

HOLDEN LANE PRIMARY SCHOOL



Safeguarding and Child Protection Policy and Procedures 2023-2024

Approved by:	Governing Board	Date: September 2023
Last reviewed on:	September 2023	
Next review due by:	September 2024	

Contents

Important contacts	3
1. Aims	4
2. Legislation and statutory guidance	4
3. Definitions	5
4. Equality statement	6
5. Roles and responsibilities	6
6. Confidentiality	9
7. Recognising abuse and taking action	10
8. Notifying parents or carers	15
9. Pupils with special educational needs, disabilities or health issues	15
10. Pupils with a social worker	15
11. Looked-after and previously looked-after children	16
12. Complaints and concerns about school safeguarding policies	16
13. Record-keeping	16
14. Training	17
15. Site security	18
16. Monitoring arrangements	19
17. Links with other policies	19
Appendix 1: types of abuse	19
Appendix 2: Role of the Designated Safeguarding Lead	20
Appendix 3: Signs and symptoms of abuse	24
Appendix 4: safer recruitment and DBS checks – policy and procedures	26
Appendix 5: allegations of abuse made against staff	29
Appendix 6: specific safeguarding issues	32
Appendix 7: Guide to Levels of Needs	42
Appendix 8: Dealing with disclosures made by a child	44
Appendix 9: Action to be taken if you have a concern about a child	45
Appendix 10: Making a referral to Children's Social Care	47
Appendix 11: Information sharing and consent	48
Appendix 12: Children's Social Care response	49
Appendix 13: Staffordshire Police CSE Information Report	51
Appendix 14: Staffordshire Police Operation Encompass	523

Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Headteacher	Clare Thomas	01782 234890
Designated Safeguarding Lead	Clare Thomas	01782 234890
Deputy Safeguarding Lead Head of Pastoral care	Sharon Reece	01782 234890
Safeguarding Team Member	Jo Bagguley	01782 234890
Chair of Governors	David Walley	01782 234890
Early Help Champion	Sharon Reece	01782 234890
Lead Person for Online Safety	Sharon Reece	01782 234890
Lead for forensic monitoring	Sharon Reece / Yvonne Pellington	01782 234890
Lead Person for Looked After Children (LAC)	Clare Thomas / Sharon Reece	01782 234890
Lead Person for CSE/Mental Health	Sharon Reece	01782 234890
Lead Person for PREVENT	Clare Thomas	01782 234890
Manager responsible for allegations made against staff	Clare Thomas/ Sharon Reece/ Yvonne Pellington	01782 234890
Local Authority Designated Officer (LADO)	John Hanlon	01782 233342 / 07942 676060 John.Hanlon@stoke.gov.uk
Lead Family Support Worker	Tracey Ford	07767180514 Tracy.Ford@stoke.gov.uk
Operation Encompass Teachers' National Helpline		0204 513 9990 (Mon- Fri 8am – 11am).
Child Exploitation & Missing Coordinator (Senior Social Worker) FAST Team	Clare Goodwin	01782 232319 Clare.goodwin@stoke.gov.uk
Stoke-on-Trent Children's Social Care – for referrals	Childrens Advice and Duty Service (ChAD)	01782 235100
	Emergency Duty Team – after hours, weekends and public holidays	01782 234567
Staffordshire Children Social Care – for referrals	First Response	0800 1313126
Police	Non-emergency	101
	Emergency	999
Education Lead	Sam Plews	01782 234234

1. Aims

The school aims to ensure that:

- › Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- › All staff are aware of their statutory responsibilities with respect to safeguarding
- › Staff are properly trained in recognising and reporting safeguarding issues
- › All members of the school community respond to cases of suspected abuse or neglect consistently, sensitively, professionally and in ways which best support the needs of the child

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2023\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Governance Handbook](#).

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. These can be found at:

<http://www.safeguardingchildren.stoke.gov.uk/ccm/portal/>

This policy is also based on the following legislation:

- › Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- › [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- › [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- › Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- › [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- › [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- › Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- › [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- › [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- › [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, could include taking positive action to

support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

- › [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- › The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- › This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

3. Definitions

Safeguarding and promoting the welfare of children means:

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

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

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

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

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

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

MY CONCERNS is our software for the monitoring of Safeguarding, wellbeing and pastoral issues.

4. Equality statement

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

We give special consideration to children who:

- › Have special educational needs (SEN) or disabilities or health conditions (see section 9)
- › Are young carers
- › May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- › Have English as an additional language
- › Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- › Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- › Are asylum seekers
- › Are at risk due to either their own or a family member's mental health needs
- › Are looked after or previously looked after (see section 11)
- › Are missing from education
- › Whose parent/carers has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

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

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- › Positive Behaviour policy
- › Pastoral support system
- › Planned programme of PSHE and relationships and sex education (RSE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to (for example): sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable.

5.1 All staff

All staff will:

- › Read and understand part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- › Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- › Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- › Provide a safe space for pupils who are LGBTQ to speak out and share their concerns

All staff will be aware of:

- › Our systems which support safeguarding, including this child protection and safeguarding policy, the staff Code of Conduct, the role and identity of the designated safeguarding leads and Deputy safeguarding, the Promoting Positive Behaviour policy, the online safety policy, and the safeguarding response to children who go missing from education.
- › The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL/DDSL, and sharing information with other professionals to support early identification and assessment.
- › The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- › What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- › The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), Sexual harassment, sexual violence, indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- › The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- › The fact that children can be at risk of harm inside and outside of their home, at school and online
- › The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- › What to look for to identify children who need help or protection

The appendices of this policy outline in more detail how staff are supported to do this.

