

Child Protection and Safeguarding Policy Telford and Wrekin



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Context - Safeguarding legislation and guidance

Academies, free schools, independent schools, alternative providers of education - Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 require proprietors of independent schools (including academies) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

“Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged, having regard to the need to safeguard and promote the welfare of children.”

(Taken from HM Government “**Working together to safeguard children**”, 2018, Chapter 2 Paragraph 1 (pages 56-9).

- The **Teachers’ Standards** state that teachers, including headteachers, must have regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions; and uphold public trust in the teaching profession as part of their professional duties.
- The statutory guidance **Working Together to Safeguard Children (DfE 2018)** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for those responsible for local safeguarding, including schools, social care, the Police and the local safeguarding children’s board to make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.
- The statutory guidance **Keeping Children Safe in Education (DfE 2018)** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, ‘school’ in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, maintained nursery schools and pupil referral units.

All staff must read Part One of **Keeping Children Safe in Education 2018**. A copy of this document is available from the DSL. In addition, all staff who work directly with children must read Part Five and Annex A (This includes all school leaders, all classroom based staff and all staff with defined pastoral responsibilities).

- **What to do if you’re worried a child is being abused 2015 - Advice for practitioners** is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action. A copy of this advice is available from the DSL.

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse, around 20 per cent of children will suffer some form of abuse. 23-40% of all alleged sexual abuse of children and young people is perpetrated by other young people, mainly adolescents. One child in six is exposed to violence in the home and disabled children are three times more likely to be abused and neglected. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem. Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Girls are significantly more likely to be victimised with unwanted sexual messages and images from their peers online.

Due to their day-to-day contact with pupils, staff in school are uniquely placed to observe changes in children's behaviour and the outward signs of abuse, neglect, exploitation and radicalisation. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse, are approachable and trusted by pupils/students, listen actively to children and understand the procedures for reporting their concerns. The school will act on identified concerns and will provide early help to prevent concerns from escalating.

Policy Aims and Principles

The aim of this policy is to make all within the school feel safe and have clear roles and responsibilities in place for that to happen.

This school recognises its responsibilities for safeguarding within the remit of Ofsted, "The common inspection framework: education, skills and early years."

The school's duty of care will be in line with Government legislation and local [Telford & Wrekin Safeguarding Children Board \(TWSCB\) Procedures](#).

The protection of children is the responsibility of everyone. Primary responsibility for the care and protection of children rests with parents, but a range of services is available to help them in this task. Many referrals to agencies are made by parents seeking help for themselves. Relatives, friends and neighbours may also directly, **or indirectly**, seek help or alert statutory authorities to children about whom they are concerned or encourage families to do so. All agencies with staff that are in direct contact with these children and families must be involved.

The safety and protection of all children is of paramount importance to all those involved in education. For avoidance of doubt the role of governing bodies of **all** schools is set out in 'Keeping Children Safe in Education' 2018, (KCSiE). This guidance, coupled with 'Working Together to Safeguard Children' 2018, Chapters **2 and 3** and the areas identified above within the context, is the blueprint for all inter agency working and should be available

and accessible to all those responsible for children's welfare. This policy reflects the 'Keeping Children Safe in Education' 2018 statutory guidance, making it clear to Governing Bodies that leaders in all schools should ensure that all staff read at least [Part One and Annex A of KCSiE](#) and sign to confirm **that they have read and understood** this, although best practice would be for all staff to be acquainted with all sections of KCSiE.

Purpose

Children can develop a special and close relationship with the school community and view them as significant and trustworthy adults. For the purpose of this policy and for avoidance of doubt, the **term 'school community'** shall include all those that work at the school, including teachers, whole school staff, governors, children, parents that play an active role regularly at the setting and volunteers.

Our school community believes that we should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child and as such, we follow the Department for Education advice '[What to do if you're worried a child is being abused](#)'.

This policy is our commitment towards the statement above and we expect that our students' parents/carers support everything that is documented here. *In principle parents sign up to our school ethos, the law and the legislation that sits behind it.*

It is not surprising that a child, if they have been abused, may confide or disclose to a teacher or another member of staff. **All staff will receive training that ensures they know their duty to refer all concerns to the DSL or their Deputy**, who will assess each incident as it appears. In respect of assessing any bruising to a child this school will refer to the **"Bruising of Children" guidance produced by the TWSCB** to assist their decision making. It is important to note that the four defined categories of abuse are:

- **Physical**
- **Sexual**
- **Emotional**
- **Neglect**

It is also important not to forget **bullying** which can transgress across all four definitions.

The four categories can be viewed in KCSiE 2018, pages 14 and 15.

We also recognise that extremist views in children can be a sign of potential abuse and will be dealt with in the same way as other concerns. The same principle applies to Domestic Violence, **Adult's Mental Health Impact on children, Special Education Needs, Children With a Disability**, Female Genital Mutilation, **so-called 'Honour Based Violence'**, Child Trafficking, Modern Slavery, Forced Marriage, **Suicide Intervention, Young Carers, Children in the Court System, Homelessness, Adoption, Children returned to their family from care, Sexual Violence, Sexual Harassment, Sexual Exploitation**, Initiation or hazing, Drug and

Substance Misuse, Gang Activity, **County Lines**, Fabricated and Induced Illness (see **Section 7 “Children’s Welfare”**). All our staff will be made aware of all of the above safeguarding issues that children may face whilst in our care and what steps they need to take if they are aware of them. For avoidance of doubt, Annex A of KCSIE 2018 will be referred to for any assistance that the DSL or any other school staff may need in ensuring a child’s safety and welfare.

Because of the day to day interaction with children, school staff are also in a unique position to notice any change in demeanour such as being quieter than usual, being clingy towards staff, changes in appearance, being withdrawn or not wishing to go home at the end of the school day. Staff may also notice injuries, marks or bruises when for instance children are doing PE, games or swimming, which might indicate a child has been abused and it is our expectation that staff remain vigilant at all times and know their responsibility to report such concerns immediately **to the DSL or their Deputy, who will then follow local procedures to ensure the wellbeing of the child. Their options include:**

- **Managing any support for the child internally via the school’s own pastoral support**
- **Initiating an early help assessment**
- **Making a referral for statutory services, for example as the child is in need or suffering, or likely to suffer, harm**

In exceptional circumstances where the Designated Lead or Deputy is not available, this should not delay appropriate action being taken and staff have a duty to make a referral themselves if they believe a child is at risk of harm.

Statement on Child Protection

In **this school** we agree that the safety, welfare and protection of all children is paramount and any delay in reporting concerns is unacceptable. All staff will adhere to **this principle and** the child protection procedures established by the Telford & Wrekin Safeguarding Children Board (TWSCB). Our policy is published on our school website for all to view and is reviewed annually. However, if need be, it may be reviewed and refined before this yearly commitment so that it is flexible to change and current with new legislation.

We will work appropriately with each child, their family and other agencies to protect in all cases the welfare of the child. Furthermore, we will work in partnership and fulfil the ethos and abide by the principles of the thresholds guidance produced by Telford & Wrekin Council within the Family Connect Model [“The Child’s Journey in Telford & Wrekin”](#). In addition, all school staff will be prepared to identify children who may benefit from early help. For avoidance of doubt, early help means **that this** school will provide support as soon as a problem emerges at any point in a child’s life from foundation through to teenage years.

Staff within this school may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration should be given to a referral to children's social care assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Staff within this school will also be made aware of the process for making referrals to children's social care and statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral (as identified on page 10 of KCSiE 2018). They will also be made aware of the role they might be expected to play in such assessments. The flowchart from KCSiE 2018 page 13 "Actions where there are concerns about a child" will be highlighted to all staff.

