Central Schools Trust

INCORPORATING BALSALL COMMON PRIMARY SCHOOL AND DAMSON WOOD NURSERY & INFANT SCHOOL

CHILD PROTECTION POLICY SAFEGUARDING CHILDREN

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1.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. Failure to provide an effective response can have serious consequences for the child.

Safeguarding is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside of the home, including on-line
- 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
- Taking action to enable all children to have the best life chances.

Balsall Common Primary School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside (a child centred approach). 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 section 18- ***Definitions and Indicators of Abuse***

Balsall Common 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 the likelihood of suffering 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 Balsall Common School:

- Solihull Local Safeguarding Children Partnership https://www.safeguardingsolihull.org.uk/lscp/
- Dealing with a disclosure school guidance (*See Appendix 1*)
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Childcare Act 2006 (as amended 2018)
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff
- Solihull LSCP interagency child protection and safeguarding procedures
- What do you do if you are worried a child is being abused
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015) (updated December 2023)
- Information sharing advice for safeguarding practitioners

- Children Missing Education
- Child Sexual Exploitation
- Voyeurism (Offences) Act 2019
- Teaching Online Safety in School (DfE)
- When to call the police – National Police Chiefs Council (NPCC)
- Domestic Abuse Act 2021
- Working Together to Improve Attendance
- Pace Code C 2019
- DfE Filtering and monitoring standards
- DfE Cyber security standards for schools and colleges
- Keeping children safe in/out of school settings
- DfE Behaviour in schools
- Sharing nude and semi-nude images

2. Aims

Balsall Common School is committed to a whole school approach to safeguarding, whereby safeguarding and child protection underpin all of our relevant policy and processes. Our aim is to promote the welfare of children and to ensure that all pupils are safe in school and that measures are put in place to support any child who is at risk of harm. Overall the policy provides information for all adults working with children to carry out their duty of care responsibly. Balsall Common School will provide information and training for all staff, governors and other adults to carry out this duty of care responsibly.

3.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 and support mental wellbeing
- 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, attendance, medical conditions, first aid, intimate care, emergency evacuation, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism, the safeguarding response to children who go missing from education, and ensuring that the identity of the DSL and deputies are included within school systems to support safeguarding and are explained to all staff as part of their induction. (Further guidance on these issues is available on the LA website- see links on pages 14 and 15).

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

Balsall Common School will ensure that all staff follow the procedures set out by the Solihull Local Safeguarding Children Partnership (LSCP) 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 year. 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 Balsall Common Primary School is: Neil Ireland (Interim Headteacher)
THE DEPUTY DESIGNATED SAFEGUARDING LEADS FOR Balsall Common School are: Manpreet Kalirai (Interim Headteacher) Sophie Finch (SENDCO/Inclusion Manager) **ADDITIONAL DESIGNATED SAFEGUARDING LEAD FOR Balsall Common Primary School ARE:** Lindsey Lisseman (Dragons Before & After School Club Manager) Dawn Lewis (Dragons Before & After School Club Deputy Manager)

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.

The Lead DSL and the deputies are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns. If the DSL is unavailable, a Deputy Leader will be the next point of contact and also the additional DSLs. **<u>If in doubt, ask</u>.**

If you have concerns during school holidays or when school is closed, you can call the Solihull children's services Multi-Agency Safeguarding Hub (MASH) during office hours on **0121 788 4300**. If you need to report concerns out of office hours, then please contact the **Emergency Duty Team (EDT)** on **0121 605 6060**

- We have a nominated governor responsible for child protection.

THE DESIGNATED GOVERNOR FOR SAFEGUARDING AND CHILD PROTECTION IS MRS EMILY COLES

CHAIR OF LOCAL COMMITTEE IS MR BEN ADAMS

The DSL will:

- 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 all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection. Parents should be made aware of the policies and procedures
- ensure that parents 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
- 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
- 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 within 5 days 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, which can be accessed from the Solihull LSCP website. The DSL should be consulted for completion of this form.

4. Role and Responsibilities of Designated Safeguarding Lead

The Designated Safeguarding Lead is the Interim Headteacher. The Interim Headteacher has responsibility and management oversight and accountability for child protection. Deputy DSLs are trained to the same standards as the DSL and the role is explicit within their job description. DSL training is undertaken every year and has been updated to allow the DSL to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident that they have the capability to support SEND pupils to stay safe online.

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

Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or a deputy) would be expected to be available in person, it is a matter for the school, working with the Designated Safeguarding Lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for the school and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The key role of the Designated Safeguarding Lead is to:

- promote the educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, to identify

the impact that these issues might be having on children's attendance, engagement and achievement at school
- ensure that the school is aware of children who currently need a social worker, and have an understanding of their academic progress and attainment, maintaining a culture of high aspirations for them
- support teaching staff to feel confident, to provide additional academic support or reasonable adjustments to support children who need or have needed a social worker to reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes
- manage referrals from school staff or any others from outside the school
- work with external agencies and professionals on the matter of safety and safeguarding
- undertake training
- raise awareness of safeguarding and child protection amongst the staff and parents
- ensure that child protection information is transferred to the student's new school
- to ensure that the use of technologies such as CCTV and walkie talkies are used appropriately and used in line with associated school policies.

Child protection information will be dealt with in a confidential manner.
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. Staff should only involve those who need to be involved when a child tells them that he/she is being abused or neglected.

A written record will be made of what information has been shared with whom, and when. **(Written records at Balsall Common are made using the CPOMS online database).** Child protection records will be stored securely on the CPOMS database 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.

Records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome.

Historic child protection records (which may include family files) will be stored securely in a central place separate from academic records. Historic individual files will be kept for each child: the school will not keep family files moving forward. Files will be kept for at least the period during which the child is attending the school and transferred to a new school (within 5 days), 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. In keeping with best practice, the school will hold more than one emergency contact number for each pupil.
The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of

information for the purposes of keeping children safe.
This includes allowing practitioners to share information without consent.
Information Sharing: Advice for practitioners proving safeguarding services

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, the DSL will consider whether it is appropriate to share any information with the new school in advance of the pupil leaving. Child protection records may 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 or in instances where advance information would allow the new school to continue supporting the victim of abuse and have the appropriate support in place for the pupil's arrival. 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 Integris 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 Leader resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

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.