5.2 The Designated Safeguarding Lead (DSL)

The DSL is a member of the Senior Leadership Team. Our DSL is Clare Thomas (Head Teacher) The DSL takes lead responsibility for child protection and wider safeguarding in the school.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, Sharon Reece the Head of Pastoral Care (DDSL) will be available to discuss safeguarding concerns.

If the DSL and DDSL are not available, Joanne Bagguley (Deputy Head Teacher) will act as cover. Alternatively, a member of the Senior Leadership Team will be available.

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

- › Provide advice and support to other staff on child welfare and child protection matters
- › Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- › Contribute to the assessment of children.
- › Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- › Have a good understanding of harmful sexual behaviour.

The DSL/DDSL will also:

- › Keep the Headteacher informed of any issues.
- › Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- › Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies.
- › Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support.
- › Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.
- › Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly.

The DSL/DDSL's responsibilities are described in Appendix 2 and in their job description

5.3 The governing board

The governing board will:

- › Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- › Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Headteacher to account for its implementation.
- › Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.
- › Appoint a Link Governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL/DDSL.
- › Make sure:
 - The DSL/DDSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
 - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns.
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).

- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognized.
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed.
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate.
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate (see appendix 5).

All governors will ensure they understand their responsibilities in line with Keeping Children Safe in Education.

Section 14 of this policy has information on how governors are supported to fulfil their role.

5.4 The Headteacher

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

- Communicating this policy to parents/carers when their child joins the school and via the school website.
- Ensuring that the DDSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 5)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DDSL on this.
- Ensuring the relevant staffing ratios are met, where applicable.
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

5.5 Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals, e.g. DSL, DDSLs, SENCOs, social workers, mental health leads and others.

6. Confidentiality

Our GDPR policy explains our processes and procedures in relation to data protection.

We recognise that all matters relating to child protection are confidential. The Headteacher or Head of Pastoral Care will disclose any information about a pupil to other members of staff on a need-to-know basis only.

Staff members cannot promise a pupil to keep 'secrets' which might compromise their safety or well-being, or the safety and well-being of others.

All staff members have a professional responsibility to share information with other agencies in order to safeguard children, and GDPR is not a barrier to this.

All our staff members who come into contact with pupils will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare. We will ensure that staff members are confident about what they can and should do under the law,

including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in Appendix 11.

If staff are in any doubt about sharing information, they should speak to the DSL/DDSL (or a member of the safeguarding team)

7. Recognising abuse and taking action

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

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or a member of the safeguarding team)”.

7.1 Child Protection and Safeguarding Procedures

We have developed a structured procedure in line with Stoke on Trent Safeguarding Children Partnership Procedures which will be followed by all members of the school community in cases of suspected abuse. This is detailed in **Appendix 8 and 9**.

The name of the DSL and members of the Safeguarding Team are clearly advertised in the school, with a statement explaining the school’s role in referring and monitoring cases of suspected abuse or neglect.

We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

In line with the procedures, the ChAD Team will be notified as soon as there is a significant concern (or the relevant Children’s Social Care Team if there is already a social worker involved).

We will ensure that those children allocated to a Social Worker, a focus of “High Aspirations” will be maintained

Bear in mind that some children may:

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

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

7.2 If you have a concern about mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps outlined in Appendix 8 and 9.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL/DDSL to agree a course of action.

7.3 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the Headteacher as soon as possible. If the concerns/allegations are about the Headteacher, speak to the chair of governors.

The Headteacher/chair of governors will then follow the procedures set out in appendix 5, if appropriate.

If the event that the Headteacher is not contactable on that day, the information must be passed to and dealt with by the member of staff acting as Headteacher (eg Deputy Headteacher)

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Headteacher, report it directly to the local authority designated officer (LADO).

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.

7.4 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- › Is serious, and potentially a criminal offence.
- › Could put pupils in the school at risk.
- › Is violent.
- › Raises risk factors for other pupils in school.
- › Involves pupils being forced to use drugs or alcohol.
- › Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendix 6 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

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

- › You must record the allegation and tell the DSL/DDSL, but do not investigate it.
- › The DSL may contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence. It is possible that Children’s Social Care are already aware of safeguarding concerns around this young person.
- › The DSL will follow through the outcomes of the discussion and make any referrals necessary, keeping a record of the concern, the discussion and any outcome in the files of both pupils.
- › Where neither Children’s Social Care nor the police accept the complaint, a thorough school investigation will take place into the matter using the school’s usual disciplinary procedures.
- › In situations where the school considers a safeguarding risk is present, a risk assessment should be undertaken and an individual risk management plan will be put in place to ensure that other pupils are kept safe and that the pupil concerned does not

become a target for malicious allegations. This will include a named person pupils can talk to if needed.

- › The plan will be reviewed continuously and a date set for a follow-up evaluation with everyone concerned.
- › The DSL will consider referrals to specialist agencies (eg CAMHS), if appropriate

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- › Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- › Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- › Ensure our curriculum helps to educate pupils about appropriate behaviour and consent.
- › Ensure pupils are able to easily and confidently report abuse using our reporting systems.
- › Ensure staff reassure victims that they are being taken seriously.
- › Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.
- › Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- › Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- › Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports.
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
 - That they should speak to the DSL/DDSL if they have any concerns.

- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any sanctioning of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action / Sanctions can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- › Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this.
- › There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

7.5 Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident:

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL/DDSL immediately.

You must not:

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

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL/DDSL.