On occasions the school, where necessary, may be asked to participate in multi agency meetings and in cases of sexually harmful behaviour (including social media and "sexting"), be asked to undertake a risk and vulnerability management plan. This school will use the [TWSCB Risk & Vulnerability Management Plan-Sexually Harmful Behaviour](#) to assist us if this is deemed necessary and appropriate, so clear support is in place. This will be recorded and kept under review within school and with other partner agencies. Furthermore, we recognise that children are capable of abusing their peers and it will not be tolerated, and whilst participating in the above processes, the school will not pass off the abuse as "banter", "just having a laugh" or "part of growing up". (See section 7 for more detailed information.) Any intervention will consider the victim, alleged perpetrator, all other children and, if appropriate, adult students and staff. In such circumstances the school will engage with parents to manage and agree this process for all those involved.

The school recognises that its role is to refer with the information received and under no circumstances become the investigator.

The school also works to the TWSCB procedures for all staff who work with children, where allegations may be made by a child/adult of abuse in any form. All staff will adhere to the procedures drawn up by the Board in line with national guidelines and supported by the TWSCB managing allegations against those working with children (Section 1.14) "Allegations Against Staff and Volunteers" where this is managed by the TWSCB through the Local Authority Designated Officer (LADO). The process for managing allegations can be viewed at <http://westmidlands.procedures.org.uk/> and [Section 4 of KCSiE](#).

This school believes that those who work within the school community are in positions of trust and as such the school's staff code of conduct is based on the underlying principle that the highest standards are expected from all. In line with KCSiE a separate Code of Conduct policy is in place for staff and governors.

The document ["Guidance for safer working practice for those working with children and young people in educational settings"](#) produced by the Safer Recruitment Consortium October 2015, provides guidance on the expected standards of all those that work with

children. All those in the school community will be made aware of its existence and this sits alongside the Code of Conduct mentioned above.

Early Years Providers only:

For avoidance of doubt, those that provide Early Years provision within our school premises will adhere to the [“Statutory Framework for the Early Years Foundation Stage” 2017](#). This is fundamental in setting the standards for learning, development and care for children from birth to five.

Furthermore, within the Early Years settings and to ensure the safety and welfare of children in our care, personal mobile phones are not permitted, when in the presence of children. This is a statutory requirement of the Early Years Foundation Stage Framework, 2017.

Therefore, **in these settings we take measures to ensure:**

- i. All mobile phones must be kept in a secure place and should not be accessed throughout contact time with the children;
- ii. Photographs or images of any children within our care may only be taken following parental consent and only using the school camera and those images should remain within the setting;
- iii. When on outings, mobile phones may only be used to make or receive phone calls relating directly to ensuring the safety and wellbeing of the children;

Roles and Responsibilities

Headteacher and Governors

The Headteacher and Governors are committed to working together to create and maintain a safe learning environment for the children and young people attending the school.

The Headteacher and Governors will follow the specific guidance as set out in ‘Working Together to Safeguard Children’, 2018 and ‘Keeping Children Safe in Education, 2018 and will ensure that:

- i. clear arrangements are in place to encourage, facilitate and support the reporting of child welfare concerns, including instances where pupils are missing from school;
- ii. a Designated Safeguarding Lead (DSL) is available at all times whilst students are under direct supervision of school staff;

- iii. provision is made for appropriate training, induction, support and supervision for DSLs and other members of the school's community and workforce;
- iv. the school works proactively with the Local Authority Designated Officer (LADO) and appropriate partner agencies to safeguard pupils;
- v. records relating to safeguarding are kept safely and shared appropriately;
- vi. where our school uses alternative provision and work experience placements we continue to be responsible for the safeguarding of that pupil as identified in Part 3 of KCSiE 2018. Therefore, the school will obtain written confirmation from the setting that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.
- vii. appropriate safeguarding policies are adopted, monitored and evaluated which will include areas such as:
 - child protection and safeguarding
 - **suicide intervention**
 - bullying, harassment and discrimination
 - use of force and restraint and behaviour management
 - health and safety including use of equipment and provision of first aid
 - use of the internet, mobile phones and social networking sites
 - school trips, placements, outdoor activities
 - drugs and substance misuse
 - codes of conduct for staff and governors
 - meeting the needs of pupils with special medical conditions
 - meeting the need of pupils in disseminating prescribed medications
 - extended services provision
 - Intimate care
 - School security
 - Issues which may be specific to our local area or population, for example gang activity county lines or knife crime
 - ["Speak Up" Policy](#)
- viii. the school premises are safe and that the school grounds are not open to unwanted intruders but if public rights of way exist on school grounds then appropriate risk assessments are undertaken;
- ix. appointments to staff positions and other roles within the school community are made following the safer recruitment guidance within KCSiE September 2018 and all appropriate vetting checks have been completed (see safer recruitment section);

- x. approved safer recruitment training, as designated by the Lucy Faithfull Foundation Consortium, has been completed by appropriate members of selection panels (see safer recruitment section);
- xi. the school's Single Central Record of recruitment and vetting checks covering all staff and others identified by the school as having regular contact with children is kept up-to-date in line with Ofsted requirements;
- xii. the identity of visitors to the school is checked, a record is kept in the visitors' log, visitors are suitably identified/badged and are not left unsupervised within the school;
- xiii. the Designated Safeguarding Governor has a Workbook of roles and responsibilities available which will ensure the completion of the Safeguarding s11 audit, on a yearly basis - [TWSCB s11 Safeguarding Self Assessment Toolkit Audit for Governors](#). These will be supplied by the Telford & Wrekin Council Safeguarding Children in Education Officer.

The Designated Safeguarding Lead (DSL) and Deputy DSLs

The Designated Safeguarding Lead for Child Protection and Deputy DSLs are listed in Appendix A. **The DSL is a key member of the school's SLT.**

Responsibilities

The DSL and all Deputy DSLs have received DSL child protection training and will liaise in accordance with the TWSCB procedures and Telford & Wrekin People Services Team procedures (or other Human Resources procedures). It is the professional responsibility of the DSLs to update their own training gaps/needs with **enhanced** updates which are held throughout the year and regularly offered by the TWSCB, conferences/workshops offered by private providers and other mainstream providers. If in doubt, "Keeping Children Safe in Education" 2018, **Annex B**, should be referred to for clarification about the role of DSLs. **The role of DSLs and Deputy DSLs is explicit in the job descriptions of post holders.**

The DSL will ensure that all staff have received appropriate child protection training within the advised timescales. These staff will include full time, temporary and volunteer staff. It is advised that the content reflects the requirements identified by TWSCB.

The DSL will make known to the whole school community the location of the TWSCB website address <http://www.telfordsafeguardingboard.org.uk> where the policies & procedures are **available**; these are regularly reviewed and updated by TWSCB.

The DSL will ensure that all members of staff complete an induction to child protection and safeguarding systems within the school and satisfy themselves that that member of staff understands their responsibility for sharing a concern and with whom. Furthermore,

all staff will receive regular safeguarding and child protection updates (for example, via e mail, e bulletins and staff meetings) to provide staff with relevant skills and knowledge to safeguard children effectively. This will also allow staff to contribute to and shape safeguarding arrangements and child protection policy.

Therefore, **all school staff** will be given a copy of the school's Child Protection & Safeguarding Policy, which explicitly refers to processes in school where there may be concerns for a child's welfare and how to respond. They will also receive the school's Behaviour Policy and Part 1 and Annex A of KCSiE 2018, which includes a copy of the flowchart from KCSiE 2018 page 13 "Actions where there are concerns about a child".

The DSL has direct referral links with the **Social Care Safeguarding Advisors & Safeguarding Team via the Family Connect Team 01952 385385**. For avoidance of doubt the DSL should be the point of contact with regard to referring a child if there are concerns about possible abuse. A formal written request for service should not delay a verbal discussion so that immediate action can be taken if necessary. However, any referral should be confirmed in writing within 48 hours.

The DSL must make it clear to all staff that if the DSL or a Deputy DSL is not available, then this should not delay sharing any concerns about a child **with** the Safeguarding Advisors Team via The Family Connect Team on 01952 385385. However, this school will ensure that there is always a nominated cover presence on site for Child Protection and Safeguarding issues.