The Designated Safeguarding Lead undertakes termly supervision with an external professional agency, CSAWS. Internal supervision is offered to the Deputy DSL by the DSL.

5. Roles and Responsibility of Governors and The Governing Body
The Governing Body has strategic leadership responsibility for their school's safeguarding arrangements. It is the responsibility of the governing body to ensure that they comply with their duties under legislation. They must have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times. It is the Headteacher's role to ensure that staff understand and follow policies and procedures agreed by the governing body.

Whilst, at present, the school does not operate any lettings on the school premises, members of the governing body are aware of their responsibilities to ensure appropriate safeguarding arrangements are in place when hiring the school to other organisations.

The guidance, Keeping Children Safe in Education places statutory requirements on all governing

bodies. In line with "Part two: The management of safeguarding", we uphold the responsibility for governors to receive safeguarding training. At Balsall Common Primary School, we will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools at Balsall Common are effective and support the delivery of a robust whole school approach to safeguarding. Governor training will be regularly updated, at the very least on an annual basis.

The designated child protection governor and other members of the governing body undertake regular safeguarding related training and receive regular updates in order to ensure that they know what good practice looks like. The governing board ensures 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.

6. Part or Whole School Closures

During any part or whole school closures (such as those linked to Covid-19), Balsall Common Primary School will continue to have regard to the statutory safeguarding guidance Keeping Children Safe in Education.

We will ensure that, whether children are on site or at home, we have appropriate support in place for them.

We will take advice and work with the local safeguarding partners and follow the latest Government guidance.

Balsall Common Primary School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual head of school for looked-after and previously looked-after children. The lead person for this will be: Neil Ireland.

In circumstances where a parent is hesitant about or does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Balsall Common Primary School will explore the reasons for this directly with the parent.

Where parents are concerned about the risks of their child attending school, Balsall Common School or the social worker will talk through these anxieties with the parent/carer following the advice set out by the Government.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection and Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher.

Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection and Safeguarding Policy and, where appropriate, referrals should still be made to children's social care and as required, the police.

Balsall Common Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider if there are virtual lessons, especially where webcams are involved:

- No 1:1s (unless parents are present)
- Staff and children must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred
- The live class should be recorded so that if any issues were to arise, the video can be reviewed
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day
- Language must be professional and appropriate, including any family members in the background
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record the length, time, date and attendance of any sessions held.

Support from Senior Leaders

The Headteacher and Assistant Headteacher will provide support and guidance as appropriate to enable the DSL to carry out their role effectively. This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

The Headteacher and Deputy Headteacher will ensure that, as children return from remote learning, they will give designated safeguarding leads and their deputies more time to:

- support staff and pupils with new safeguarding and welfare concerns
- handle referrals to children's social care and other agencies where appropriate.

7. Safer Recruitment and Employment Practices

Balsall Common Primary School has created a culture of safe recruitment, and has adopted the Local Authority policy on recruitment procedures. Balsall Common 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: 'Balsall Common 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 with Barred List checks, TRA Teacher Services, Qualification and ID Checks'
- ensuring that at least one member of the interview panel has completed 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[1] at the relevant level to the position of staff and governors in line with the new DBS government workforce guide and Disqualification under the Child Care Act for staff who work in a child care capacity, whether paid, volunteer or in work placements (a change in the law means that Disqualification by Association now only applies in domestic settings, not schools). Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff is required to speak to the school
- Undertake an online check for all shortlisted candidates and notify them that this may be carried out.
- all governors require an Enhanced DBS check and new appointments are TRA checked for Section 128 prohibition from governance
- prohibition of teaching checks must be completed for everyone engaged in 'teaching work', whether a qualified teacher or not, and must be appropriately recorded on the Single Central Register. A teaching role is defined as planning and preparing lessons and courses for pupils, delivering lessons to pupils, assessing and reporting on the development, progress and attainment of pupils.
- Where the school places a pupil with an alternative provision provider, the school will ensure that there is appropriate safeguarding provision in place to meet the needs of the pupil and will ensure that written confirmation is obtained regarding safeguarding checks carried out on those working at the establishment
- ensure checks are carried out for individuals who have lived or worked abroad for more than three months during their adult life. Where these checks are not able to be completed the school will carry out a risk assessment in every instance.

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 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.

All relevant safeguarding checks for extra-curricular activity leaders, who are not directly employed by the school, are confirmed by their employer.

Online checks for new staff

As part of the shortlisting process, Balsall Common Primary School will consider carrying out an online search within our due diligence of shortlisted candidates. This may help us to identify any incidents or issues that have happened, and are publicly available online, which we might want to

[1] (*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'. A supervised volunteer who regularly teaches or looks after children is also now deemed to be in 'regulated activity'. In case of staff or volunteers who provide personal care, this includes helping a child with eating and drinking and for reasons of illness, or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability)

explore with the applicant at interview. Our job application forms reflect that we may be checking candidates online presence. We also use a matrix, within which the parameters of what we are searching for are recorded, to ensure that there is consistency in the range of what is searched for with each candidate.

Visitors

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.

We understand the importance of visitors and external agencies to enrich the experiences of our pupils.

In order to safeguard our children we expect all visiting speakers to read and adhere to the statements below.

- Any messages communicated to pupils support fundamental British Values and our school values.
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils.
- Visitors will always be accompanied by a member of staff.

Use of school premises for non-school activities

Any arrangements where the school is hired for non-school activities are set out in the school hire agreement, which sets out the requirements specified in 'Keeping children safe in out of school settings.' Once a term a health and safety visit is carried out by our governors, Business Manager and Site Manager, within which the safeguarding arrangements for non-school activities are regularly reviewed. If the school receives an allegation relating to an incident where an individual or organisation was using our school premises for running an activity for children, our senior leaders will follow our safeguarding policies and procedures and inform the local authority designated officer (LADO), as we would with any safeguarding allegation in line with Keeping Children Safe In Education.

8. Disqualification under the Childcare Act 2006

Changes to Disqualification under the Childcare Act 2006, as amended by the Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulation 2018 have been made, following a consultation into Disqualification under the Childcare Act 2006. The new legislation came into force on 31st of August 2018.

