 4 of KCSiE. It is expected that most cases will be resolved within 1 month but no later than 12 months for exceptional cases. If a member of staff offers to resign as a result of an allegation being made, this should not prevent the allegation procedure reaching a conclusion. The possible risk of harm to children will be evaluated and managed and alternatives to suspension may be considered. Specific actions will be followed after a criminal investigation or prosecution, conclusion of a case or unsubstantiated allegations. See also "Managing Safeguarding Allegations Against Staff and Volunteers Who Work With Children and Young People."

If an allegation is made against a governor, the school will follow our own local procedures. Where an allegation is substantiated we will follow procedures to consider removing them from office.

If an allegation received does not require referral under child protection procedures 'Grey Book' procedures will be adhered to by the Head Teacher or Chair of Governors.

Whistleblowing

Any member of staff who is concerned about the conduct of another member of staff (including supply staff and volunteers) or adult on the school premises or has concerns about safeguarding practices within the school should contact either the Designated Safeguarding Lead or the Headteacher, in line with the school's Whistleblowing Policy.

Should your concern relate to the Headteacher, you should contact the Designated Safeguarding Lead, LA Designated Officer or the Chair of Governors.

The NSPCC's what you can do to report abuse dedicated 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.

The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child where:

- the harm test is satisfied in respect of that individual
- the individual has received a caution or conviction for a relevant offence, or if there is a reason to believe that the individual has committed a listed relevant offence; and
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left

Safer Recruitment

Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This will include:

- the process of recruitment being planned by the Headteacher and Business Manager (planning, advertising, short-listing, interviewing)
- job descriptions and job specifications will be written outlining expectations, qualifications, knowledge, skills and abilities that are essential and desirable

- following statutory DBS guidelines, criminal record checks, barred list checks and prohibition checks, standardised local authority application form and references and not just a c.v. (**Appendix F**)
- stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children
- requiring the Headteacher or the chair of governors, both of whom have successfully completed safer recruitment training, to be on any interview panel used to recruit staff and to pose relevant questions.
- validating as far as possible qualifications, experience and expertise
- proactively verifying references and testimonials as far as possible
- scrutinising and comparing forms and references
- verifying identity, preferably from current photographic ID, or birth certificate and proof of address
- verifying the right to work in the UK and check for a criminal background. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow advice on the GOV.UK website and seek further advice from our HR provider.
- From 1st January 2021, if the person has lived or worked outside the UK, making any further overseas checks the school consider appropriate including a request to the applicant, where applicable, to provide proof of their past conduct as a teacher. This could be a letter of professional standing issued by the professional regulating authority in the country in which they worked.
- criminal records checks for overseas applicants - Home Office guidance can be found on GOV.UK; and for teaching positions
- examining all career breaks, sudden job changes and/or dismissals
- completing a disqualification by association form - Childcare Act 2006 (**Appendix G**)
- interviewing all applicants short listed using a measurable approach
- maintaining a single, central record of all staff
- all new staff and volunteers receiving an Induction outlining school procedures and policies (Adults In School Policy)
- all appointed staff and volunteers receiving an induction which includes policies, procedures and expectations.
- contacting the Teaching Regulation Agency (TRA) Teacher Services to check if a person we propose to recruit as a governor is barred as a result of being subject to a section 128 direction which would disqualify them from holding or continuing to hold office as a governor of a maintained school
- staff being informed that they must inform the Headteacher during the recruitment process of anything that affects their suitability for employment, including any relevant cautions, convictions or relevant orders that they are aware of, or they may have accrued during their employment, and/or they are charged with a criminal offence that would render them unsuitable to or disqualified from working with children
- associate members being appointed by the governing body to serve on one or more of the governing body committees. Enhanced DBS checks are not mandatory for associate members.
- these checks are part of a wider safeguarding regime which will carry on following appointment

Contacts

Any of these people should be contacted if you have a safeguarding concern in the school:

Role	Name
Designated Safeguarding Leads	Mrs H Sarai & Mr J Thomas
Deputy Designated Safeguarding Lead	Mrs R McEntee
Nominated Governor for Safeguarding	Christina Gibbon
Designated Member of Staff for eSafety	Mr D Fullard
LA Interim Head of Service	Andrew Wolverson 01902 550477 Andrew.wolverson@wolverhampton.gov.uk
LA Deputy Head of Safeguarding Service	Nicki Pettitt
Local Authority Designated Officers (LADO)	Kenny Edgar 01902 550477 LADO@secure.wolverhampton.gov.uk LADO@wolverhampton.gov.uk (non-secure email)
Children in Need and Child Protection Services	Mr Julian Cunningham Priory Green Building Whitburn Close Pendeford Wolverhampton WV9 5NJ. Tel: 01902 553039 Fax: 01902 553048 Website: www.wolvesscb.org.uk Email: wscb@wolverhampton.gov.uk

Useful Contacts

Agency	Contact Details
MASH (Multi-Agency Safeguarding Hub)	01902 555392 (Out of hours 01902 552999)
West Midlands Police Intelligence Form for Partners (see appendix R)	101 ext 822 5801 (Mon – Sun 7am – 10pm) Emergency 999 fib@west-midlands.pnn.police.uk WV_Partnerships@west-midlands.pnn.police.uk
Wolverhampton Exploitation Lead	Sandeep Gill 01902 550523 sandeep.gill@wolverhampton.gov.uk
Crimestoppers	0800 555 111
NSPCC	0808 800 5000
Childline	0800 1111
Kidscape Bullying Helpline	0207 730 3300
National Domestic Violence Helpline	0808 2000 247 (24/7 helpline)
Men's Advice Line	0808 801 0327
Samaritans	0845 790 9090
CEOP (Child Exploitation and Online Protection Centre)	www.ceop.gov.uk
Foreign and Commonwealth Office (Forced Marriages Section)	0207 008 8706
Forced Marriage Unit	fmu@fco.gov.uk Telephone: 020 7008 0151 (Monday to Friday 9am to 5pm) Out of hours: 020 7008 1500 (ask for the Global Response Centre)
Black Country Women's Aid Our Future - supports C&YP aged 5-18 who have witnessed DV at home	www.blackcountrywomensaid.co.uk info@blackcountrywomensaid.co.uk

YPA Contract - supports gang affected girls and young women who are at risk of rape/sexual violence or CSE. May be at risk because of family members	0121 553 0090
Wolverhampton Prevent (Community Safety Team)	01902 551214 safer@wolverhampton.gov.uk
The Haven Wolverhampton (a single point of contact for women and men)	0800 019 4400 (24/7 helpline - including for professionals)
Karma Nirvana (support on forced marriage and honour-based crimes)	0800 599 9247
West Midlands Forced Marriage & Honour Based Abuse 24 Hour Multi-lingual Helpline	0800 953 9777
Broken Rainbow (for survivors of same sex domestic abuse)	0800 999 5428
Sexual Assault Referral Centre	0808 168 5698 (24/7 self-referral line)
Recovery Near You (for support with substance misuse)	0300 200 2400
Modern Slavery Helpline (for victims and professionals)	08000 121 700
Operation Encompass (Confidential Advice Line for Teachers who have concerns about a child who may be experiencing domestic abuse)	0204 513 9990 (Mon - Fri 8am - 1pm term time only)
Wolverhampton Homes - family's at risk of being made homeless	Christine Eccles Christine.eccles@wolverhamptonhomes.org.uk

All documents relating to Safeguarding are available on the school Learning Platform.

Links with Other Policies	
Adults in School	Intimate Care
Anti-Bullying	Managing Safeguarding Allegations Against Staff and Volunteers Who Work With C & YP
Attendance	Off Sites Visits
Behaviour	PHSE
Digital Safeguarding	Physical Restraint & Safer Handling
Equality, Diversion and Cohesion	Staff Handbook/Code of Conduct
First Aid	SEND
Grey Book	Social Media
Health and Safety	Whistleblowing
Health and Wellbeing	

Monitoring policy and practice

Our safeguarding and child protection policy and procedures will be reviewed annually or sooner if required. All staff and stakeholders may contribute to the development of our policies and procedures. Our policy will be published on our website and paper copies are available upon request.