The DSL keeps all written records of concerns about a child even if there is no need to make an immediate referral for action; this will include any **online** technology **misuse** issues that may cause indirect abuse **of** a child. Online safety issues will be treated as any other form of abuse and we recognise that online bullying **and harassment** can transgress across all four defined categories of abuse.

The DSL will ensure that they have received training and are confident in dealing with online safety issues. It is the responsibility of the DSL to assess their own confidence and skill set and to ensure that they have the skills to support and report if need be. It is recognised that online safety is an ever changing process and any information that is cascaded down should also be shared on a whole school basis if it is of generic content, such as new and existing social media applications that may be harmful to a child's welfare. Also see Section 10 of this policy Online Safety.

The DSL will have due regard to safeguarding incidents and/or behaviours that can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the DSL, or Deputy DSL, should be considering the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means that 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. Children's social care assessments must consider such factors and therefore our school will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and

the full context of any abuse. Additional information regarding contextual safeguarding is available at <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

The DSL will ensure that all records are kept confidentially and securely and are separate from pupil records; there will be an indication of further record keeping in terms of child protection marked on the pupil's records.

The DSL ensures that they or a Deputy DSL is available to attend/assist in any meetings/verbal responses in relation to:

- Child Protection Strategy Meetings
- Child Protection Resolution Meetings
- Child Protection S17s - Children in Need Meetings (CIN)
- Child Protection S47s Visits/Meetings (and other Social Care enquiries if requested to be in attendance by Police/Social Worker)
- Child Protection Child Conferences
- Child Protection Core Groups
- Child Protection Professionals Meetings
- CAF/TAC/TAF (Common Assessment Framework/Team Around Child/Family)
- Special Education Need Meetings (SEN)
- Disabled Children's Team
- Sensory Inclusion Service Meetings (SIS)
- Vulnerable Learners
- Children in Care Meetings (CIC)
- Multi-Agency Public Protection Arrangements (MAPPA Meetings)
- Multi-Agency Risk Assessment Conference Meetings (MARAC)-Domestic Violence
- Operation Encompass-Domestic Violence Notifications
- Local Authority Designated Officer (LADO)/Position of Trust (POT) Meetings
- Child Sexual Exploitation (CSE) & Children Abused Through Exploitation (CATE) Risk Panel Meetings
- PREVENT-Channel Panel Meetings & Referrals
- Multi-Agency Child Enquiries checks (MACE) within Family Connect

In addition, the DSL or Deputy DSL should be available to attend any other planning meetings as deemed necessary in the remit of child protection and safeguarding. They will also ensure that school staff attending these meetings should have available key information to be tabled at the meeting, especially attendance figures which are considered a key element of all conference reports.

The DSL will ensure information regarding any pupil currently subject to a Child Protection Plan and deemed "at risk", who is absent without explanation for two days, is shared with Children's Services Family Connect Safeguarding Team.

The Designated Safeguarding Lead has a Workbook and will ensure the completion, on a yearly basis, of the [TWSCB s11 Safeguarding Self Assessment Toolkit Audit](#). These will be supplied by the Telford & Wrekin Council Safeguarding Children in Education Officer.

Other Staff Members

All those in the school community, including supply teachers, visiting professionals working with students in the school (e.g. counsellors, school nurse etc.), external providers of school activities and those supporting school visits, are informed of the name of the DSL/Deputy DSLs and the school procedures for protecting children, including how to report their concerns and suspicions and how to receive, record and report disclosures:

- during their first induction to the school
- through a copy of this policy
- through the staff handbook
- through induction/supply teachers' booklet

All staff are required to be alert to signs of abuse. They should report any concerns or suspicions if not immediately, as soon as possible, that day to the DSL. If in doubt they should talk with the DSL or their deputy. Delay is unacceptable.

We recognise that children cannot be expected to raise concerns in an environment where colleagues fail to do so. All of the school community should be aware of their duty to raise concerns, **where they exist**, about the attitude or actions of colleagues. Unacceptable standards, conduct or behaviour should be challenged appropriately at the outset, and will not be tolerated. A separate code of conduct policy has been adopted by this school.

We will adopt the [“Speak Up” Telford & Wrekin Policy](#) on raising concerns. However, where staff feel that they cannot report a concern through the above channels general guidance can be found at [can be found at Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call **0800 028 0285** or e mail help@nspcc.org.uk

Access to the TWSCB website is available to all staff. In the first instance if computer access is needed, this should be requested through the DSL.

Child Protection and Safeguarding Procedure

Reporting to the DSL

Any concern must be discussed with the DSL, or a Deputy DSL, as soon as is possible and no later than the end of the morning or afternoon session of that day. In Primary settings this must be the Headteacher or the Deputy.

Immediate Response to the Child

It is vital that our actions do not abuse the child further or prejudice an investigation. We should therefore adhere to the following:

- Listen to the child; if you are shocked by what is being said, try not to show it.
- Observe bruises but not to ask a child to remove their clothing to observe them.
- If a disclosure is made, the pace should be dictated by the child, without the child being pressed for detail or by asking leading questions such as “What did he/she do next?” or “Where did he/she touch you?” **It is our role to listen not to investigate.** Use open questions such as “Is there anything else you want to tell me?” or “Yes?” or “And?”
- Accept what the child says. Be careful not to burden them with guilt by asking “why didn’t you tell me before?” or “Why did you let it happen?”
- Do acknowledge how hard it was for them to tell you this and reassure them that they have done absolutely the right thing by telling you.
- Don’t criticise the alleged perpetrator; the child may care for them, but merely wish any abuse to stop.
- **Don’t promise confidentiality.** Reassure the child that they have done the right thing, explain that you will have to tell the DSL and why, and, depending on their age, what the next stage will be. It is important that you don’t make promises that you cannot keep such as, “I’ll stay with you all the time” or, “It will be all right now”.

Recording Information

Make some brief handwritten notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern. Record facts, not assumption, supposition and interpretation and with whom you shared them.

Also record where you spoke with them and personal safety details such as, “I discussed the incident with the child in the Head’s office with the door open” or justify if it were closed, but naming those who you told this to be the case. If alone, reason that rationale stating, “The child stated they would only confide in me if I was alone”.

If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow”, “bruise noticed on fleshy part leg”.

Note the non-verbal behaviour and the key words in the language used by the child. Try not to translate into ‘proper terms’ ensuring that you use the child’s own words. Body language should be noted and support any disclosure.

It is important to retain on file signed original handwritten notes and pass them on to the DSL who may ask you to complete a Family Connect Safeguarding Team referral request for service form.

Support for all Children

Any child identified with extra vulnerability in their lives are prone to more peer group isolation than other children. They will be made aware of the school’s pastoral care system and offered access to that or any other appropriate service that can provide extra support, if required. Especially vulnerable are the areas of Special Educational Need (SEN), Care Leavers, Children with a Disability, Children in Care and those experiencing any form of abuse.

The Designated Safeguarding Lead and other Designated Teachers will also have details of the local authority Personal Advisors so that they can assist within the setting and during transition. The DSL will liaise with the appropriate person when the child leaves the host setting, sharing full information of the Child’s Journey.

The school recognises that a child who is abused or who witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child may feel self blame and we will ensure that all children know there is an adult in the school who they can approach if they are worried or in difficulty.

We are aware that the school may provide the only stability in the lives of children who have or who are at risk from harm. The school community will ensure that our ethos is such that children feel secure, are encouraged to talk and are always listened to.

Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We will ensure PSHE curriculum opportunities which equip children with the skills they need to stay safe from harm.

Our policy on bullying and racist incidents is set out in separate documents and acknowledges that to allow or condone bullying or racism may lead to consideration under child protection procedures. These will be documented like all other incidents. Any bullying whether racist, emotional, physical, sexist, homophobic, extremist, cyber or in any other form, will not be tolerated under any circumstances.