In the recent past, staff providing child care could, in certain circumstances, be prohibited from working with children because of the convictions made by someone who lives in their household. This is no longer the case. Disqualification by Association now only applies in domestic premises, not to schools. However, staff working in child care may still be disqualified because of offences committed by themselves. Relevant people includes anyone working with children of reception age or younger and children between five and eight years old in and out of the school setting (like

breakfast clubs or afterschool care).

All staff at Balsall Common Primary School are made aware that their 'relationships and associations' (including online) may have a safeguarding implication.

9. Allegations of Abuse Made Against Other Children (Child on Child Abuse)

At Balsall Common Primary School, 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 CST Management of Behaviour Policy.

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, sexual exploitation and abuse in intimate personal relationships between peers.

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.

Government guidance suggests that girls, the LGBTQ+ community and those children with SEND need are at greater risk of sexual violence and sexual Harassment within school. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection. Both the victim and the parent/carer will be offered appropriate internal and external support.

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 frequently exposed to internet abuse including sexual violence and harassment by phone is on the increase. This includes when abuse takes place in intimate, personal relationships between peers. Even though the child themselves may not consider themselves to be victimised they should be regarded as in need of protection. At Balsall Common Primary School, online safety is taught within the curriculum and staff are provided with training around safeguarding issues such as sexual violence and sexual harassment in respect of child on child abuse. Staff are also provided with training to address contextual safeguarding. This means assessments of children will consider wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. Wherever a referral is made, the school will provide as much contextual information as possible as part of the referral process.

Sharing nudes and semi-nudes (previously known as 'sexting')

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes.
https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- gender-based violence
- sharing nude and semi-nude images/videos (also known as sexting or youth produced sexual imagery)
- initiation-type violence and rituals.

At Balsall Common Primary School, all of our safeguarding procedures operate with the best interests of the child at heart. School leaders and governors will ensure that there are suitable systems and means by which children can say what is happening to them and know that they will be heard. At Balsall Common Primary School, we adopt a zero-tolerance approach and, even if there are no reported cases, staff must not take the view that 'this does not happen in our school'.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with child on child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Child on child sexual violence and sexual harassment

At Balsall Common Primary School, we recognise that child on child sexual violence and sexual harassment can happen in or outside of school, as well as online and as such we adopt a 'this could happen here' approach. All reports or disclosures will be taken seriously and victims are supported throughout.

At Balsall Common Primary School, we have a zero tolerance approach. Our staff are trained to recognise the scale and impact of harassment and abuse, and that non-recognition / downplaying the scale and scope may lead to a dangerous culture in the school. Staff are encouraged to remain vigilant and, rather than waiting for a disclosure, recognise that children may not always make a direct report and information may come from overheard conversations or observed behaviour changes. As a school, we recognise that how well we respond will influence the confidence of others to report what is happening to them. As a school we regularly review decisions and actions to update and improve our policies and practice. In line with KCSIE , teachers can sanction pupils whose conduct falls below standard which could be reasonably expected of them.

At Balsall Common Primary School, we also recognise the importance of the post incident response, recognising that for the victims of sexual assault there can be a number of physical and mental health implications which may require additional support. This may also require the school to support the alleged perpetrator with further information about harmful sexual behaviour and provide signposting to

sources of support.

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/ senior leadership team, Headteacher and, in extreme cases, the Governing Body. At the Headteacher'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. **Balsall Common Primary School will follow the NSPCC 'When to call the police' guidance.**

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 CST Management of Behaviour Policy.

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.

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 child on child abuse, the school has an ethos of promoting friendship and cooperation. Through assembly time, PSHE, RSE and other curriculum areas, the children are taught tolerance, empathy and understanding. Balsall Common Primary School has Anti-Bullying Ambassadors in each class to support friendly play and co-operation and act as a mentor in peer fallouts, upsets and arguments or to inform an adult if situations cannot be sorted.

Appropriate Adult
Pupils need to have an 'appropriate adult' during police investigations. Should this arise, the Headteacher/DSLs will liaise to discuss any issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This will include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

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

10. Allegations Against Staff and Volunteers
This is not the responsibility of the Designated Safeguarding Lead.

Balsall Common Primary School will follow the ''Managing Allegations Against Staff or Volunteers' (Solihull LA Procedures) and will have regard to the DfE 'Harm Test' guidance in respect of all cases in which it is alleged that a teacher or other member of staff, including volunteers, has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates that they may not be suitable to work with children. This is to take account of situations where a person's behaviour outside of school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children.

LOW LEVEL CONCERNS ABOUT STAFF BEHAVIOUR

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors

At Balsall Common Primary School, we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay; any concerns about the Headteacher should go to the Local Committee Chair (contact details below).

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Headteacher.

Concerns may come from various sources, for example, a suspicion, complaint, or disclosure made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks undertaken.

The Headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below)

Low-level Concerns

Concerns may be graded low-level if the concern does not meet the criteria for an allegation and the person has acted in a way that is inconsistent with our staff code of conduct, including inappropriate conduct outside of work. Example behaviours 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
- using inappropriate sexualised, intimidating or offensive language.

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

- directly to the person[2] who raised the concern, unless it has been raised anonymously
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken.

Records will be kept confidential, held securely and comply with the Data Protection Act 2018. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter will be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school that enabled the behaviour to occur. This might mean that our policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Local Authority Designated Officer for Managing Allegations (LADO) 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 Local Authority Designated Officer (Managing Allegations) in accordance with the Working Together to Safeguard Children and the LSCP Safeguarding Children Procedures. A Managing Allegations Referral form will need to be completed.

In the event of the allegation being made against the Headteacher, the **Local Committee Chair** is to be notified.

Contact details for our Local Committee Chair: **Ben Adams** g2badams@balsall-common.solihull.sch.uk

If an allegation is made against any governor, including the Local Committee Chair, the Headteacher will contact the LA appointed Designated Officer.

