

St James's CE Primary School



Fulfilment: "Take courage. It is I. Do not be afraid."(Matthew 14:27)

In a safe and nurturing environment, we support each child to reach their full, God given potential.

School's Vision 2019

Child Protection Policy Safeguarding Children 2020/2021

St James's CE Primary School

Safeguarding and Child Protection Policy

Date of Last Review: 01.09.20

Reviewed by: Lindsay Mason 01.09.20

Agreed by Governors: 02.09.19 chair's action Shared with full governing body 14.10.20

Shared with all Staff: 02.09.20

Frequency of Review: Annually

Date of Next Review: September 2021

All safeguarding trained staff can be contacted on 01384 818810

Designated Lead Person for Child Protection: Mrs Lindsay Mason, Head Teacher

lmason@st-james.dudley.sch.uk

Deputy Designated Lead Persons for Child Protection:

Miss Sarah Mason, Deputy Head Teacher: ssmason@st-james.dudley.sch.uk

Mrs Donna Ward, Lead Practitioner (Pre-School) rtrewartha@st-james.dudley.sch.uk

Mrs Jan Bayley, Playgroup Manager and Out of Hours Care Manager: jbayley@st-james.dudley.sch.uk

Mrs R Gledhill, Class Teacher and PSHE Leader: lstonelake@st-james.dudley.sch.uk

Named Governor for Safeguarding & Child Protection: Mr Alan Millichip, 01384 818810

School LAC and Children in Care Designated Person (working in partnership with Virtual School coordinator, Virtual Head Andrew Wright): Mrs Lindsay Mason, Head Teacher, 01384 818810

School E-Safety Lead: Mr David Waterhouse, 01384 818810

Chair of Governors: Mr Alan Millichip, 01384 818810

Local Authority Designated Officer (DO), for allegations against staff:

Yvonne Nelson Brown

Tel: 01384 - 813110

Referral email: allegations@dudley.gcsx

MASH: 0300 555 0050

Out of Hours Duty Team: 0300 555 8574 If a child is in immediate danger, please call 999.

MARF <http://safeguarding.dudley.gov.uk/report-it/> email to MASH_referrals@dudley.gov.uk

Stourbridge Children's Centre – Forge Road Stourbridge 01384 818780

PREVENT Officer: Community Safety Team

POLICE: West Midlands Police 0845 1135000

CSE Team: Nikki Fernandes CSE.TEAM@dudley.gov.uk

Children missing from home/ care: Mo Nasser Moammer.Nasser@dudley.gov.uk

Children missing from education: eis.cs@dudley.gov.uk or CSE.Team@dudley.gov.uk

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

Updated September 2020

Approved by Governing Body.....Mr Alan Millichip (Chair of Governors)

Safeguarding and Child Protection Policy

Rationale

Children and young people have a fundamental right to be protected from harm. They have a right to expect schools to provide a safe and secure environment. It is a guiding principle of the law and child protection procedures that the protection and welfare of a child must always be the first priority. Child protection forms part of the school's safeguarding responsibilities. Failure to provide an effective response can have serious consequences for the child.

Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

St James's Primary School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore 'to be alert to the possibility of abuse occurring, be aware of the procedures to be followed if you have suspicions and have the confidence to follow those procedures.' This policy applies to all staff, governors and volunteers working in the school.

*See Page 12 **Definitions and Indicators of Abuse***

Statutory Framework

St James's Primary School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm". The protection of our pupils from suffering or likely to suffer significant harm is the responsibility of all staff within our school, superseding any other considerations. The following documents, circulars and guidance for good practice govern child protection work at St James's Primary School:

- Dudley Safeguarding People Partnership Board (DSPBB) - Safeguarding Children Procedures (<http://safeguarding.dudley.gov.uk>);