Children in Care (CIC) and those previously looked after, have access to a DSL in our school, where they can seek support, where in certain circumstances the needs are

specific or different. This may be the same DSL for all school child protection issues but in some cases it is not. Our school recognises the Children in Care Policy, to which we will adhere. **We recognise that these students are especially vulnerable and that holistic agency working is essential.**

In addition, as specified in sections 4 to 6 of the Children and Social Work Act 2017, designated teachers and virtual heads will be assigned to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Virtual school heads manage pupil premium plus funding for looked after children which is based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher works with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Staff Disclosures and Allegations

The school ensures that the DSL is available to liaise with staff members to whom a child has disclosed, sharing information with them on a 'need to know basis' and only providing an appropriate level of detail to enable them to support the child concerned.

Staff may also need support either as a person who has received a disclosure or if an allegation has been made against them and subsequently needs investigating. In both cases support should be offered and **CAT HR** should be consulted.

Staff should not accept personal invitation visits to the homes of children unless permission or instruction has been sought from the Headteacher and it is viewed as a professional appointment. For example, supporting Education Welfare issues. This should be viewed on a case by case basis. To support this, guidance from the Department of Education (September 2010) states "Meetings with pupils away from the school premises should only be arranged with the specified approval of the Headteacher and the prior permission of the pupil in question".

We accept this guidance from the Department of Education (September 2010) stating that "Staff and volunteers should be aware that private meetings with individual pupils could give cause for concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary. Such interviews should be conducted in a room with visual access or an area which is likely to be frequented by other people. Another pupil or adult should be present or nearby. Where conditions cannot apply, staff should ensure that another adult knows that the interview is taking place".

Staff should be advised to seek support from their Professional Association or Trade Union if it is needed.

The theme of Child Protection and Safeguarding is a frequent and regular agenda item in staff and governor meetings; this is testament to our school keeping these priority areas at the forefront of our minds.

The process of managing allegations against those who work with children can be viewed on <http://westmidlands.procedures.org.uk/> Section 1.14 “Allegations Against Staff or Volunteers”.

The school has internal procedures and processes in place for dealing with allegations and will follow TWSCB Policies & Procedures and involve the DSL in school and CAT HR. The procedures make it clear that all allegations are to be reported straight away, normally to the Headteacher for referral if necessary. The procedures also allow for the Chair of Governors to be informed. If the Headteacher is the subject of the allegation, the Deputy Head and DSL (if not the Head) will liaise with the Chair of Governors and follow the appropriate process. The TWSCB procedures allow for the Local Authority Designated Officer (LADO) to be party and responsible for monitoring cases to conclusion.

In addition, the school will follow the statutory guidance as detailed in Part 4 of KCSiE, 2018.

The school will liaise with CAT HR to provide support to colleagues going through the disciplinary process. This will support referrers, investigators and any other individual affected.

To avoid potential allegations and for the safety and welfare of pupils and the protection of staff, we will make classrooms highly visible places whereby easy viewing is possible. This is in light of national Serious Case Review recommendations and lessons learnt from them. Therefore, the masking of windows will be forbidden and as such treated as a health & safety issue for the protection of all. There may be exceptional circumstances where masking of classrooms is needed and justified, for example for the teaching of drama; in these circumstances the Head will make a judgement on a case by case basis.

Confidentiality

If abuse is suspected, information should be given directly to the DSL for child protection or, in their absence, to a Deputy DSL or a member of SLT.

The personal information about all families is regarded by those who work in this school as confidential. All staff need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality in all areas of the school.

Staff should understand they need know only enough to prepare them to act with sensitivity to a child and to refer concerns appropriately. It is inappropriate to provide all staff with detailed information about the child, the incident, the family and the consequent actions.

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies.

If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the welfare of that child.

Within that context, the child should however be reassured that this will be shared on a “need to know” basis. If conversations need to take place and confidentiality is paramount to welfare, then these conversations will be held in appropriate settings and away from any general areas, where that confidentiality may be compromised. Further details on information sharing can be viewed at the Department for Education website.

Parents & Carers

Parents and carers play an important role in protecting their children from abuse. The school is required to consider the safety of the child and should a concern arise, professional advice will be sought prior to contacting parents/carers. If deemed appropriate parents/carers will be contacted, and the school will continue to work with them to support the needs of their child. Consent from the parents/carers will be sought, although in exceptional circumstances and with the best interests of the child being considered, this may be overridden.

The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all children and has a duty to refer cases to Family Connect in the interests of the child. The Governors will include a child protection statement in the school prospectus and all parents can view a copy of this policy. The policy will be made available electronically via the school’s website.

The school takes seriously its duties to assist parents and help them with online safeguarding resources. As such, we will make them aware of the web page **Parent Info** which is a comprehensive, free resource for schools and parents, covering a range of safeguarding topics and information about apps and when they are updated etc. The content is updated by CEOP (Child Exploitation & Online Protection Centre) and can be found at <http://parentinfo.org/>

Parents/carers **who** have concerns regarding a school staff member can in the first instance raise those with the Headteacher, DSL or Governing Body of the school for further exploration. This may involve sharing those concerns with the relevant agencies. Where

the parent/carers may have concerns regarding the Headteacher, the Governor for Child Protection or Deputy Head should be consulted in the first instance.

Parents/Carers can liaise with Ofsted on such conduct issues or regulatory concerns. Advice can be found on its website www.ofsted.gov.uk or contact can be made direct to the Ofsted Helpline (08456 40445) or the Whistle-blowing line (08456 404046).

On occasions, Ofsted will forward complaints that *may* raise a safeguarding concern about our school via Family Connect. In such instances we will work with all agencies within Family Connect to clearly respond to Ofsted on a case by case basis. We wish to make it clear that there is a separate standalone formal school complaints procedure which can also be used to raise concerns of any nature, please see the school's website for familiarisation of that route. We would hope that the need to elevate those concerns is a rare occurrence but for transparency we wish to make it clear that that route is available for parents. Parents can also speak to the Head/Governing Body if clarification is needed.

Parents/Carers can also access "[Parent View](#)" which is an online survey questionnaire where parents/carers can give their views on a number of school issues, including safeguarding.

We will keep parents/carers informed in all areas of safeguarding and child protection through the regular methods of interaction such as parents'/carers' evenings, newsletters and through the school website. We will also monitor "Parent View" at regular intervals and seek to quickly address any concerns with parents/carers that may be expressed on this site. At the start of any inspection process we will make available a list of no named referrals that have been made to the DSL, those subsequently referred to the local authority and brief details of resolutions, with the aim being transparent.

This school wish to make it clear to parents the standards, behaviour and respect we expect from them and conversely they from us. In relation to this we understand that on some occasions tensions can run high where safeguarding concerns arise and need to be discussed, but for the safety of all we wish to remind parents that although schools are fulfilling a public function, schools are private places. This school will therefore act to ensure they remain a safe place for pupils, staff and other members of the community. The public has no automatic right of entry. The same principles of safety will apply to social media issues where we will ***expect parents to talk to school in the first instance, before taking to social media to express their thoughts.***

If a parent's behaviour is a cause for concern, the school will ask him/her to leave school premises. We wish to make it clear that in serious cases, the Headteacher may notify parents in writing that their implied licence to be on the school premises is temporarily revoked, subject to any representations that the parent may wish to make. The school will then give parents the opportunity to formally express their views on the decision to bar in writing and this will be reviewed via the Complaints Policy. The content above has been adopted by this school from Department for Education advice "**Best Practice Advice for School Complaints Procedures 2016**".

Record Keeping

The present policy for record keeping is to chronologically record concerns in a confidential file, including details of dates, times, staff involved and action taken. These should be handwritten but can be typed up to sit alongside handwritten notes. **Never discard handwritten notes.**

Copies of email streams are also useful additions which can clearly document sequential action. Again, these should be used alongside handwritten notes and by no means be regarded as a substitute action. It is preferable not to name children in an email, but if they are then this should be password protected.