- if any allegation is made, a quick resolution should be a clear priority. If the nature of the allegation does not require formal disciplinary action, the school will endeavour to instigate appropriate action within three working days
- in response to an allegation all other options should be considered before suspending a member of staff

[2] (if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

- allegations that are found to be unsubstantiated, unfounded, false or malicious - reports should be removed from personnel records. The school will consider the appropriate sanction and will also consider whether the person making the allegation did so as a cry for help, or whether disciplinary action is required
- reporting restrictions only apply to teachers in schools
- 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
- where an allegation is deemed to be a low level concern, unsubstantiated or does not meet the harm threshold, the school will take the incident into consideration making the link between low level concerns, staff code of conduct and safeguarding policies, and recording and sharing information with relevant parties, including whether this information should be included in references
- where an allegation has been substantiated and the individual is dismissed or resigns, the school may consider referring the matter to the TRA for consideration for a prohibition order.

In addition to this, Balsall Common Primary School has routine systems for continually monitoring the performance of staff (including contractors, supply staff and volunteers) ensuring compliance with both child protection procedures and the code of good practice. All staff within Balsall Common Primary School will adhere to the Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings (February 2022). This covers a wide range of issues around staff conduct.

Whistle Blowing

If staff have concerns about a fellow colleague, 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: **0808 800 5000.**

At Balsall Common Primary School, we also recognise the importance of the post incident response, recognising that for the victims of sexual assault there can be a number of physical and mental health implications which may require additional support. This may also require the school to support the alleged perpetrator with further information about harmful sexual behaviour and provide signposting to sources of support.

Supply Teachers

In some circumstances, Balsall Common Primary School will have to consider an allegation against an individual not directly employed by the school, where our disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency.

Whilst the school is not the employer of supply teachers, we will ensure allegations are dealt with properly in line with our Managing Allegations Against Staff Policy. In no circumstances will the school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher,

or redeploy them to another part of the school, whilst they carry out their investigation. Agencies will be kept fully involved and should co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing board when working in the school. They will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting, which is often arranged by the LADO, will address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency, the school will inform the agency of its process for managing allegations.

Trainee Teachers
Where concerns or allegations relate to a trainee teacher, the expectations that relate to supply teachers and contracted staff will apply.

11. 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.

Our Single Central Record includes all of the Safer Recruitment checks required to be in in line with Keeping Children Safe in Education. Further advice is sought from HR.

12. Information Sharing, Confidentiality and Record Keeping
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.

However, staff will be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care. All information sharing will be with the right people, between and within agencies.

Advice should be sought from the Social Care Team (when we refer concerns to Children's Social Care we will consider what is known about the child's wider context (i.e. contextual safeguarding)), who should approach the alleged abuser (or parents if the alleged abuser is a child). In line with Working Together to Safeguard Children, we recognise that the school does not need consent to share personal information provided there is a lawful basis. We will continue to ensure transparency and to inform parents and carers that we are sharing information for these purposes and seek to work co-operatively with them. In cases where agreement to an Family help assessment cannot be obtained, we will consider how the needs of the child might be met.

Information will be stored via CPOMS (where there is a separate file for each child containing a clear and comprehensive summary of the concern, details of follow-up and resolution then any actions taken and

the outcome for the child) 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).

A Child Protection Online Monitoring System (CPOMS) system is used at Balsall Common Primary School. All concerns are recorded online within 24 hours. Electronic body maps are used where appropriate.

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

The governing board will ensure 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 includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- not providing 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, the school must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt the school will seek independent legal advice.

The Data Protection Act 2018 and GDPR do not prevent 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 safeguard and promote the welfare and protect the safety of children*

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.

We all have a legal and moral responsibility for the welfare and safety of our children. If something concerns you about the welfare of a child within school, then please contact the School's Designated Safeguarding Lead (Neil Ireland). If you have concerns which are not school based, you can call the *Solihull Children's Services Multi-Agency Safeguarding Hub (MASH) during office hours on* ***0121 788 4300****. If you need to report concerns out of office hours, then please contact the* ***Emergency Duty Team (EDT)*** *on* ***0121 605 6060.***

Parents/carers will be informed about our Child Protection and Safeguarding Policy through the school

website.

13. Family help Assessment

Family help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing family help is more effective in promoting the welfare of children than reacting later. Family help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local family help process is and how and where to access support. If staff have any concerns about a child's welfare, they should act on them immediately and speak to the DSL. The DSL will take the lead role when family help is appropriate. The LA 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/school know the outcome. Any child may benefit from family help, but all school staff should be particularly alert to the potential need for family help for a child who:

- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

Our training will ensure that our staff have a greater awareness of the potential for multiple issues overlapping, be vigilant and report this.

The local authority guidance and thresholds can be found at:

Solihull Local Safeguarding Children Partnership
C/O Solihull MBC
The Bluebell Centre
West Mall
Chelmsley Wood
Solihull
B37 5TN
0121 788 4325
https://www.safeguardingsolihull.org.uk/lscp/

14. Multi-agency working

Balsall Common Primary School contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority, a clinical

commissioning group within the local authority and the chief officer of police within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need.

The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements. The three safeguarding partners should make arrangements to allow the school to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way. If named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.

The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of family 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. The school will allow access for children's social care from the local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

15. The Curriculum

Child Protection and wider child safety issues will be addressed as part of a broad and balanced curriculum as appropriate, especially in Personal, Social and Health Education (PSHE), Relationship and Sex Education (RSE) Computing and Online Safety. **Children are taught how to recognise when they are at risk and how to get help when they need it.**

All our policies which address issues of power and potential harm, for example anti-bullying, equality policy, physical handling, positive behaviour, will be linked to ensure a whole school approach. At Balsall Common Primary School, we support staff in the use of appropriate physical contact in order to keep pupils safe using reasonable force. The use of reasonable force means using no more force than is needed and that the use of force may involve passive physical contact or active physical contact.

Our Child Protection and Safeguarding 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.

16. Children Looked After

The designated teacher for looked after children at Balsall Common Primary School is: **Neil Ireland.** He is responsible for promoting the educational achievement of children who are looked after and/or who have left care through adoption, special guardianship, child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has the skills, knowledge and understanding to keep previously looked after children safe. The designated teacher will work closely with the Virtual School Head and all other agencies, to ensure that prompt action is taken in respect of any concerns and that pupil premium funding is best used to support the progress of the looked after child. In the case of care leavers, the LA retains an ongoing responsibility which includes keeping in touch with them, preparing assessments of their needs and appointing a personal advisor to develop a pathway plan. Where applicable, the DSL will liaise with their LA personal advisor as necessary.