- Dealing with a disclosure school guidance (*See Appendix 1*)
- Children Act 1989;
- Education Act 2002;
- Children Act 1989 and amendment 2004;
- Working together to safeguard children (DfE) 2018;
- Keeping Children Safe in Education (DfE) 2020;
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (May 2019) Addendum April 2020;
- Female Genital Mutilation: Guidance for Schools June 2019;
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- What do you do if you are worried a child is being abused March 2015; (*See Appendix 2*)
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015) ;
- Safeguarding Vulnerable Groups Act 2006;
- The Rehabilitation of Offenders Act 1974;
- Serious Crime Act 2015
- Early Years Foundation Stage Statutory Framework June 2020
- Dudley Thresholds and Early Help

Aims and Purpose

The school aims to ensure that:

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

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual or criminal exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are Children in Care or previously Children in Care

Prevention

The six main elements of the policy are:

- ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children;
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- supporting pupils who have been abused in accordance with his/her child protection plan;
- establishing a safe environment in which children can learn and develop;
- ensuring there are links with other safeguarding policies and practice, for example, physical intervention, anti-bullying, behaviour policy and statement, attendance, medical conditions, first aid, intimate care, emergency evacuation, educational visits, criminal exploitation, sexual exploitation, sexting, disability,

homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism.
(Further guidance on these issues is available on the DSCB website- see links on pages 11 and 12)

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities which equip children with the skills they need to stay safe from harm.

Procedures

St James's Primary School will ensure that all staff follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department for Education (DfE) to:

- ensure we have a designated safeguarding lead for child protection who has received appropriate training and support for this role. The formal training will be updated every 2 years. The DSL will be updated on a regular basis (at least annually) to keep up with current safeguarding developments and priorities.
 - **THE DESIGNATED SAFEGUARDING LEAD FOR ST JAMES'S PRIMARY SCHOOL IS LINDSAY MASON**
 - **THE DEPUTY LEADERS ARE: SARAH MASON, JAN BAYLEY, REBECCA GLEDHILL AND DONNA WARD**

(Child Protection issues can be very difficult to spot. If in doubt, it is always best to inform the relevant person, and allow them to make the decision about what further action is necessary. **If in doubt, ask**).

- ensure we have a nominated governor responsible for child protection.
The designated Governor for Child Protection is MR ALAN MILLICHIP;
- ensure every member of staff (including temporary and supply staff and volunteers) and governing body members knows the name of the designated safeguarding lead responsible for child protection and their role;
- ensure that all staff are fully trained and regularly updated on issues regarding safeguarding;
- ensure that safeguarding is on the agenda for every full Governing Body meetings;
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns in writing, to the designated safeguarding lead responsible for child protection. Any verbal conversations with the DSL will be promptly recorded in writing, including a body map where appropriate (at no point should staff consider taking photographic evidence);
- ensure that parents/ carers have an understanding of the responsibility placed on the school and staff for child protection. Parents/ carers should be made aware of the policies and procedures;
- ensure that parents/carers are aware that this policy is available on request, and make the policy available on the school website;
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings. Inform designated social worker, where there is one allocated of any concerns raised;
- develop links with other agencies that support the child, such as Child and Adolescent Mental Health Service, Education Investigation and Education Psychology Service;

- keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to Social Services and other relevant agencies immediately. Concern forms can be located in all classrooms, the school's office and the head teacher's office.
- ensure all records are kept securely, separate from the main pupil file, and in locked locations;
- ensure that if a child who has a child protection plan leaves, their information is transferred to the new school immediately and Social Care is informed;
- ensure that all staff are aware of what to do if there are concerns around a child. **Appendix 2 refers to What to do if you are concerned.** A copy of the interagency referral form that must be completed when making a referral can be accessed from the DSCB website. The DSL should be consulted for completion of this form.

Role and Responsibilities of Designated Safeguarding Lead

The Designated Safeguarding lead – Lindsay Mason - has responsibility and management oversight and accountability for child protection and wider safeguarding. During school hours the DSL can be contacted by staff, parents or agencies via the school's office telephone 01384 818810 or by email office@st-james.dudley.sch.uk. During out of school hours, the DSL can be contacted via email lmason@st-james.dudley.sch.uk

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken.