In the absence of a national standards framework across the country for record keeping we have adopted guidance from Telford & Wrekin Safeguarding Board [“Workbook Guidelines for Child Protection Records, Transfer, Retention & Archiving” \(September 1st 2018\)](#) to keep our systems robust with the latest current advice.

If as a school we choose to note down these concerns in a specific file we will ensure that it is not loose-leaf or ring binder style. Any books used shall be bound and in line with the guidance above or a suitable system will be employed which ensures security. Any electronic maintained recording system used, such as the Child Protection Online Management System (CPOMS), will also be completely secure, with access restricted to a limited number of staff members, **who are named key holders. Where concerns are logged by staff via this process**, it should not be assumed that this is an instant notification that has been seen immediately; **in emergencies, verbal conversations should take place to ensure the issue is addressed rapidly.**

By using a specific school **logging** process, concerns can then be noted sequentially to match the child’s journey with us, with each entry noted for that child alone. It is our intention to tell a child’s story during the time of their education with us.

The records are reviewed annually in the Summer Term by the DSL/DDSLs and are checked to ensure they are chronological, tidy, legible and factual in content. This is undertaken each year, as records may sometimes be immediately required by Professionals. Where reports are needed for Child Protection Conferences these should include attendance figures where the child is of compulsory school age.

Where children are transferring to other schools/colleges within and outside of the district we will follow the transfer guidance within the Workbook Guidelines.

Records should clearly state who is entitled to access them - i.e. DSLs, Headteacher, Pastoral staff, Strategic Leadership Team or others, as appropriate.

All child protection records are clearly marked as such and are kept securely locked on the premises. **Where an electronic system is used, the nominated key fob holders are responsible, accountable and identifiable within the school to ensure security. Procedures**

are also in place for when a member of staff leaves the school or is on long term absence for the job to be returned. Withdrawal of Child Protection records from the school by staff will be noted and signed for, as will files released to Professionals, such as Safeguarding/Child Protection Officers, LADO, NSPCC or Police teams. We will follow the Workbook Guidelines guidance on release and return.

In respect of files being released when requested by the Police under [Section 29 of the Data Protection Act 2018 a form entitled “Request to external organisation for the disclosure of personal data to the police-Under Schedule 2 Part 1 Paragraph 2 of the Data Protection Act 2018 and GDPR Article 6\(1\)d\)”](#) should accompany that release and a copy will be retained for our records. We will also consider the [7 Golden Rules for Information Sharing](#) and will adopt HM Government Information Sharing Advice, July 2018: <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

If in any doubt we will seek advice from our Data Protection Officer.

Prior to releasing records the school will request ID Badges.

No named statistics in relation to Child Protection are an important part of performance information. Since 1st September 2017 each DSL and nominated Governor has access to a DSL/Governor s11 Workbook. This information will be collated in the Workbook and will inform the Head and the Governing Body of how our school is coping with child protection issues. These will be entered and updated on a regular basis, either in the Workbook or within the CPOMS process. The Workbook for [DSLs](#) and [Governors](#) can be downloaded electronically from the Safeguarding Children Board website.

When a Child Transfers to Another School

If a child is subject to a Child Protection Plan and deemed at risk, the child’s key worker within Social Care will be contacted by the DSL or their Deputy.

When a child changes school within or outside the authority, all child protection records will be passed on to the DSL of the next educational setting by the current DSL or Headteacher, or to Social Care within the authority if the child is transferring to another authority. The DSL if thought appropriate may wish to share relevant safeguarding information in advance of new children arriving if they need continuing support e.g. in response to sexual abuse. If the child is transferring to another school within term time, best practice would be for a signed record or hard copy acknowledgement that the transfer of files has taken place. The current host school in this process should **not** photocopy and retain child protection records, as this is deemed by the Information Commissioner’s Office to contravene the Data Protection Act 2018, but rather produce a chronology to pass on with the Child Protection records and retain a copy of this chronology for themselves for audit purposes. This would be deemed as best practice. We will follow the Workbook Guidance in all circumstances and seek advice from our Data Protection Officer, where required.

Retention of Children's Files

All schools must keep educational records on their children. These should include:

- copies of the reports which have been sent to parents/carers on the child's achievements, as well as other records about those achievements
- exchanges of correspondence between parents/carers and the school
- any information the school has on the child's education from the local authority
- any statement of special educational needs
- any personal educational plan

There may be other records kept like details of attendance, exclusions, behaviour and family background. This is not compulsory but would be viewed as "best practice". The educational record does not include the notes that a teacher makes for his or her own use only.

The Child Protection file is a separate file to the educational records. It must be noted that if files are asked to be secured, both files are key elements in any processes for which they are needed. It is important that on releasing files they are signed for on release and on return.

Pupil record files must be kept until the individual reaches the age of 25 years **or in certain circumstance, later**. At this point the file should be shredded. A useful document to be familiar with is the "Records Management Toolkit for Schools" version 5 February 2016 guidance from the Information and Records Management Society and "Workbook Guidelines for Child Protection Records, Transfer, Retention & Archiving" TWSCB **September 1st 2018**

Further information is available via: www.education.gov.uk and www.direct.gov.uk

Children's Welfare

All staff members are made aware of the following safeguarding issues and are trained in how to escalate any concerns appropriately. KCSiE 2018, Annex A will be referred to for any assistance that the DSL, or others, may need in ensuring a child's safety and welfare.

Poor or Irregular Attendance - "School staff need to be particularly sensitive to signs which may indicate possible safeguarding concerns. This could include for example, poor or irregular attendance or children missing from education" (Ofsted, September 2009). The recognised figure for persistence absence is less than 90%, although concerns may still be

raised if above this. The school will comply with the statutory guidance [“Children Missing Education” \(September 2016\)](#).

In respect of this and at a local Telford & Wrekin Council level, the school will require behaviour and attendance leads to refer to and use the established protocol document of notification to the Local Authority, filling out the appropriate paperwork, [“Policies and Procedures for Identifying Children Not Receiving Education \(CNRE\) and Children Missing Education \(CME\)” Telford & Wrekin Council \(September 2016\)](#). This document has a further two supplementary elements that will be complied with and adhered to, entitled [“Modified Timetable Protocol” Telford & Wrekin \(September 2016\)](#) and [“Children Out of School Protocol” Telford & Wrekin Council \(September 2016\)](#).

In addition to the above, and where reasonably possible, we shall endeavour to hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child is missing education and poses a potential welfare/safeguarding concern.

Forced Marriage, Honour Based Violence & Female Genital Mutilation (FGM) -

Where issues may be raised of Forced Marriage, so-called ‘Honour Based Violence’ or FGM, whether by people within the school or the wider community, concerning older or younger children, we will follow Government guidance: [“Handling cases of Forced Marriage” \(multi agency practice guidelines\) June 2009](#) [“Female Genital Mutilation” \(multi agency practice guidelines\) HM Government 2014 pages 42-44](#) and [Home Office “Mandatory reporting of female genital mutilation: procedural information” October 2015](#) and further advice from the Home Office for all professionals and agencies [“Multi-agency statutory guidance on female genital mutilation” April 2016](#).

In respect of FGM this school will adopt the local [TWSCB “FGM Practice Guidelines and Resource Pack”](#) as part of safeguarding responsibilities and inform/educate our staff in this particular area.

We will consult appropriately and sensitively, in a two-way process, in line with current and future national guidance and local procedures. This school recognises that FGM is against the law and can happen across all ranges of educational settings and we will alert staff to free online training at www.fgmelearning.co.uk. Furthermore, this school wishes to make it clear, in line with Section 74 of the Serious Crime Act 2015 that “If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.”