17. Training and Development

The Balsall Common Primary School will ensure that:

- staff safeguarding training is integral and aligned part of a whole school approach and wider staff training and curriculum planning
- staff training and development is linked to the Teacher's Standards and the expectations within the standards around behaviour and understanding of the needs of all pupils
- all staff will receive appropriate safeguarding and child protection training at least annually (including online safety - where there is an emphasis on impact of technology on increasing risks to children added throughout, including that young people can be both victims and perpetrators of abuse) at induction, and that online safety training is provided as part of regular updates
- staff training will be personalised to our school setting
- 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 and Safeguarding Link Governors
- good monitoring takes place of pupils identified as at risk
- the team works closely with outside agencies to share information and co-ordinate support for the pupil.

In line with 'Keeping Children Safe in Education', the Headteacher and all other staff, governors and volunteers who work with children will undertake training to equip them to carry out their responsibilities for Child Protection and Safeguarding effectively. This will be kept up to date by refresher training at regular intervals for all staff. A Training Record is kept for all adults working in contact with children.

18. Definitions and Indicators of Abuse

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or

protection.

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

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, September 2024 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 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.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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)
- ensure access to appropriate medical care of 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.'

19. 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

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

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

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

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Balsall Common Primary School is part of Operation Encompass (refer to section 27)
The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day **on 0808 2000 247**.

Domestic Violence can take many forms, including psychological, physical, sexual, financial and emotional. Balsall Common Primary School recognises that exposure to domestic abuse can have serious long–term emotional and psychological impact on children. We work with other key partners and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over, who are or have been intimate partners or family members, regardless of gender or sexuality. This can encompass, but is not limited to, the types of abuse within the following guidance:

- NSPCCC:UK Domestic abuse signs, symptoms, effects
- Refuge: What is domestic violence/effects of domestic violence on children
- SafeLives: Young people and domestic abuse.

Controlling behaviour – a range of acts designed to make a person subordinate and/or dependent by:

- Isolating them from support
- Exploiting them for personal gain
- Depriving them of the means needed for independence, resistance, and escape
- Regulating their everyday behaviour.

Coercive Behaviour – an act or pattern of acts of assault, threats, humiliation, intimidation, or other abuse that is used to harm, punish or frighten the victim.

Psychological, Physical, Sexual, Financial and Emotional
Controlling behaviour is: A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: An act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

20. Positive Mental Health, Well-being & Resilience
Positive mental health is the concern of the whole community and recognise that schools play a key part in this. Our school wants to develop the emotional well-being and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors, which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counterbalance and promote further growth of resilience.

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. Balsall Common Primary School 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 Child Protection and Safeguarding Policy and speaking to the Designated Safeguarding Lead or a deputy. (See school Social, Emotional and Mental Health (SEMH) Policy).

Children requiring mental health support
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. The governing board will ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. The school has access to a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies and using the mental health and behaviour in school's guidance. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people, such as Rise Above.

21.Online Safety

The school ensures that pupils are taught to stay safe online as part of our broad and balance curriculum. The school makes use of a number of resources and tools to support online safety such as:

- Education for a Connected World framework from the UK Council for Child Internet Safety (UKCCIS)
- Use of Smoothwall filtering and monitoring systems linked to internet and computer use
- Guidance from PSHE Association
- Be Internet Legends by Parent Zone and Google
- Half-termly lessons & Assemblies devoted to safety when online.
- Parental workshops to teach safe practices in the home.

The government has published guidance documents 'Filtering and monitoring standards' and 'Cyber security settings for schools and colleges'. They outline the importance of helping children and young people not only to use the internet safely, but also to give them opportunities to learn how to behave online. At Balsall Common Primary School, our staff are made aware of these guidance documents and of the importance of teaching pupils that is always age and developmentally appropriate. At Balsall Common Primary School, pupils will be taught what positive, healthy and respectful online relationships look like. The guidance includes the following underpinning knowledge and behaviours:

- How to evaluate what pupils see online
- How to recognise techniques used for persuasion
- Online behaviour
- How to identify online risks
- How and when to seek support

Although the nature of online harms is discussed within the curriculum, it is not until we look through the comprehensive risk in this document that together they reflect how harmful the internet might be. It is easy to see the potential harms, but it important that we communicate them in a safe and beneficial way, so that pupils remain respectfully cautious and not fearful. Potential harms covered in the guidance include:

- Age restrictions
- Content: How it can be used and shared
- Disinformation, misinformation and hoaxes
- Fake websites and scam emails
- Fraud (online)
- Password phishing
- Personal data
- Persuasive design which keeps 'users online for longer than they might have planned or desired'
- Privacy settings
- Targeting of online content
- Abuse (online)
- Challenges [to do something and post about it]
- Content which incites…hate, violence
- Fake profiles
- Grooming
- Live streaming
- Pornography
- Unsafe communication

- Impact on confidence (including body confidence)
- Impact on quality of life, physical and mental health and relationships
- Online vs. offline behaviours
- Reputational damage
- Suicide, self-harm and eating disorders.

When teaching about these safeguarding topics (and others), staff are encouraged to be mindful that there may be a child or young person in the lesson who is or has been affected by these harms. During or after a lesson, a pupil may be prompted to disclose about something that may have happened online. At Balsall Common Primary School, staff consult with the Designated Safeguarding Lead when considering and planning any safeguarding related lessons or activities (including online) as they will be best placed to reflect and advise on any known safeguarding cases, and how to support any pupils who may be especially impacted by a lesson.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers the school to protect and educate students and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:
content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If students or staff are at risk, it can be reported to the Anti-Phishing Working Group (https://apwg.org/).