Child protection information will be dealt with in a confidential manner. Please refer to the school's Information Sharing Policy for further details. KCSiE (2020) p22: para 78:

'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of the children.'

DSL will help support educational outcomes by working closely with the teachers. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family.

A written record will be made of what information has been shared with whom, and when.

The DSL will work closely with the senior Mental Health Leads.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with our home school policies and give due regard to which adults have parental responsibility.

We do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

If sending by post pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in electronic format on our School Pod Information Management

System (under – activities). This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

DSLs will hold regular welfare meetings and discuss any requirements for supervision. Should the need arise, supervision will be arranged by the head teacher or deputy head teacher.

Staff support

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

Should staff not be satisfied by the action taken by the DSL, they should report directly to MASH (Multi Agency Safeguarding Hub) to use the Local Authority’s escalation and resolution process.

Roles and Responsibility of Governors and Governing Bodies

It is the responsibility of governing bodies to ensure that they comply with their duties under legislation. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The statutory guidance, Keeping Children Safe in Education places statutory requirements on all governing bodies. Governing bodies must make sure that their school has policies and procedures in place and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter- agency procedures.

Safer Recruitment and Employment Practices

St James’s Primary School has created a culture of safe recruitment, and has adopted the Local Authority policy on recruitment procedures. St James’s Primary School will follow the ‘Safer Recruitment’ processes for all appointments, which will include the following;

- declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement;
Our statement of Commitment
“St James’s Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, Qualification and ID Checks.”
- ensuring that at least one member of the interview panel has attended DSCB Safer Recruitment Training;
- ensuring that references are gained before interview;
- ensuring that a safeguarding question is included in the interview;
- ensuring that any gaps in employment are explored at interview;
- undertake a DBS check* at the relevant level to the position.
- ensuring that a prohibition check is carried out for anyone in ‘teaching work’, not just those with QTS

(*An enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in ‘regulated activity’.)

If the school has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage in such work.

All new appointments and regular volunteers will have their identity verified from a current photographic ID and proof of address to obtain an enhanced DBS check with barred list information. The school will always ask for written information about previous employment history and check that the information is complete.

The school does not have the power to request DBS checks for visitors (for example children's relatives visiting a sports day) on these occasions the Head Teacher will use their professional judgment on how best to supervise these occasions.

For guidance use: [Guidance for safer working practice for those working with children and young people in education setting \(GSWP2020\)_ - Addendum April 2020](#)

Allegations of Abuse Made against Other Children including peer on peer/ child on child abuse

At St James's we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. Peer on peer/ child on child abuse occurs when a young person is exploited, bullied and/ or harmed by their peers who are the same or similar age, or by a pupil outside of their own age group.

There are 4 key definitions for peer on peer/ child on child abuse:

Domestic abuse: children who experience physical, emotional, sexual and / or financial abuse and coercive control, in their intimate and family relationships.

Child sexual exploitation (including 'sexting'): those under the age of 18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age, including another young person.

Serious youth violence: any offence of the most serious violence or weapon enabled crime, where the victim is aged 19 or younger.

Harmful sexual behaviour: young people displaying sexual behaviours that are outside of developmentally 'normative' parameters. The term child refers to any young person under the age of 18 years old.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, online abuse, verbal abuse, threats or intimidation, blackmail or extortion, sexual abuse, sexting, indecent exposure and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found. The allegation:

- is made against an older pupil and refers to their behaviour towards a younger or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil indicates that young people outside the school may be affected by this pupil

Please refer to Keeping Children Safe in Education September 2020, for further information regarding 'Sexual Violence and Sexual Harassment between children in schools and colleges'.

Upskirting: 'Upskirting' 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. It is now a criminal offence.

Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a safeguarding concern it will then be passed to the DSL. At the Head teacher's discretion, the police may be informed, in certain circumstances and parents informed (of both the pupil being complained about and the alleged victim) at the earliest opportunity. The DSL should contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files.

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned. Both victim and perpetrator will be supported by the school.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways. To minimise the risk of peer on peer/ child on child abuse the school has an ethos of promoting friendship and cooperation. Through assembly time, PSHE and other curriculum areas the children are taught tolerance, empathy and understanding.

Sexting

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection.

LGBT

Some pupils may be vulnerable due to their sexual orientation or gender identity, either because they are subject to homophobic, bi-phobic or transphobic bullying or because of negative responses from parents/ carers or others which may result in increased risk of harm. Several studies evidence that LGBT young people may be at increased risk of becoming victims of CSE. Any concerns regarding LGBT bullying are recorded and reported directly to the head teacher who will follow procedures outlined in our Behaviour Policy. We are a Stonewall school and ensure that we are aware of the increased risk factors and know how to access appropriate support when required.

Allegations Against Staff

KCSIE 2020 – Part 4

This is not the responsibility of the Designated Safeguarding Lead.

St James's Primary school will follow the "Managing Allegations Against Staff or Volunteers" (DSCB Procedures). The **Head Teacher** will deal with allegations made against school staff.

All staff have access to the counselling service within Dudley Council.

If any concerns or allegations are made against members of staff supply staff or volunteer, in the first instance these should be discussed with the Designated Officer for Managing Allegations (DO) or duty Independent Reviewing Officer. It is useful at this stage to also provide full names of the member of staff and child involved in the allegation,

their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the Designated Officer (Managing Allegations) in accordance with the Working Together to Safeguard Children (2020) and the DSCB Safeguarding Children Procedures. A Managing Allegations Referral form will need to be completed.

Should an allegation be made against a member of supply staff, the allegations will be dealt with properly despite the school not being the employer. The school will establish the facts and report to the LADO. Discussion will be held with the agency as to what the necessary course of action should be. The member of supply staff will be advised to contact their union representative.

In the event of the allegation being made against the Head Teacher, the **Chair of Governors** is to be notified.

If an allegation is made against any governor, including the Chair of Governors, the Head Teacher will contact the LA appointed Designated Officer.

- if any allegation is made a quick resolution should be a clear priority. Any unnecessary delays should be eradicated;
- in response to an allegation all other options should be considered before suspending a member of staff;
- allegations that are found to be malicious should be removed from the personnel records;
- pupils that are found to have made malicious allegations are likely to have breached school behaviour policies; the school will therefore consider the appropriate sanction;
- we as the employer have a duty of care to all staff; support for the individual is the key to fulfilling this duty;
- when an allegation is made it is extremely important that every effort is made to maintain confidentiality;
- after any allegations of abuse have been made, the outcome will be categorised as either; substantiated, malicious, false, unsubstantiated or unfounded.

In addition to this St James's Primary School have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within St James's Primary will adhere to the Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings (April 2020). This covers a wide range of issues around staff conduct.

If staff have concerns about a fellow colleagues, including supply staff or volunteers, they should follow the Whistle Blowing Procedures. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other channels are open to them such as the NSPCC Whistle Blowing helpline: **0800 028 0285**.

Should the school have reason to feel that someone working at the school has "behaved or may have behaved in a way that indicates that they may not be suitable to work with children", the head teacher must work with other agencies to investigate and take action on this.

Referral to Disclosure and Barring Services (DBS)

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual possesses to vulnerable groups including children.

The Single Central Record must be in place and include all the areas covered in Keeping Children Safe in Education (2016). Further advice is sought from HR.

Information Sharing, Confidentiality and Record Keeping

"The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of the children." KCSIE 2020

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

Advice should be sought from the Social Care Team, who should approach the alleged abuser (or parents if the alleged abuser is a child).

Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

If a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with the government guidance on the transfer of such records. (See page 4 Role of Designated Safeguarding Lead)

Involving Parents/Carers

In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our Child Protection Policy through the school website.