Child Sexual Exploitation - Where we as a school may feel that children may be being abused through exploitation (CATE), we will consult in the normal way with the Safeguarding Team Helpdesk via The Family Connect Team on 01952 385385 and seek advice as to whether the incident follows a [CSE Care Support Pathway](#). The concerns will be followed through sensitively and appropriately with fellow professionals and the [CATE](#)

[Referral Form](#) will be completed. In relation to the fortnightly CATE Risk Panels, where concerns are expressed around a child attending our school, we will ensure attendance whenever possible as part of the established multi agency process. In addition, we have noted and made relevant staff aware of the [“Child Sexual Exploitation-Definition and guidance for practioners”](#) issued by the DfE in February 2017. Alongside this, we have taken the same steps and made all staff aware of the [CSE Warnings Checklist](#).

Potential victims of Modern Slavery and Child Human Trafficking - Modern slavery, including child trafficking, is child abuse. If we become aware or have suspicions that a child may have been, or is being, exploited or trafficked, we will contact Family Connect in the normal manner to seek advice and support. All children, irrespective of their immigration status, are entitled to safeguarding and protection under the law. We recognise this as any normal child protection referral, while understanding that potential victims of trafficking and modern slavery can be of any nationality and may include British children. This may cover not only those trafficked for sexual exploitation but those trafficked as drug carriers internally in the UK.

Children Leaving School without Permission - Where children leave the classroom or leave school grounds without permission, this is covered within our behaviour management policy and is also set against the backdrop of the legal framework of the **Children Act 1989 s3 (5)**; **“Anyone who has care of a child without parental responsibility may do what is *“reasonable”* in all the circumstances to safeguard and promote the child’s welfare. It is likely to be *“reasonable”* to inform the police, or children’s services departments, and, if appropriate, their parents, of the child/young person’s safety and whereabouts.”**

However, in principle, if a pupil runs out of class we will establish where he or she has gone. For avoidance of doubt and for all within and outside of the school, teachers will not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken themselves out of the school building and possibly out of the school grounds, unless this watchful eye provokes the child to run further. It is and will be a judgement call for staff to take what they feel is ***“reasonable”*** action in line with the advice above. If a child is no longer on school premises, parents/carers will be contacted in the first instance. If they are not at home or contactable the police will be informed that a pupil has left school and is at risk.

Children who have Gone Missing - Where children have gone missing and not in manner of the above we will follow the [“Local Missing Children Process” January 2016](#).

Private Fostering, Homelessness and Homestay arrangements - A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16, or under the age of 18 if the child is disabled. **This extends to children who are within Homestay arrangements.** Children who are looked after by the local authority or who are placed in a residential school, Children’s Home or hospital are not considered to be privately fostered. Most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases where so called “sofa

surfing” has been evident. It is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country. **The school also recognises that children whether through family difficulties or through their own choice could be at risk of becoming homeless. This schools recognises that we will refer and consult with relevant agencies to support any families/child or children in this situation.**

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children’s Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a student that has not been notified to Children’s Social Care, the school will encourage parents and private foster carers to notify Children’s Social Care and will share information to Children’s Social Care as appropriate.

In the case of Homestay arrangements, we will ensure that our school adheres to the duties as set out in Annex E (pages 96-98) of KCSiE 2018, “Host families-homestay during exchange visits”. For avoidance of doubt, these include any arrangements at home or abroad.

Drug and Substance Misuse - Where issues come to attention of the school in relation to drugs and substance misuse we will follow the non statutory advice contained within **[“DfE and ACPO drug advice for schools” September 2012.](#)** This document clearly sets out issues around broader behaviour and pastoral support, as well as managing drugs and drug related incidents within our school. The document produced by the Department for Education and the Association of Chief Police Officers clearly sets out the role of schools, their powers and what schools can do. This preventative and supportive approach will sit hand in hand with our statutory functions of child protection, **as we comply with** established referral procedures and the law of the land. Our Drugs Policy is a stand-alone policy but for avoidance of doubt, our stance and our approach is stated here.

Domestic Violence and Serious Harm - Research increasingly indicates that Domestic Violence/Serious Harm in any form can and does have an impact on children and young people of all ages and backgrounds. In the spirit of children’s welfare, this school will liaise with agencies in a two-way process where Domestic Violence/Serious Harm is a factor in the household. Children within our care will be supported where needed and school available for them. This school is part of the Operation Encompass process where Domestic Violence issues are shared directly with **us, so that we have** an initial awareness. To this end, we will be part of any agency referral **and response**, in a two-way process, such as the Domestic Violence Multi Agency Risk Assessment Conferences (MARAC), MAPPA (Multi Agency Public Protection Arrangements) or any other named agencies where these specific issues are a factor that may impair and impact on a child’s development.

Suicide Intervention - This school accepts and understands that thoughts of suicide are common and that suicide is the leading cause of death in young people. As such, suicide intervention is crucial. This school wants to work with our pupils and work in partnership to support anyone in our school community that may have thoughts of suicide. This school will follow our **[School Suicide Intervention Policy](#)** to assist wherever we can in making

those in our care as safe as is possible. We will also make staff aware of the following link in raising awareness of the subject: <http://zerosuicidealliance.com/>

This school recognises that suicide bereavement has been described as “grief with the volume turned up”. The effects on families, communities and society as a whole are devastating. This school will provide support and the following link will be shared as appropriate: http://www.petesdragons.org.uk/Bereavement_Support_2369.aspx

Children with Family Members in Prison and within the Court system - This school is aware that some children will have family members in prison and within the court system and also may be subject to the court system themselves when parents are in the process of separating. We recognise that they may need extra support during this traumatic time in their lives. We will provide whatever support is needed and in respect of the child’s wishes, work with the family to support them. We will only do this with consent of the parents and wider family and any agency asking for us as a school community to support. Where necessary we may seek specialist help and direct those needing it to the website; <https://www.nicco.org.uk/>. In relation to children in the court system we recognise that assistance is hyperlinked and available within Annex A of KCSiE 2018.

Sexual Violence and sexual harassment between children in schools and colleges - This school accepts that Sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

This school will treat sexual violence and sexual harassment in line with any other child protection concern and refer on to relevant agencies as stated within our policy. As such, this school will adopt the DfE document: [Sexual violence and sexual harassment between children in schools and colleges: advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads](#) : May 2018.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap; it may also include initiation/hazing they can occur online and offline (both physical and verbal) and are never acceptable. It is important in our setting that **all** victims are taken seriously and offered appropriate support in a non-judgemental way and on a case by case basis. Staff will act in the best interest of the child. In light of this we will consider:

- The wishes of the victim in terms of how they want to proceed
- The nature of the alleged incident
- The ages of the children involved
- Any power imbalance between children
- Whether the incident a one-off or a sustained pattern of abuse
- Whether there is an ongoing risk to the victim, other children or school staff
- Contextual safeguarding issues

- The rights of children to receive an education.

Established research suggests it is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. This school will have a whole school approach in:

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

Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Research states that disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- Making assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs;
- Communication barriers and difficulties overcoming these barriers.

Established research has found that children who are Lesbian, Gay, Bisexual or Transgender (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. As a school we ensure that these pupils are supported and again, it is made clear to students that abuse of this nature is unacceptable.

Consent - We as a school will ensure that designated school staff understand consent. It will be especially important if a child is making a disclosure that suggests they might have been raped. Additional information from the CPS around consent will be sought and will be especially helpful for the schools designated safeguarding lead and their deputies where the above definition is clearly set out. Consultation will be sought through Family Connect for practical advice and support in this particularly sensitive area.

In addition, and where necessary for effective safeguarding, this school will seek and utilise resources and support from established sources. This school will consider and in some cases access the toolkit [Peer-on-peer abuse toolkit \(PDF\)](#) to assist in our decision making and will also consider the <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> For an initial scoping we may consider the [TWSCB Risk & Vulnerability Management Plan-Sexually Harmful Behaviour](#)

This school will, as necessary, seek advice on harmful sexual behaviours from the specialist sexual violence sector for a whole school approach. We will consult in the first instance with Family Connect for advice and support and seek advice around how best to deal with any issues.