Using AI safely and effectively
Any use of generative AI by staff and students will be carefully considered and assessed, evaluating the benefits and risks of use in school.
The intended use should be specified and have clear benefits that outweigh the risks. Different considerations will apply depending on whether it is staff or students using AI tools.
Safety will not be compromised. The schools will consider whether there may be uses of generative AI by staff or pupils that have not been explicitly approved or adopted in their setting.
Risk assessments will include plans for mitigating against unauthorised use cases. For example, students may use generative AI to create emails from the school to parents that seem realistic.
Students should only be using generative AI in school with appropriate safeguards in place, such as close supervision and the use of tools with safety and filtering and monitoring features.
For any use of AI, the school will:
• comply with age restrictions set by AI tools and open access LLMs

• consider online safety, including AI, when creating and implementing safeguarding related policies and procedures
• consult Keeping children safe in education
• refer to the DfE generative AI product safety expectations
• refer to the DfE filtering and monitoring standards to make sure appropriate systems are in place, including filtering and monitoring approaches that cover generative AI
• review how to strengthen cyber security by referring to the DfE guidance on cyber security standards for schools and colleges – generative AI could be used to increase the sophistication and credibility of attacks
• refer to the DfE plan technology for your school service, which schools can use to assess themselves against the filtering and monitoring standards and receive personalised recommendations on how to meet them

The Sending of Indecent Images from One Person to Another through Digital Media Devices

The school accepts that this is a safeguarding concern and one that is increasing which requires a robust response. We will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnership with our agencies.

We will refer to:
The DfE guidance 2023 on Searching Screening and Confiscation Advice for Schools and Sharing nudes and semi-nudes: advice for education settings working with children and young people (2024)
UK Council for child internet safety and our school policy relating to mobile phones in school.

Teaching online safety in school should be read in conjunction with Education for a Connected World Framework which offers 'age specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives.'

The guidance 'Teaching online safety in school' can be downloaded here:
https://www.gov.uk/government/publications/teaching-online-safety-in-schools

Education for a Connected World (UKCIS, 2020) can be downloaded here:
https://www.gov.uk/government/publications/education-for-a-connected-world

The Teaching online safety in school guidance emphasises the need for a whole school approach so that it is embedded in everything the school does including:

- Creating a culture that incorporates the principles of online safety across all elements of school life
- Proactively engaging staff, pupils and parents/carers
- Reviewing and maintaining the online safety principles
- Embedding the online safety principles
- Modelling the online safety principles consistently.

Pupils are not allowed to bring their mobile phones to school.
If children need to contact home, they can so do with the support of the school office team.
If in exceptional circumstances, a child brings a phone into school, they must hand it into the class teacher for safe keeping until the end of the school day.

Searching, Screening and Confiscation

22. Contextual Safeguarding

All staff, but especially the designated safeguarding lead (or deputy), will consider the context within which safeguarding incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Contextual Safeguarding helps focus on the fact that young people experience harm beyond their families and recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems, beyond focusing on families in recognition that young people are vulnerable to abuse in a range of social contexts. This allows any assessment to consider all of the available evidence and the full context of any abuse.

23. Specific Safeguarding Issues

Modern Slavery

Modern day slavery refers to any form of forced human exploitation for labour or service, such as human trafficking and forced labour.

Honour Based Abuse (HBA)

So called 'honour-based' abuse (HBA) 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 HBA 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.

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.

Risk factors for FGM include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman
- FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to

visit an 'at-risk' country (especially before the summer holidays).

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs.

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. The Serious Crime Act 2015 sets out a mandatory duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

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

'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. A child may also be sexually exploited for the financial advantage or increased status of the perpetrator or facilitator.

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 within an increasingly widespread form of harm that is a typical feature of county lines criminal activity.

Child Criminal Exploitation (CCE) includes drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas, seaside and market towns.

The key to identifying potential involvement in ***county lines*** is 'missing episodes', where the victim

may have been trafficked for the purpose of transporting drugs. In such cases, the school may consider a referral to the National Referral Mechanism. 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology including cyberbullying, 'sexting' and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

In the event of a disclosure, all staff will be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

Statutory definition of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

a. in exchange for something the victim needs or wants, and/or
b. for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. **DfE Child sexual exploitation –** *Definition and guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation – February 2017*

Indicators of CSE/CCE may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of CSE/CCE, it must be remembered that not all children with these indicators will be exploited. Exploitation can occur without any of these issues, such as having a prior experience of neglect, physical and/or sexual abuse or a lack of a safe/stable home

environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality). For example:

- recent bereavement or loss
- social isolation or social difficulties
- absence of a safe environment to explore sexuality
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other children and young people who are being sexually exploited
- family members or other connections involved in adult sex work
- having a physical or learning disability
- being in care (particularly those in residential care and those with interrupted care histories)
- sexual identity.

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 Mechanism103 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.

Both staff and students will receive awareness training to allow for more effective referrals to take place. The attendance officer will track absence of all students vigilantly and notify DSL immediately of any concerns regarding a child missing from education.

Upskirting

At Balsall Common Primary School, we have ensured that staff are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'upskirting'. The Crown Prosecution

Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders.

Children Missing Education (CME)
Children missing education are children of compulsory school age who are:

- Not on a school roll (elective home education)
- Not being educated other than at school
- Identified as having been out of any educational provision for a substantial period of time (4 weeks).

Children go missing from education for a number of reasons including:

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

Some children are at greater risk of harm than others, both online and offline. Keeping Children Safe in Education clarifies how the term 'children missing education' is different from 'children absent from education'.

Children being absent from education for prolonged periods and/or on repeat can act a warning sign to a range of safeguarding issues. The guidance specifies it's important that your school's response to persistently absent pupils and children missing education supports identifying any abuse, and in the case of absent pupils, helps prevent the risks of them becoming a child missing education in future. If the parent/carer of a child with an education, health and care (EHC) plan has expressed their intention to educate their child at home, the local authority will need to review the plan and work closely with parents/carers.

24. Children with Special Educational Needs and Disabilities and those who are disproportionately vulnerable

We are committed to working with children with special educational needs (SEN) and disabilities. As a school we understand that children with Special Educational Needs and disabilities (SEND), or certain medical or physical conditions can face additional safeguarding risks / challenges. Barriers can exist when recognising abuse and neglect in this group of children
This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- That they may be more prone to peer group isolation than others

- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwards showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

We recognise that some pupils are disproportionately vulnerable. For example, in addition to the factors identified above, some pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. This policy has therefore been designed to integrate the measures being taken to protect children who are more at risk from harm.