Initial review meeting:

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

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

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

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

If none of the above apply then the DDSL, in consultation with the Headteacher (DSL) and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL/DDSL:

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

They will hold interviews with the pupils involved (if appropriate).

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

Informing parents/carers:

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

Referring to the police:

If it is necessary to refer an incident to the police, this will be done through dialing 101 in the first instance

Recording incidents:

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 13 of this policy also apply to recording these incidents.

Curriculum coverage:

Pupils are taught about the issues surrounding staying safe online and the sharing of nudes and semi-nudes as part of our PSHE / RSE and computing curriculum.

7.6 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- › Put systems in place for pupils to confidently report abuse.
- › Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils.
- › Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback .
- ›

8. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL/DDSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL or DDSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL/DDSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- › Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- › Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

9. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- › Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- › Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- › The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- › Communication barriers and difficulties in managing or reporting these challenges

All of our pupils have a SEN and/or disability, therefore our systems and processes ensure pupils are well-supported to overcome barriers they might face

10. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL/DDSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL/DDSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- › Responding to unauthorised absence or missing education where there are known safeguarding risks
- › The provision of pastoral and/or academic support
- ›

11. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

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

We have appointed a Deputy designated teacher, Sharon Reece (Head of Pastoral care), who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

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

As part of their role, the Deputy designated teacher will:

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

12. Complaints and concerns about school safeguarding policies

12.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 5).

12.2 Other complaints

We have a 'Complaints Procedure' which can be found on our website

12.3 Whistle-blowing

We cannot expect pupils to raise concerns in an environment where staff members fail to do so.

Therefore we will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the Headteacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).

We have a Whistle Blowing Policy which is available to all staff.

We have a clear reporting procedure for children, parents and other people to report concerns or complaints.

We will actively seek the views of children, parents and carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

13. Record-keeping

We will hold records in line with in line with the Stoke on Trent Safeguarding Children Partnership's guidance.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded via our reporting system. If you are in any doubt about whether to record something, discuss it with the DSL/DDSL.

Records will include:

- › A clear and comprehensive summary of the concern
- › Details of how the concern was followed up and resolved
- › A note of any action taken, decisions reached and the outcome

Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Records should be factual, accurate, legible, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL/DDSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- › **5 days** for an in-year transfer, or within
- › **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL/DDSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In addition:

- › Appendix 4 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks
- › Appendix 5 sets out our policy on record-keeping with respect to allegations of abuse made against staff

14. Training

14.1 All staff

All new members of staff, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, online safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, and Part 1 of Keeping Children Safe in Education: 2023.

The induction will be proportionate to staff members' roles and responsibilities.

All staff members of the school will undergo Level 1 face to face safeguarding and child protection training (whole-school training) at least every three years. This is facilitated by the DDSL Sharon Reece who is now qualified and Quality Assured through the Stoke on Trent Safeguarding Children Partnership to deliver Level 1 Safeguarding and Child Protection Training. Online training is also available via the Stoke on Trent Children Partnership. The Level 1 training highlights the importance of staff understanding the expectations in relation to the filtering and monitoring in place within the education setting.

In addition to Level 1 safeguarding training, all staff will also receive annual safeguarding and child protection updates (for example via e-mail, e-bulletins, staff meetings; briefing sessions or training;) as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard pupils effectively. This may be provided by the DSL/DDSL or other member of the senior leadership team.

Staff members who miss the whole-school training will be required to complete an online session that is also available.

Staff will take place in Prevent training which is delivered via the Local Authority's Prevent Officer.

We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

14.2 The DSL and Safeguarding Assistants

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

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSL/DDSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

14.3 Governors

Governors will undergo face to face or online 'Introduction to Safeguarding for Governors' training, prior to or soon after appointment to the role.

This is to make sure that they:

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

14.4 Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training.

14.5 Staff who have contact with pupils and families

All staff who have contact with children and families in our Early Years class will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

15. Site security

All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting any issues or concerns that may come to light.

We check the identity of all visitors coming into school. Visitors are expected to sign in and out of the school and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual, (parent, professional or anyone else) that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be

treated as a serious concern and may result in a decision to refuse that person access to the school site.

16. Monitoring arrangements

This policy will be reviewed **annually** by Sharon Reece (Head of Pastoral Care). At every review, it will be approved by the full governing board.

We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL.

We will complete a safeguarding audit of the school's safeguarding arrangements at frequencies specified by Stoke on Trent Safeguarding Children Partnership and using the audit tool provided by them for this purpose.

The school's senior leadership team and the governing body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

17. Links with other policies

This policy links to the following policies and procedures:

- | | |
|----------------------------------------------------------------------------|---------------------------------------------|
| › Promoting Positive Behaviour | › Privacy notices |
| › Code of Conduct | › Whistleblowing |
| › Complaints | › Anti-bullying |
| › EYFS | › Vulnerable Adults |
| › Health and safety | › Intimate Care |
| › Attendance | › Public Sector Equality Duty |
| › Online safety | › Supporting pupils with medical conditions |
| › Mobile phone use | › Off site visits |
| › Equality | › Pupil Support Team |
| › Relationships and sex education | › Restrictive Physical Intervention |
| › First aid | › Recruitment and Selection |
| › Curriculum | › SEND |
| › Designated teacher for looked-after and previously looked-after children | |

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap. We recognise that abuse can take place in the context of the individual child's home and community setting but also online – all of which require the same robust safeguarding response.