In relation to sexting, also known as youth produced sexual imagery, this school will, where necessary, consult with guidance produced by The UK Council for Child Internet Safety (UKCCIS) Education Group “Sexting in Schools and Colleges” and Department of Education document “Searching, screening and confiscation” January 2018. The Designated Safeguarding Lead (or Deputy) will take the lead on these issues. <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

It is important in this school that policies and procedures are developed in line with legal obligations, including the Human Rights Act 1998 and the Equality Act 2010 and especially the Public Sector Equality Duty.

This school will, as necessary, seek advice on harmful sexual behaviours from the specialist sexual violence sector for a whole school approach. We will contact/signpost as necessary to Rape Crisis <https://rapecrisis.org.uk/> or the Survivors Trust for the nearest contact points <http://thesurvivorstrust.org/> . Also we will seek advice from the NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/signs> and NICE guidance <https://www.nice.org.uk/guidance/ng55> for advice on developing interventions; working with families and carers; and multi-agency working.

Fabricated and Induced Illness - “The fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child’s signs and symptoms of illness. At all times professionals need to keep an open mind to ensure that they have not missed a vital piece of information”. Taken from [“Safeguarding Children in whom illness is fabricated or induced” HM Government](#). This supplementary guidance to [“Working Together to Safeguard Children”](#) will be adopted by this establishment and we will adhere to our duties to refer as set out in this guidance.

Youth Violence and Gang Activity and Child Criminal Activity (County Lines) - “The vast majority of young people and educational establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact.” (Taken from the Home Office [“Preventing youth violence and gang involvement. Practical advice for schools and colleges”](#)) In light of this we will embrace the Home Office document and follow this guidance which clearly sets out understanding the issue, seeking support, working with local partners, early intervention and legal powers for staff. Our educational establishment has a duty and a responsibility to protect our students and staff and we recognise dealing with violence also helps attainment.

Furthermore, criminal exploitation of children is a geographically widespread form of harm that is a typical feature of *county lines* criminal activity; drug networks or gangs groom

and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Missing episodes are key to identifying potential involvement in county lines.

In respect of the above we will ensure students feel safe at our setting at all times and are highly aware of how to keep themselves and others safe.

We will also ensure that staff monitor closely missing episodes and that both staff and students:

- understand very clearly what safe situations are
- are aware that any child of any age and gender may be vulnerable to grooming activity by others of any age and gender
- are aware that it is exploitation can exist even if actions are consensual
- are aware that such abuse may be typified by a form of power imbalance.

Extremism, Radicalisation & the PREVENT Agenda - Extremist views by anyone in school will not be tolerated. Therefore, we will take and expect quick and decisive action where issues of this nature are brought to our attention and we will follow the [PREVENT duty departmental advice for schools and childcare providers, June 2015](#). As such, we expect staff to encourage pupils to respect the fundamental British Values of democracy, the rule of law, individual liberty and to demonstrate mutual respect and tolerance to those with different faiths and beliefs. Staff should ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views. **We will treat extremism and radicalisation like any other child protection referral.**

The school has procedures in place to monitor ICT usage and has a duty to seek advice and explore by filtering suspicious content being viewed. Those within and outside the school community should be left in no doubt of our duty to cooperate under the law. Further details are included in Section 10 of this policy.

We will ensure that every frontline member of staff in school has received a **Workshop to Raise Awareness of Prevent (WRAP 3 Training)** as identified in the [PREVENT Duty Guidance 2015](#) and delivered by an approved WRAP 3 trainer.

The PREVENT Duty is seen by this school as its wider safeguarding obligations. Our Designated Safeguarding Lead and any other senior leaders will familiarise themselves with the [Revised PREVENT Duty Guidance for England and Wales](#), especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The four general themes are risk assessment, working in partnership, staff training and IT policies.

As a school if we feel children are being abused through extremism or being radicalised, we will consult directly with Family Connect and the police PREVENT Team and seek advice. This is done with a [PREVENT referral form](#). PREVENT referrals will then be sent to **Family Connect and the Police**. As with all referrals, this will be dealt with appropriately with professionals. If it is deemed from the PREVENT Team that the intervention is not

criminal and does not warrant a Channel Panel, but needs local support, we will work to provide this with professional leads from Telford & Wrekin Council. Presently these are **Paul Fenn and Jas Bedesha**. Our policy also recognises that the local police can be contacted in imminent circumstances on **01386 591835/591825** or **591816** or at prevent@warwickshireandwestmercia.pnn.police.uk

Health & Safety, Physical Intervention and the use of ‘Reasonable Force’

Policies on Health & Safety and Physical Intervention are set out in separate documentation. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits. There is separate documentation for this and we will liaise and contact Jo Barnett (T&W Outdoor Education Service Manager 3820057) or visit www.twccommercial.co.uk/educationalvisits for the relevant guidance to follow.

With regard to the safe changing of children for PE and in response to recommendations from Serious Case Reviews, this school will consider the NSPCC document “Best Practice for PE Changing Rooms”. This consideration comes under our duty and remit of Health & Safety and in the context of children’s welfare. The guidance includes: what we as a school need to consider when organising changing facilities for children; staff supervision; changing areas for children with additional needs; changing considerations during drama productions and the use of off-site changing rooms.

There are circumstances when it is appropriate for staff in school to use “reasonable force” to safeguard children and young people. The term “reasonable force” covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. Reasonable force will only be used where de-escalation processes have failed.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, this school will consider the risks carefully, recognising the additional vulnerability of these groups. This school will consider our duties under the Equality Act 2010 where we make reasonable adjustments and ensure our actions are non-discriminatory. This school will plan positive and proactive behaviour support by drawing up, where necessary, individual behaviour plans for more vulnerable children and agreeing them with parents and carers. By doing this the school will, as far as is possible, reduce and minimise the occurrence of challenging behaviour and the need to use reasonable force.

“Reasonable” in these circumstances means “using no more force than is needed”. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of

the classroom. The Department for Education believes that the adoption of a “no contact” policy at a school can leave staff unable to fully support and protect those in their care. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances (see link below)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Training

The school will set aside a sum of money per annum to be agreed within its budget as contingency for training, updates and for attendance at inter-agency meetings for DSLs and their Deputies.

All new staff **are informed** of how to access the TWSCB policies & procedures on induction. They will also read the Child Protection and Safeguarding Policy, the Staff Code of Conduct, the school’s Behaviour Policy as well as Part One and Annex A of KCSiE. They will also access safeguarding induction and whole school training when held. Current staff will also receive annual refresher training, in addition to regular briefings and newsletters and thematic training sessions.

Safer Recruitment and Online Safety

Safer Recruitment Training has been a requirement from 1 January 2010. Since this date, at least one person involved in interviewing an applicant for a post of Headteacher, Deputy Headteacher, teacher or member of the whole school support staff must have completed the safer recruitment training. This training can be received from any provider but must be accredited by The Lucy Faithfull Consortium; this is acknowledged as the required provider’s qualification. This will continue to be part of our policy on child protection. This requirement states that schools should access “suitable” training. The school maintains the right to seek this training from reputable accredited providers that they choose. However, on each interview panel a fully “Safer Recruitment” trained interviewer must be present **and identified in the retained documentation.**

All staff working in the school community will be subject to enhanced Disclosure Barring Service (DBS) checks and the school **will** adhere and comply with [“Keeping Children Safe in Education” Statutory Guidance \(September 2018\) - Part 3 Safer Recruitment and Part 4 “Allegations of abuse made against teachers and other staff”.](#)

Where concerns emerge regarding safer recruitment, this school will seek advice and support from CAT HR and will seek clarity where any doubt exists. This school’s Designated Safeguarding Lead and Deputies will make themselves aware of the requirements outlined in Parts 3 and 4 of KCSiE and seek advice where needed.