The Curriculum

Child Protection and wider child safety issues will be addressed through the curriculum as appropriate, especially in Personal, Social and Health Education (PSHE), Information and Communication Technology (ICT), RSE (Relationship and Sex Education).

Online safety The school has appropriate filters in place – please see our E Safety policy for further details.

Any concerns are reported to D Waterhouse, E-safety and ICT coordinator who will discuss the issues immediately with the head teacher. E-safety concerns are recorded on green concern forms.

See also *Teaching Online Safety in Schools 2019*

Looked After Children and Children In Care

The designated teacher for looked after children and children in care at St James's is: **Lindsay Mason, supported by Sarah Mason and Heather Lamming**. They are responsible for promoting the educational achievement of children who are looked after. The designated teacher will work closely with the school's deputy head and the Virtual School Head, to ensure that pupil premium funding is best used to support the progress of the looked after child.

Pupils with SEN and Disabilities

Children with special educational needs or disabilities may be more vulnerable to abuse. These children may have additional barriers that could hinder them when communicating concerns. This can include:

- assumptions that indicators of possible abuse such as mood, behaviour and injury relate to the child's disability, without further exploration;
- may be more prone to peer group isolation than other;
- potential to be disproportionately impacted by things like bullying; without outwardly showing signs;

- communication difficulties in overcoming barriers.

The SENCo is **Miss Hannah Scott**. The DSL responsible for pupils with SEND is **Mrs Lindsay Mason**.

Other areas of our work

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, positive behaviour, will be linked to ensure a whole school approach.

Our Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Training and Development

The St James's Primary School will ensure that:

- all staff are kept up to date with Child Protection issues by formal training taking place regularly annually; online courses, external training and in-house training provided throughout the year
- clear reminders of all procedures will be given out to all staff in the Inset session at the start of every academic year, with frequent reminders at appropriate meetings/training events;
- the designated Safeguarding Lead/s will take part in regular formal training sessions (Advanced level training at least every two years);
- all policies and procedures will follow DFE guidance on Child Protection issues;
- governors will be kept informed about procedures through the Child Protection Link Governor;
- good monitoring takes place of pupils identified as at risk;
- the pastoral team works closely with outside agencies to share information and co-ordinate support for the pupil.

Definitions and Indicators of Abuse

There are four types of child abuse. They are defined in the UK Government guidance Keeping Children Safe in Education; statutory guidance for schools and colleges, 2020 as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

Physical Abuse

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

Emotional Abuse

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation or 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

Sexual Abuse

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

Neglect

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

Provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Significant Harm

"Significant Harm is any Physical, Sexual or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development."

Signs of Abuse

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body;
- multiple bruises - in clusters, often on the upper arm, outside of the thigh;
- cigarette burns;
- human bite marks;
- broken bones;
- scalds, with upward splash marks;
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation;
- aggressive behaviour or severe temper outbursts;
- flinching when approached or touched;
- reluctance to get changed, for example in hot weather;

- depression;
- withdrawn behaviour;
- running away from home.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking;
- being unable to play;
- fear of making mistakes;
- sudden speech disorders;
- self-harm;
- fear of parent being approached regarding their behaviour.

Domestic Abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious long term emotional and psychological impact on children. We work with key partners and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm. The impact on children who are exposed to domestic abuse or suffer in their own relationships have been made clear.

National Domestic Abuse Helpline 0808 2000 247

Serious Violence – indicators

All staff should be aware of indicators, which may signal that children are at risk from, or are involved in 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 involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Please see section below for further information regarding exploitation. Advice can also be found in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

Exploitation

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain.

Child criminal exploitation (CCE)

Children who are trafficked, exploited or coerced into committing crimes are victims and in need of safeguarding support. The school will follow procedures outlined in 'Criminal Exploitation of Children and Vulnerable adults: County Lines guidance' (Sept 2018). Criminal exploitation is a geographically widespread form of harm that is a typical feature of **county lines** activity: a major, cross-cutting issues involving drugs, knife crime, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery and missing persons. **County lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas using dedicated phone lines. They are likely to exploit children to move and store drugs and money and will often use coercion, intimidation, violence (including sexual violence) and weapons.