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

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

Emotional abuse may involve:

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

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

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

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

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

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

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

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

Appendix 2: Role of the Designated Safeguarding Lead

1 MANAGING REFERRALS – the Designated Safeguarding Lead:

Has a good understanding of Stoke on Trent Safeguarding Children Partnership Threshold of Need to ensure that children and families get the right support and intervention at the right time.

Refers all cases of suspected abuse and neglect to Children's Advice and Duty Service (ChAD) and to the Police if a crime may have been committed.

Liaises with the Headteacher (if DSL/DDSL is not the Headteacher) about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

Acts as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

Liaises with agencies providing targeted early help services and coordinates referrals from the school to early help services for children and families in need of support.

The Designated Safeguarding Lead should routinely receive information from the Local Authority regarding children that have been allocated a Social Worker. The Designated Safeguarding Lead will hold this information and ensure it is shared with staff in line with Information Sharing processes.

Contributes to the overseeing of educational progress of those children who have an allocated Social Worker.

2. RECORD KEEPING – the Designated Safeguarding Lead:

Keeps records of child protection and welfare concerns in line with Stoke-on-Trent Safeguarding Children Partnership guidance. Holden Lane Primary use the Online Safeguarding Monitoring System of 'My Concerns' to do this.

Create a stand-alone file within My Concerns for pupils with safeguarding concerns.

Maintains a chronology of significant incidents for each pupil with safeguarding concerns.

Ensure such records are kept confidentially and securely and separate from the pupil's educational record.

Ensure arrangements to hand over the child protection file of a pupil transferring to another school, are made without delay. The DSL will verbally advise the DSL of the destination school of the concerns and make arrangements to securely and confidentially hand over the file.

The DSL will retain evidence to demonstrate how the file has been transferred, and will require a receipt from the destination school.

3. INTER-AGENCY WORKING and INFORMATION SHARING – the Designated Safeguarding Lead:

Cooperates with Children's Social Care for enquiries under section 17 and section 47 of the Children Act 1989.

Attends, or ensures other relevant staff members' attendance at early help meetings, child protection conferences, core group meetings, child in need meetings and other multi agency meetings as required.

Liaises with other agencies working with the child, shares information as appropriate and contributes to assessments.

Ensures each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.

Makes the safeguarding and child protection policy and procedures available publicly.

Raises awareness of parents and carers of the existence of the safeguarding and child protection policy, in particular that information may be shared with other agencies, cases of suspected abuse and neglect will be referred to Children's Social Care, and the role of the school in any investigations that ensue.

4. TRAINING – the Designated Safeguarding Lead:

Undertakes appropriate safeguarding training **every two years**, in order to:

- › be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, sexual violence, sexual harassment, female genital mutilation, challenging extremism etc;
- › Understand the assessment process for providing early help and intervention, e.g. Stoke-on-Trent's and Staffordshire's Threshold of Need.
- › have a working knowledge of how the local authority conducts initial and review child protection conferences and contribute effectively to these;
- › be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.

Works alongside the Senior Admin Officer to organise whole-school mandatory SOTSCP level 1 safeguarding training for all staff members at least **every three years**.

Ensures staff members who miss the training receive it by other means, e.g. by joining an open session/ another school's training/online training session via Stoke on Trent Safeguarding Children Partnership

Provides an annual briefing / update / training session to the whole school on any changes to child protection legislation and procedures (internally, locally or nationally) relevant learning from local and national serious case reviews; or awareness raising regarding any safeguarding issues or themes emerging locally or nationally.

Links with Stoke on Trent Safeguarding Children Partnership to identify appropriate training opportunities for relevant staff members. This ensures training is relevant to local processes and procedures.

Ensures the school allocates time and resources every year for relevant staff members to attend training.

Encourages a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.

Maintains accurate records of staff induction, staff training and staff briefings.

The Designated Safeguard Lead is required to undertake the following training:

Level of training	Course title	Frequency	Notes
Level 1	Safeguarding Children Face to face session delivered by SSCP approved trainer.	Every 3 years as part of whole school update	This must be completed irrespective of any other training undertaken. DDSL in school is an approved SSCP Trainer. SOTSCP Level 1 workbook/Core Slides accompanying the course should be retained for Ofsted.
Level 2	Level 2 Working Together to Safeguard Children – multi agency (full 3 days)	No requirement to renew providing some safeguarding training is undertaken every 2 years.	DSL/DDSLs who wish to refresh this course need undertake day 1 only.
Level 3	Subject specific courses relevant to needs of school community. Suggested : <ul style="list-style-type: none"> • Child sexual exploitation • Female genital mutilation • Prevent/challenging extremism • E-safety • Forced marriage 	No requirement to renew level 3 courses providing some safeguarding training is undertaken every 2 years.	Regular Training Schedules from the SOTSCP are emailed to the DSL/DDSL for additional relevant courses.
Level 4	<ul style="list-style-type: none"> • Designated Safeguarding Lead training • Managing Allegations against Staff and Volunteers training 	No requirement to renew level 4 courses providing some safeguarding training is undertaken every 2 years.	
ANNUAL UPDATES	DSL/DDSLs must update their knowledge and skills regularly and at least annually (via e-bulletins, meeting other DSL/DDSLs or taking time to read and update themselves) on safeguarding developments relevant to their role. (via Webinars held by The Key or Safeguarding Network) Keeping Children Safe in Education 2023.		

5. QUALITY ASSURANCE – the Designated Safeguarding Lead:

Reviews the safeguarding and child protection policy and procedures annually and liaises with the school's governing body to update and implement them.

Monitors the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concern files (at least once a year).

Completes an audit of the school's safeguarding arrangements at frequencies specified by Stoke on Trent Safeguarding Children Partnership.