All within the school community must adhere to [“The Corporate Information Security Policy \(CISP\)”](#) including [“Acceptable Use of Equipment”](#) and the [“Social Media Policy - Acceptable Use for Employees”](#); the school will make all aware of its existence and importance. Where appropriate, intervention will take place when anyone uses **online** technology in an unacceptable fashion.

Authority wide monitoring software is used within school and will be reviewed, updated and checked regularly. This addresses and includes all online risk of harm, including risks posed by the online activity of extremist and terrorist groups. On occasions unacceptable websites might be accessed inadvertently; if this occurs then this should be closed down immediately and logged and reported to a member of SLT **and to the ICT Team**.

It is recognised at this school that all ICT, whether personal or work based, is a **whole school issue** and all staff have a duty to be vigilant. The policies already mentioned cover the extent of this activity and its suitability. Staff and pupils are to be left in no doubt that contravention of them will be forwarded to the appropriate agencies to be dealt with.

Some useful guidance around Facebook and associated social networking [“Facebook Checklist” produced by the UK Safer Internet Centre](#) will form part of staff awareness training.

Online safety is a growing and complicated area for all agencies. This school recognises that staff need to be aware that children with Special Education Needs and Disabilities (SEND) are particularly vulnerable and as such there are unique risks associated with online safety for these children. That is not to say that the principle doesn't apply to any other children in our care. However, in light of the heightened vigilance needed in school for all, the links below will be highlighted to staff to help them keep children safe online whilst they are at school and to help them recognise the additional risks of online bullying, grooming and radicalisation.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation and sexual predation are just some examples of how technology can provide the platform that facilitates harm. An effective approach to online safety empowers us to protect and educate the whole school community in our use of technology and we will work with our ICT partners to identify, intervene in and escalate any incident where appropriate.

Parents need to work with us and support us in and out of school by remaining vigilant and aware of their child's online activity, thereby assisting us with effective online safeguarding. We cannot do this alone.

The breadth of issues classified within online safety is considerable:

- **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;

- **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Online safety is a major concern for all professionals' not only **due to** Social Media forums but **also due to** issues around **youth produced sexual imagery known as “sexting”**. For information and support in these areas the websites below are available for all staff and parents to view. The sites are for all age groups, parents and carers and will form the basis of and assist with online safety education, support and policy in our school:

- <http://swgfl.org.uk/>
- www.thinkuknow.co.uk
- www.virtualglobaltaskforce.com
- www.parentsprotect.co.uk
- www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- www.lucyfaithfull.org.uk
- www.stopitnow.org.uk
- <http://parentinfo.org/>

Taking Photographs in Schools

Good practice guidance from the Information Commissioner's Office, on taking photographs in educational institutions will be followed. In the interests of safeguarding a common sense approach on a case by case basis will be taken in this area. A full copy of the guidance can be viewed at [Taking photographs in schools guidance 2014](#).

Our school and its staff will under **no** circumstances photograph injuries seen on children. Staff in schools are not Crime Scene Investigators nor are they trained to the standard of hospital photographers. These experts are the only people who should be photographing injuries.

If the concern is around non-accidental injury then that is a matter that requires immediate attention on the day, resulting in an appropriate referral to Family Connect. Those professionals will control getting the process of photographic evidence gathering underway.

This school will make sure staff record all visible injuries on a body map diagram and describe them the best they can. We will assume good evidential practice to get two persons involved who have seen the injury and can account for it on the body map, then immediately follow up with a referral as described above.

Curriculum and Wider Activity in Keeping Children Safe

The school has a PSHE plan which is followed throughout the academic year. Topics covered include a wide range of safeguarding themes including friendships and relationships, bullying, road safety online safety and citizenship. This is further enhanced through assemblies and other PSHE sessions. It is part of our school ethos that we take every opportunity to remind students of how they can support each other and help each other to stay safe.

There is also a wide range of enrichment activities which help to enhance the students' enjoyment of the school and support the development of friendships and new skill sets. Full information regarding the curriculum in the school and enrichment activities can be accessed on the school website.

Key personnel at Grange Park Primary School

The designated safeguarding lead (DSL) is Lisa Millington

Contact details: email: lisa.millington@taw.org.uk tel: 01952 387470

The deputy designated safeguarding lead (DDSL) is Zoe Meredith

Contact details: email: zoe.meredith@taw.org.uk tel: 01952 387947

Other staff trained to undertake the functions of the designated safeguarding lead are:

- Richard Thorpe (Headteacher)
- Angie Atkinson

Contact details:

email: richard.thorpe@taw.org.uk, zoe.meredith@taw.org.uk, angela.atkinson@taw.org.uk

tel: 01952 387490

The nominated Safeguarding Governor is Gillian Bailey

Contact details: email: Gillian Bailey and Louise Weaver tel: 01952 387490

The headteacher is Richard Thorpe

Contact details: email: richard.thorpe@taw.org.uk tel: 01952 387490

Key personnel at Telford Langley School

The designated safeguarding lead (DSL) is Kevin Preece

Contact details: email: kevin.preece@taw.org.uk tel: 01952 386700

The deputy designated safeguarding lead (DDSL) is Shanine Thomas

Contact details: email: Shanine.thomas2@taw.org.uk tel: 01952 386700

Other staff trained to undertake the functions of the designated safeguarding lead are

- Ceri Kinsey ceri.kinsey@taw.org.uk
- Alison Prosser Alison.prosser@taw.org.uk
- Jackie Walters Jackie.walters@taw.org.uk
- Ian Farmer ian.farmer@taw.org.uk

The nominated Safeguarding Governor is Charlotte Creen

Contact details: email: charlotte.creen@taw.org.uk tel: 01952 387400

The headteacher is Steve Carter

Contact details: email: steven.carter@taw.org.uk tel: 018952 386700

Contact details: email: kevin.preece@taw.org.uk tel: 01952 386700

Other staff trained to undertake the functions of the designated safeguarding lead are

- Gail Pearson - gail.pearson1@taw.org.uk
- Marc Clark - marc.clark@taw.org.uk
- Louis Hylton - louis.hylton@taw.org.uk
- Louise Baker - louise.baker@taw.org.uk

The nominated Safeguarding Governor is Charlotte Creen

Contact details: email: charlotte.creen@taw.org.uk tel: 01952 387400

The headteacher is Holly Rigby

Contact details: email: holly.rigby@taw.org.uk tel: 01952 387400

Key personnel at The Telford Priory School

The designated safeguarding lead (DSL) is Sarah Murdoch

Contact details: email: sarah.murdoch@taw.org.uk

tel: 01952 386 400

The deputy designated safeguarding lead (DDSL) is Rosei Nield

Contact details: email: Rosei.Nield@taw.org.uk

tel: 01952 386 400

Other staff trained to undertake the functions of the designated safeguarding lead are

- Nicki Smith
- Rachel Pitt

Contact details: email: Nicola.Smith3@taw.org.uk

Rachel.Pitt@taw.org.uk

tel: 01952 386 400

The nominated Safeguarding Governor is Mike Howell

Contact details: email: TPS.governors@taw.org.uk

tel: 01952 386 400

The headteacher is Stacey Jordan

Contact details: email: Stacey.Jordan@taw.org.uk

tel: 01952 386 400

Key personnel at Windmill Primary School

The designated safeguarding lead (DSL) is Jason Millington

Contact details: email: Jason.millington@taw.org.uk tel: 01952 386360

The deputy designated safeguarding lead (DDSL) is Kizzie Coles

Contact details: email: Kizzie.coles@taw.org.uk tel: 01952 386360

The assistant designated safeguarding lead (ADSL) is Mel Dexter

Contact details: email: Melanie.dexter@taw.org.uk tel: 01952 386360

The nominated Safeguarding Governor is Graham Parkinson

Contact details: email: graham.parkinson2@taw.org.uk tel: 01952 386360

The headteacher is Mark Gibbons

Contact details: email: Mark.gibbons@taw.org.uk tel: 01952 386360