25. Private Fostering

A private fostering arrangement is one that is made privately (with involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (A close family relative is defined as a grandparent, brother, sister, uncle or aunt and includes half – siblings and step-parents; it does not include great aunts or uncles, great grandparents or cousins)

Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness and needs to notify the local Children's Care department. Each party involved in a private fostering arrangement has a legal duty to inform the local authority 6 weeks before the arrangement is due to start. Not to do so is a criminal offence. It is important to note that although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, the school will be clear on who has parental responsibility.

26. Prevent Strategy (Radicalisation and Extremism)

Balsall Common Primary School is actively involved in the Prevent strategy. The school has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the school and British values. Therefore, our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities. Our school strategy for preventing extremism has five key objectives:

1. To promote and reinforce school and British values; to create space for free and open debate; listen and support the learner voice and enable pupils to develop their self-knowledge, self-esteem and self- confidence
2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society
3. To ensure pupil safety and that the school is free from bullying, harassment and discrimination
4. To provide support for pupils who may be at risk and offer appropriate sources of advice and guidance
5. To ensure that pupils and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

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 Balsall Common Primary School is Mr Neil Ireland.**

Indicators of Vulnerability to Radicalisation

1. Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

2. 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.

3. 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.

4. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral

5. 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.

6. 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.

7. 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.
8. 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.

9. More critical risk factors could include:
   - Being in contact with extremist recruiters
   - Accessing violent extremist websites, especially those with a social networking element
   - Possessing or accessing violent extremist literature
   - Using extremist narratives and a global ideology to explain personal disadvantage
   - Justifying the use of violence to solve societal issues
   - Joining or seeking to join extremist organisations
   - Significant changes to appearance and / or behaviour
   - 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 [3]process

- attending Channel[4] meetings as necessary and carrying out any actions as agreed

[3] Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist- related activity
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

[4] Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist- related activity
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

- Reporting progress on actions to the Channel Co-ordinator
- Sharing any relevant additional information in a timely manner.

27. Operation Encompass

Operation Encompass operates in the majority of 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.

Police forces not signed up to operation encompass will have their own arrangements in place. National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

28. Children Potentially at Greater Risk of Harm

Children who need a social worker (Child in Need and Child Protection Plans) may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should inform the school if a child has a social worker, and the Designated Safeguarding Lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. Where children need a social worker, this will inform 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).
(*Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this)*

29. Alternative Provision

Where the school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and school leaders are aware of the additional risk of harm that students may be vulnerable to. We will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that we would otherwise perform on our own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that we

can ensure that appropriate safeguarding checks have been carried out on new staff.
The school should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements we make. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.
The DfE has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:
• Alternative Provision - DFE statutory guidance
• Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk) – DFE statutory guidance.

30. 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.

31. Supporting Documents and Contacts

Local support

All members of staff at Balsall Common Primary School are made aware of local support available.

LADO service

0121 788 4310 referral form (Email address to be confirmed at time of call)

Children's Services

MASH: 0121 788 4300

Emergency Duty Team: 0121 605 6060

West Midlands Police

101 or 999 if there is an immediate risk of harm

Solihull Partnerships Team - 101 Extension 891 3040 Inspector Sharon Jones sharon.jones@west-midlands.pnn.police.uk PC Naiyer Khan, Young Persons Officer - naiyer.khan@westmidlands.police.uk West Midlands Police Violence Reduction Unit (VRU) West Midlands Violence Reduction Unit https://westmidlands-vrp.org/

Online safety Educational Web Team (Childrens Services -SMBC) eweb@solihull.gov.uk

Solihull Local Safeguarding Children's Partnership (LSCP) https://solihulllscp.co.uk/ 0121 788 4325 https://westmidlands.procedures.org.uk/

Adult safeguarding

Adult Social Care via 0121 704 8007

ccadults@solihull.gov.uk

Solihull Council contacts

- Solihull Local Safeguarding Children Partnership: https://www.safeguardingsolihull.org.uk/lscp/
- MASH: 0121 788 4300. Out of hours: 0121 605 6060
- Children's Social Work Child Protection and Review Unit: 0121 788 4310
- Local Authority Duty Officer (LADO) – 0121 788 4310
- SMBC Adult Social Work one stop referral – 0121 704 8007

Birmingham contacts

- Birmingham Multi-Agency Safeguarding Hub (MASH) - 0121 303 1888 http://www.lscpbirmingham.org.uk/safeguarding-concerns/cass

Coventry contacts

- Coventry Multi-Agency Safeguarding Hub (MASH) - 024 7678 8555 http://www.coventry.gov.uk/info/31/children_and_families/2186/coventrys_multi_agency_safeguarding_hub_mash

Warwickshire contacts

- Children's Social Care during office hours: 01926 410410
- Emergency Duty Service 01926 886922 outside office hours only https://www.warwickshire.gov.uk/childprotection

Worcestershire Contacts

- Access Centre 01905 822666 from Monday to Thursday 8.30am to 5.00pm (until 4:30 pm on Friday)
- Emergency Duty Team (EDT) on 01905 768020 outside office hours http://www.worcestershire.gov.uk/areyouworriedaboutachild
- Children missing education services 0121 704 6663 https://www.solihull.gov.uk/Schools-and-learning/Children-missing-education-service

Solihull Council school extranet safeguarding pages My Solihull Maps The Waiting Room Birmingham and Solihull wellbeing services Solar SIAS (Solihull Integrated Addiction Services) Kooth

NSPCC Report abuse in education

- Helpline 0800 136 663 or help@nspcc.org.uk

National organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for learners

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk
- Support for adults and Family Lives: www.familylives.org.uk § Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for learning disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: https://councilfordisabledchildren.org.uk

Contextual Safeguarding Network

- https://contextualsafeguarding.org.uk/

Substance misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Domestic abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk

- NWG Network: www.nwgnetwork.org

Honour-based abuse

Forced Marriage Unit: www.gov.uk/guidance/forced-marriage

FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Child-on-child abuse, including bullying, sexual violence and harassment

- Rape Crisis: https://rapecrisis.org.uk
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental health

- Mind: www.mind.org.uk
- Moodspark: https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with family members in prison

- National information Centre on Children of Offenders (NICCO): https://www.nicco.org.uk/

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 via CPOMS.