Remedies any deficiencies and weaknesses identified in child protection arrangements.

Provides regular reports to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

Appendix 3: Signs and symptoms of abuse

The most important sign/symptom of abuse or neglect is a disclosure from a pupil, and this will always be taken seriously.

Signs and symptoms can often appear in a cluster. Serious case reviews have found that parental substance misuse, domestic abuse and parental mental health problems (known collectively as the 'toxic trio') coexisting in a family can increase the risks to children. It is important to highlight that some children are at greater harm than others both online and offline

Pupils may show symptoms from one, all, or none of the categories, but staff will be vigilant to anything unusual displayed by the pupil. Many of the indicators below may be caused by other factors not connected to any form of abuse. However, if concerned, staff will always exercise professional curiosity and will share concerns with the DSL/DDSL.

The following table gives some examples of what staff may see or hear, but this is not an exhaustive list and should not be used as a checklist.

Signs of potential PHYSICAL ABUSE	<ul style="list-style-type: none">• Bruise marks consistent with either straps or slaps• Undue fear of adults - fear of going home to parents or carers• Aggression towards others• Unexplained injuries or burns – particularly if they are recurrent (and especially in non-mobile babies)• Any injuries not consistent with the explanation given for them• Injuries that occur on parts of the body which are not normally exposed to falls, rough games• Injuries to the side of the face, the ear, the neck• Black eyes, particularly bilateral• Reluctance to change for, or participate in games or swimming• Bruises, bites, burns, fractures etc. which do not have an accidental/satisfactory explanation• Cuts/scratches in areas that would be difficult to do accidentally• Injuries to the soft tissue area• Hitting (with the hand or implement) smacking, punching, kicking, slapping, twisting/pulling ear, hair or fingers, holding/squeezing with a tight grip, biting, and burning• Fabricated or induced illness
------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Signs of potential NEGLECT	<ul style="list-style-type: none"> • Exposure to danger • Lack of supervision • Under nourishment and subsequent failure to grow and thrive • Constant hunger • Stealing or gorging food • Untreated illnesses • Inadequate care • Injuries that have not received medical attention • Non-attendance for health appointments • Inadequate/inappropriate clothing • Poor standards of hygiene • Unsafe home environment • Persistent lack of attention, warmth or praise
Signs of potential EMOTIONAL ABUSE	<ul style="list-style-type: none"> • Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. • Depression / aggression, extreme anxiety • Nervousness, frozen watchfulness • Obsessions or phobias • Sudden under-achievement or lack of concentration • Inappropriate relationships with peers and/or adults • Attention-seeking behaviour • Persistent tiredness • Running away / stealing / lying • Parent humiliating, taunting or threatening child • Persistent lack of attention, warmth or praise. • Shouting / yelling at a child • Copying or role playing abuse seen in the home (i.e. domestic violence) • Radicalisation – use of inappropriate language, violent extremist literature, the expression of extremist views, advocating violent action
Signs of potential SEXUAL ABUSE	<ul style="list-style-type: none"> • Use of language that is inappropriate for age / stage of development • Sexual knowledge inappropriate for their age / stage of development • Child with excessive preoccupation with sexual matters • Regularly engages in age inappropriate sexual play • Wariness on being approached • Soreness or unexplained rashes or marks in the genital areas • Pain on urination • Difficulty in walking or sitting • Stained or bloody underclothes • Recurrent tummy pains or headaches • Bruises on inner thigh or buttock • Any allegations made by a child concerning sexual abuse • Sexual activity through words, play or drawing • Child displaying 'sexually inappropriate' behaviour towards adults • Inappropriate bed-sharing arrangements at home • Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations • Eating disorders - anorexia, bulimia • Telling you about being asked to 'keep a secret' • Dropping hints or clues about abuse. • Unaccounted sources of money or gifts • See also Sexual Exploitation at appendix 6

Appendix 4: safer recruitment and DBS checks – policy and procedures

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

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

Advertising

When advertising roles, we will make clear:

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

Application forms

Our application forms will:

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

Shortlisting

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

- › Consider any inconsistencies and look for gaps in employment and reasons given for them
- › Explore all potential concerns

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

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

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Candidates are notified of this as part of the application process.

Seeking references and checking employment history

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

When seeking references we will:

- › Not accept open references
- › Liaise directly with referees and verify any information contained within references with the referees
- › Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- › Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

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

Pre-appointment vetting checks

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

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks.

Agency and third-party staff

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

Contractors

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

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

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

This includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- › Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

- › Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- › Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- › Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

All governors will also have the following checks:

- › Identity
- › Right to work in the UK
- › Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

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

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Appendix 5: allegations of abuse made against staff

Section 1: allegations that may meet the harm threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- › Behaved in a way that has harmed a child, or may have harmed a child, and/or
- › Possibly committed a criminal offence against or related to a child, and/or
- › Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- › Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

References

When providing employer references, we will:

- › Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- › Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- › Suspicion
- › Complaint
- › Safeguarding concern or allegation from another member of staff
- › Disclosure made by a child, parent or other adult within or outside the school
- › Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- › Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- › Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- › Being overly friendly with children
- › Having favourites
- › Taking photographs of children on their mobile phone
- › Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- › Ensuring staff are clear about what appropriate behaviour is
- › Empowering staff to share any low-level concerns
- › Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- › Providing a responsive, sensitive and proportionate handling of such concerns when they are raised

Responding to low-level concerns

If the concern is raised via a third party, the Headteacher will collect evidence where necessary by speaking:

- › Directly to the person who raised the concern, unless it has been raised anonymously
- › To the individual involved and any witnesses

The Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Code of Conduct and/or disciplinary procedure. The Headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL/DDSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- › Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- › Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- › Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- › The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- › The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.