Indicators of CCE can include:

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

Child Sexual Exploitation (CSE)

“Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who are sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking”.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted diseases or who become pregnant.

The DfE provide: Child Sexual Exploitation: guide for practitioners

Honour Based Abuse

So called ‘honour-based’ abuse encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such. If a member of staff has any doubt or concern, it should be reported immediately to the designated safeguarding lead. Please see KCSIE 2020 pg. 87 for further details.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency

liaison with police and children's social care. **Teachers must personally report to the police a disclosure that FGM has been carried out, in addition to liaising with the DSL.**

Sexual Violence and Sexual Harassment

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

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

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

What schools and colleges should be aware of

Schools and colleges should be 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”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach is important. Further details can be found:

Up-skirting is recognised as a criminal act – The Voyeurism (Offences) Act – came into force on April 12 2019.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Children Missing in Education

All children are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing in education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at school. Children missing in education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) in later life. Effective information sharing between parents/ carers and schools and the Local Authority is integral to ensuring all children of school age are safe and receiving suitable education. There are many circumstances where child may become missing in education. Further details can be found in ‘Children Missing in Education: Statutory Guidance for Local Authorities’ (2016).

For safeguarding purposes the school will require 2 emergency contacts for each pupil.

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. Should a child's attendance rate or patterns become a concern, a member of SLT will make contact with the parents. Please see the school's attendance policy for further details of how the school tackles poor attendance. Further information can be found 'Children missing in education: statutory guidance for local authorities (2016)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL is aware of contact details and referral routes into the local housing authority so they can raise/ progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will make a referral to children's social care.

Positive Mental Health and Resilience

Positive mental health is a concern of the whole community and we recognise that as a school, we play a key part in this. We want to develop the emotional wellbeing and resilience of all pupils and staff as well as provide specific support to those with additional needs. Details of this can be found in our Mental Health and Emotional Wellbeing policy. It is vital that we work in partnership with parents/ carers to support the well-being of our pupils. Parents/ carers should share any concerns about the wellbeing of their child with school so appropriate support and intervention is identified and implemented.

Please see the school's Mental Health and Emotional Wellbeing policy for further information.

Prevent Strategy (Radicalisation and Extremism)

<https://www.dudleysafeandsound.org/prevent>

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

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 the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: Channel guidance.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

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

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

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

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

The SPOC for St James's Primary School is Lindsay Mason.

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Preventing Violent Extremism - Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

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

- For prevent referrals liaise with Safe and Sound : <https://www.dudleysafeandsound.org/prevent> details of Dudley Prevent Referral Process and a referral form can be requested from the head teacher.
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

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

Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, <https://www.tes.com/teaching-resources> MindEd <https://www.minded.org.uk/course/view.php?id=402> and the NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> websites.

School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- Bullying including cyber bullying <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Children missing education – and Annex A <https://www.gov.uk/government/publications/children-missing-education>
- Child missing from home or care <https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>
- Child Sexual Exploitation: definition and guide for practitioners <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Care of unaccompanied and trafficked children <https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children>

Safeguarding children who may have been trafficked <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Child abuse concerns <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

- Domestic violence <https://www.gov.uk/guidance/domestic-violence-and-abuse>
- Drugs <https://www.gov.uk/government/publications/drugs-advice-for-schools>

- Safeguarding children in whom illness is fabricated or induced <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- Faith abuse <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- Female genital mutilation (FGM) – and Annex A <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- Forced marriage- and Annex A <https://www.gov.uk/guidance/forced-marriage>
- Gangs and youth violence <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
- Gender-based violence/violence against women and girls (VAWG) <https://www.gov.uk/government/policies/violence-against-women-and-girls>

Hate <http://educateagainsthate.com/>

- Mental health <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- missing children and adults strategy <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>
- Private fostering <https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- Preventing radicalisation – and Annex A <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Relationship abuse <https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>
- Sexting <https://www.saferinternet.org.uk/blog/new-sexting-guidance-schools-released-uk-council-child-internet-safety>

Trafficking <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

KCSiE 2020, Annex A - contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read the Annex.