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 / the Headteacher.

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 / Headteacher.

APPENDIX 2

What to do if you are concerned:

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

- Report your concerns 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 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.

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

It is not the responsibility of anyone working within Balsall Common 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.

Balsall Common 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, socialising 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 at Balsall Common 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 Headteacher 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 Headteacher/ Local Committee Chair Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse:

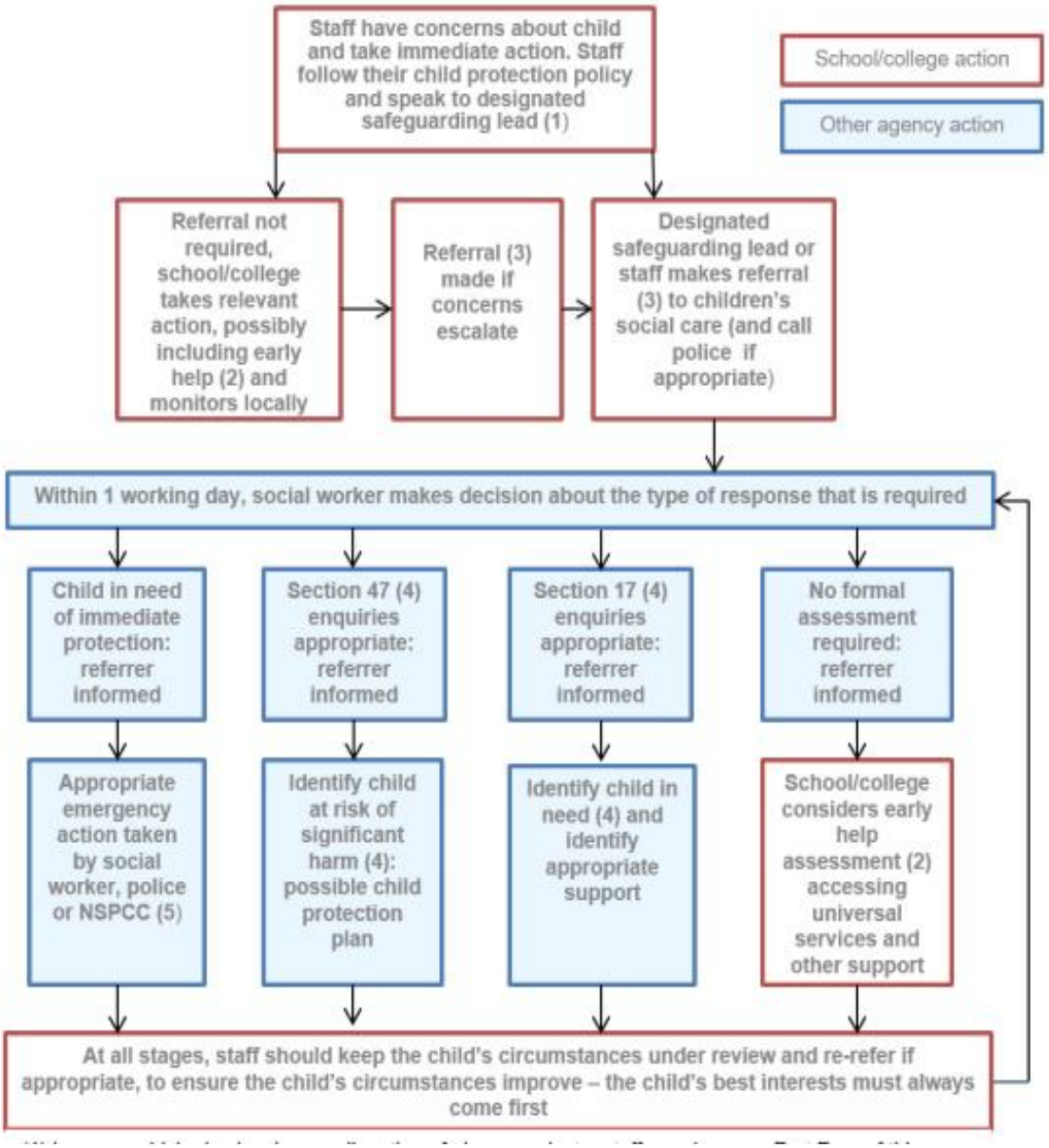
- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Head Teacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk
- The Headteacher will refer the allegation 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 a Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Head Teacher. If the Headteacher is the subject of the concern/ allegation, the concern must be shared with the Local Committee Chair. The Local Committee Chair will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension

- The Headteacher will liaise with the Local Committee Chair 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 Headteacher/Local Committee Chair 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 Local Committee Chair and Headteacher 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

PROCESS FOR RECORDING AND REPORTING A CONCERN ABOUT A CHILD

Designated Safeguarding Leads (DSLs) in each school – for concerns about children	**Complete entry on a school concern form (DSL MUST receive a concern in writing / CPOMS)**	**Headteacher - For concerns about an Adult/Person in Position of Trust – Would be shared with LADO**
	Deliver/Report all concerns to: DSL	
	DSL reviews concern, identifies level of need and makes a decision about the Next Steps – this may include seeking advice from Children's Social Care	
Decision To MONITOR The Concern	**Decision To DISCUSS The Concern With Parent/s Carer**	**Decision to REFER the concern to Family help Level 3 or Children's Social Care (CSC) Level 4**
MONITOR ↓	**DISCUSS** ↓	**REFER** ↓
School worker asked to monitor pupil and feedback to the DSL within an agreed timescale →	**MONITOR** ↔ **After discussion DSL decides to either discuss further with parent/carer, monitor via school worker, or makes a referral into CSC**	**REFER** ↔ **DSL speaks with Headteacher and agrees to refer into CSC** ←
Remember: ANYONE CAN MAKE A REFERRAL IN ADDITION, REPORT DIRECTLY INTO FAMILY HELP or CSC.	**AT ALL TIMES RECORD** **DSL retains Concern Form/incident details in secure, confidential Safeguarding File**	

Actions where there are concerns about a child