Appendix 6: specific safeguarding issues

Children missing from education

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

Holden Lane Primary school recognise the need to ensure that pupils attend school regularly and the importance of protecting those identified as being absent from education in order to prevent them from becoming a child missing from education. The school will follow their Safeguarding policy and guidance issued by Stoke-on-Trent City Council on Children Missing from Education (CME).

Where the parent or carer of a child with an EHCP has expressed their intention to educate their child at home, this will be directed to the Local Authority to review the plan and work closely with parents /carers

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We have a duty to work with local authorities to establish the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect.

We have an admission and attendance register and all pupils are placed on both registers.

We will work collaboratively with the local authority (and other agencies where appropriate) to share information about attendance.

If a registered pupil is continuously absent for two weeks without explanation, or fails to return from a holiday, the school will follow the normal procedures for investigating pupil absence (ie telephone calls, letters, invitations to meetings at the school etc). The Safeguarding Team will liaise with the Attendance Officer and facilitate Safe and Well Checks if deemed necessary. If, after further enquiries, the child has not returned to school after a total of no more than two weeks, the matter will be referred to the Local Authority. The Safeguarding Team in school will consider completion of a Child Causing Concern form to promote a discussion at Multi agency level.

Child criminal exploitation

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

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

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- › Appearing with unexplained gifts or new possessions
- › Associating with other young people involved in exploitation
- › Suffering from changes in emotional wellbeing

- › Misusing drugs and alcohol
- › Going missing for periods of time or regularly coming home late
- › Regularly missing school or education
- › Not taking part in education

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

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

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

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

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

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

- › Having an older boyfriend or girlfriend
- › Suffering from sexually transmitted infections or becoming pregnant
- › Children with unexplained gifts or new possessions;
- › Having multiple mobile phones and worrying about losing contact via mobile phone;
- › Children who associate with other young people involved in exploitation;
- › Children who have older boyfriends or girlfriends;
- › Inappropriate sexual or sexualised behaviour;
- › Sexual activity/underage sexual activity;
- › Sexually risky behaviour, 'swapping' sex;
- › Seen at known places of concern;
- › Involved in abusive relationships;
- › Intimidated and fearful of certain people or situations;
- › Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers or known perpetrators;
- › Who suffers from changes in emotional well-being;
- › Who misuses drugs and alcohol;
- › Who goes missing for periods of time or regularly comes home late;
- › Who regularly misses school or education;
- › Who has injuries from (for example) physical assault, physical restraint, sexual assault

Where a member of staff sees one or more of these indicators, or otherwise has cause for concern, this information will be recorded and passed, without delay, to the DSL following usual safeguarding procedures.

We will use the Sexual Exploitation Risk Factor Matrix to identify pupils at low, medium or high risk of sexual exploitation. The Matrix can be found at section 14 – link below:

www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en

Pupils will be referred to the CSE Panel if deemed appropriate, following completion of the Risk Factor Matrix.

We will also share information with Staffordshire Police Child Exploitation Team to contribute to their intelligence gathering to prevent and detect cases of CSE; so even apparently minor pieces of information should be given to the DSL/DDSL.

Staffordshire Police CSE Information Report form can be found at **appendix 13**.

The following local agencies may be contacted to support children and young people:

- **CATCH 22**- a specialist project supporting children at risk of, or experiencing sexual exploitation. Also complete Welfare follow up checks on missing children.
Tel: 01782 237106 or email: catch22cse@catch-22.org.uk
- **Savanna** - a specialist project supporting people of all ages who have experienced or been affected by any sort of sexual violence.
Tel: 01782 433204 or email: info@savana.org.uk

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- › Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- › Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- › Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- › Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- › Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- › Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- › Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

- › Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- › Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

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

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

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and Safeguarding Assistants will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

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

So-called 'honour-based' abuse (including FGM and forced marriage)

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

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

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

FGM

Holden Lane Primary School recognises its duty to protect children and young people against the practice female genital mutilation and to immediately report to the police, under section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) where it is known that FGM has been carried out on a child.

We will follow the Stoke on Trent Safeguarding Children Partnership procedure which can be found at: <http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/f-vulnerable-cyp.en>

Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally; they may appear anxious, depressed and emotionally withdrawn; present a sudden decline in her performance, aspirations or motivation.

Signs that may indicate FGM is planned:

- Child talking about getting ready for a special ceremony, procedure or celebration either abroad or in the UK;
- Family taking a long trip abroad;
- Child's family being from one of the 'at risk' communities for FGM (examples include Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan;)
- Knowledge that the child's sibling has undergone FGM;
- Child talks about going to be 'cut'
- Child talks about preparing for marriage or preparing to become a woman;

(Nb – families travelling abroad for long holidays is not in itself unusual, and not all families from the above named countries will practice FGM.)

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities;
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
- Bladder or menstrual problems;
- Finding it difficult to sit still and looking uncomfortable;
- Complaining about pain between the legs;
- Mentioning something somebody did to them that they are not allowed to talk about;
- Secretive behaviour, including isolating themselves from the peers;
- Reluctance to take part in physical activity;
- Repeated urinal tract infection;
- Disclosure.

Where a member of staff sees one or more of these indicators, or otherwise has cause for concern, this information will be recorded and passed on without delay to the DSL/DDSL following usual safeguarding procedures. Holden Lane Primary School understand their statutory duty of reporting FGM to Children's Social Care and also the police. **Note: Teachers have a statutory duty to directly report cases of FGM to the police.**

Multi-agency statutory guidance on female genital mutilation can be found at within the SSCP Website for professionals.