Make sure all staff read part one AND Annex A and Annex B)

Implementation, Review and Monitoring

Implementation will take place by ensuring this policy is discussed at the full governing body meeting and ensuring all staff are made aware of its existence.

This Policy will be monitored and reviewed on an annual basis and whenever significant changes to legislation, guidance or changes to local procedures require it.

The cover page of this policy states the dates of review ratification by the Governing Body.

Supporting Documents

DSCB Safeguarding Children Procedures <http://safeguarding.dudley.gov.uk/>

Working Together to Safeguard Children (2018)

Keeping Children Safe in Education: Information for all Schools and College Staff (2018)

Safer Working Practice Guidance (May 2019)

Useful Numbers

(Relevant contact details are displayed on posters around the school)

Dudley Single Point of Access: 0300 555 0050

Emergency Duty Team 0300 555 8574

Local Authority Designated Officer: 01384 813061

Police West Midlands Police 0845 1135000

APPENDIX 1

Dealing with a Disclosure of Abuse

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

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. (See *Appendix 3 Reporting form – printed on yellow for a general concern, red for urgent /serious concern*)

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

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead.

Complete the relevant reporting procedure on CPOMS. Alert the DSL or deputy DSL that a concern has been recorded in case they are not at their work station and have not been notified.

Lunch time supervisors to continue to record concerns on the yellow safeguarding form and give directly to the DSL or deputy DSL who will record on CPOMS and will upload the form as evidence.

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

APPENDIX 2

What to do if you are concerned:

(Concerns outside the immediate environment (e.g. a parent or carer))

- Report your concerns in writing using the appropriate sheet to the, Designated *Safeguarding Lead* who should contact Social Care Team or the Police as soon as possible.
- If the *Designated Safeguarding Lead* is not available, then the deputy head Teacher or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
- Social Care Team and the *Designated Safeguarding Lead* will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child'.
- Maintain confidentiality on a **need to know** basis only.

Information for social care or the police about suspected abuse

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

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

All incidents will be reported on an Inter-Agency Referral form, by the Designated Safeguarding Lead, to the Single Point of Access Team at spateam@dudley.gov.uk

Responding to allegations or suspicions (about someone working with children or young people)

It is not the responsibility of anyone working within St James's Primary School in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

St James's Primary School will ensure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, 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 they are likely to pose a risk of harm to children

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 *Sexual Offences Act 2003*);
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/email messages or images, gifts, socializing etc);
- Possession of sexual images of children/pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone who works St James's Primary School including administrative and other support staff.

Action if there are concerns

Concerns about poor practice:

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

Concerns about suspected abuse

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Head Teacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Head Teacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the DO (Designated Officer for Managing Allegations).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Head Teacher. If the Head Teacher is the subject of the concern/ allegation, the concern must be shared with the Chair of Governors. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension

- The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the DO (Designated Officer for Managing Allegations).
- Irrespective of the findings of the Social Care Team or Police inquiries the Head Teacher/Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Head Teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

*Appendix 3 - Form for recording and reporting concerns about a child
(double sided with body map)*

Full name of child:		Class:
Name of person reporting concern:	Position:	
Date and time of incident/ disclosure/ concern:	Date and time of reporting incident/ disclosure/ concern:	
	Reported to:	
Details of incident/ disclosure/ concern, including times, dates, description of injuries (body map attached?) and where applicable, exact words spoken by the child.		

--

Signed:

Further action taken by DSL:

Signed:

Next steps:

Outcome:
Signed:

Body Map