NSPCC FGM helpline can be contacted on 08000 233 550 or use the NSPCC email address to request support at: fgmhelp@nspcc.org.uk

Forced marriage

Holden Lane Primary School recognises the need to protect children and young people against forced marriage.

Since 27 February 2023, with the coming into force of the provisions of the Marriage and Civil Partnership (Minimum Age) Act 2022, it has been an offence under forced marriage legislation in England and Wales to do anything intended to cause a child to marry before they turn 18, without the need to prove that a form of coercion was used. The forced marriage offence, as expanded, will continue to include ceremonies of marriage which are not legally binding, for example in community or traditional settings. That same Act also provides that a 16 or 17 year old in England or Wales can no longer marry legally, even with parental consent.

We will follow the SSCP procedure which can be found within their website.

A clear distinction must be made between a forced marriage and an arranged marriage. A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties (and is therefore very different to an arranged marriage.)

A forced marriage may be between children, a child and an adult, or between adults, and both males and females can be forced to marry against their will.

In referring to children, we refer to both primary and secondary school age children.

A forced marriage is considered to be domestic abuse.

One Chance Rule - Where there are concerns about forced marriage, we will not speak to the family as professionals may only have one chance to speak to a potential victim and we therefore must ensure that the appropriate intervention, response and support is initiated.

Staff will pass any concerns immediately to the DSL/DDSL and child protection procedures will be activated.

Further guidance advice and support can be found at:

Forced Marriage Unit - Telephone: 020 7008 0151 or e-mail: fmu@fco.gov.uk

BREAST IRONING

Breast Ironing, also known as Breast Flattening, is the pounding and massaging of a pubescent girls breasts, using hard or heated objects, to try to make them stop developing or disappear. This is a form of physical abuse and will be treated as a safeguarding concern and reported in line with this safeguarding policy and its procedures

Preventing radicalisation

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

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

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals.

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

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

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

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

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

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

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

1.1. If staff are concerned about a pupil, they must report this directly to the DSL/DDSL. The DSL/DDSL will liaise with other appropriate agencies, and make referrals directly to the Channel Panel if deemed necessary, at prevent@staffordshire.pnn.police.uk

1.2. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Engagement with the programme is entirely voluntary with consent being required before any support through the programme is provided but we will encourage and support engagement at all stages.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures. In addition, our curriculum is broad and balanced, promoting respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. We also actively promote the spiritual, moral, social and cultural development of our pupils, in line with Promoting Fundamental British Values as part of SMSC in Schools DfE 2014

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- › Between 2 children of any age and sex
- › Through a group of children sexually assaulting or sexually harassing a single child or group of children
- › Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

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

When supporting victims, staff will:

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

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

Staff should be aware of the importance of:

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

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- › Increased absence from school
- › Change in friendships or relationships with older individuals or groups
- › Significant decline in performance
- › Signs of self-harm or a significant change in wellbeing
- › Signs of assault or unexplained injuries
- › Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- › Being male
- › Having been frequently absent or permanently excluded from school
- › Having experienced child maltreatment
- › Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL/DDSL.

Private fostering

Holden Lane Primary School recognises its duty to notify Children's Social Care if a child is living in a private fostering arrangement.

Private fostering refers to a situation where a child or young person under 16 years of age (under 18, if they are disabled) is being cared for by someone other than a parent or close relative for 28 days or more. (Close relatives are defined as grandparents, aunty, uncle or older sibling.) Carers may be members of the extended family (e.g. cousin, great aunt), friends of the family, or someone the child doesn't know.

This can include children sent from abroad to stay with family members, teenagers who may be living with the family of a friend, boyfriend or girlfriend and those living short term with host families while they take a course of study.

All staff are responsible for asking questions to clarify family arrangements if there is a change of living arrangements / person caring for the child; or if the relationship between the child and carer of the living arrangements are unclear, confusing or concerning.

Staff should also follow up any discussion with pupils about living arrangements which are unclear, confusing or concerning.

If a member of staff becomes aware that a pupil may be living in a Private Fostering arrangement, they will report this without delay to the DSL/DDSL.

The DSL/DDSL will encourage the parent / carer to inform the Local Authority. Additionally, we will report the private fostering arrangements to the Local Authority by contacting the ChAD Team on 01782 235100

Anti-bullying

Holden Lane Primary School has zero tolerance with regards to bullying and we have an Anti-Bullying Policy which is set out in a separate document. This policy relates to all forms of bullying including cyber, racist, sexual harassment, homophobic gender related bullying and hazing type violence and rituals that cause humiliation and distress

The subject of bullying is addressed at regular intervals in the personal, social and health education (RSHE) curriculum and anti-bullying assemblies.

If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and DDSL will consider implementing child protection procedures.

Staff members will neither allow nor condone bullying. To do so may lead to consideration under child protection and disciplinary procedures.

Online Safety and Mobile Technology

Holden Lane Primary School recognise our responsibility for online safety and we have an Online Safety Policy which is set out in a separate document and explains how we try to keep pupils safe in school.

Most of our pupils will use mobile phones and computers at some time. Whilst the internet can be a fantastic place for them to talk to friends, be creative and have fun, we know that some people will use these technologies to harm others. This can range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, sexual harassment, webcam photography, sexting or face-to-face meetings.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school.

Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

We have forensic monitoring systems in place via Smoothwall to prevent pupils being exposed to harm online. The systems are regulated and risk assessed. The system is overseen by the Headteacher Miss Clare Thomas and the Head of Pastoral care Sharon Reece. Any reports are responded to within a Safeguarding context

If we become aware that a pupil may be accessing materials inappropriate to their age, (including Facebook if under 13 years of age;) sending inappropriate e-mails, texts or images; or playing on games that are unsuitable (for example, games which have an 18 certificate;) we will contact parents to discuss our concerns and to raise parents awareness about the potential risk to their children and our duties to safeguard, which may involve referral to other agencies.

If staff become aware that a pupil is vulnerable to harm online, this will be reported immediately to the DSL/DDSL and safeguarding procedures will be implemented.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Appendix 7: Guide to Levels of Needs

STOKE ON TRENT SAFEGUARDING CHILDREN PARTNERSHIP THRESHOLD FRAMEWORK "ACCESSING THE RIGHT HELP, AT THE RIGHT TIME."

Holden Lane Primary School recognises the importance of identifying issues early, and providing early help children and families in order to prevent issues from escalating.

Most parents can look after their children without needing help from anyone other than their family or friends. However, some parents may need additional help from our school or from other services such as the NHS.

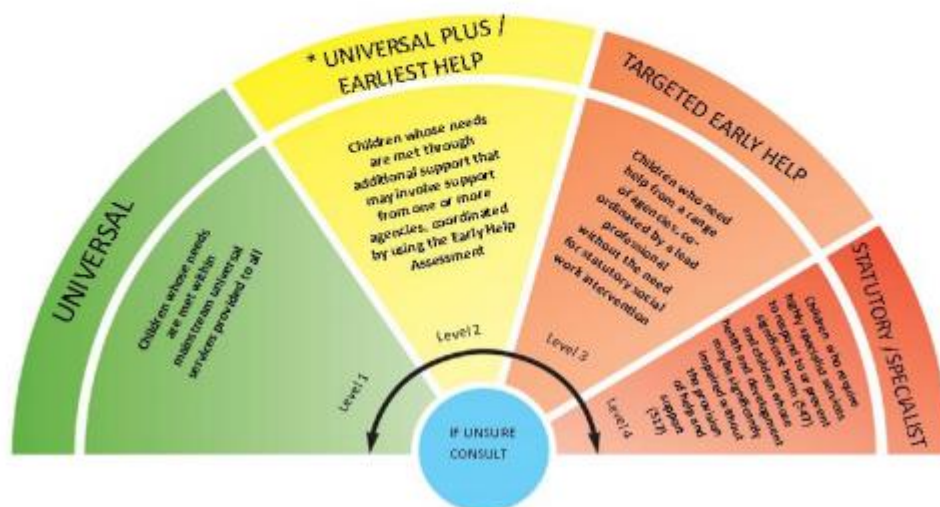
Providing help early is more effective in promoting the welfare of children, than reacting later.

As such, we are committed to working collaboratively with other agencies and with the Cooperative Working Teams to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2023*, *Keeping Children Safe in Education 2023* and local guidance.

We use Stoke-on-Trent's Safeguarding Children's Partnership Threshold Framework Guide "Accessing the Right Help at the Right Time" to support us in our discussions with colleagues from other agencies, and to make decisions about the right level of support required for the child and family.

Stoke-on-Trent and Staffordshire

The Windscreen – Continuum of needs & response



The Windscreen Model is a simple way of developing a shared understanding and explaining the Stoke on Trent and Staffordshire approach across all our services and partnerships ensuring a consistent approach is applied by all. The model illustrates how as a school we will respond to the requirements of children and families across four levels of need (Universal, Universal Plus/Early Help, Targeted Early Help and Statutory/Specialist Support)

The Continuum has four levels and every child living in Stoke-on-Trent and Staffordshire will fit into one of these four levels.

We use the Model and its indicators to identify when assessment and support for a child and family need 'stepping up' to a referral to Social Care; and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to early help services.

Universal Needs – Level 1

- Children and Young People at this level are achieving expected outcomes. There are no unmet needs or their needs are low level and can be met by their parents/carers alongside their accessing of universal services.

Universal Plus/Earliest Help – Level 2

- Parents require professional support or guidance to help them to meet their children's needs.
- Children and Young People at this level may have needs that involve support from one or more agencies, Early Help Assessment can be used but is not a requirement.

Targeted Early Help – Level 3

Children and parents require targeted early help interventions or specialist services to meet the children's needs.

- Needs are met through a Multi-agency approach using the Early Help assessment and Lead Professional response.

Level 4 – Safeguarding- including children in need of protection

- Children and parents require multi-agency responses which include specialist and high level interventions required and coordinated by Children's Social Care under section 17 or section 47 of the Children Act 1989.
- Children in care

The Guide to Levels of Need, Early Help and Safeguarding Threshold Criteria can be found on the home page of Stoke On Trent Safeguarding Children Partnership website.

Early Help – A Description of What it is

The statutory guidance Working Together to Safeguard Children (2023) describes Early Help as: 'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years'.

It goes on to say that 'Providing early help is more effective in promoting the welfare of children than reacting later'. It is recognised there is a continuum of Early Help from preventing issues from occurring, to proactively identifying and responding to low level signs of unmet need through to more complex needs that require a more coordinated response.

Early Help involves bringing together people with the relevant skills and experience from the voluntary sector, community and/or other services to work in partnership with the child and/or their family to help themselves, build on their strengths to resolve the issue(s) and to become more resilient to prevent the issue from reoccurring. The purpose is to work alongside families to enable them to make the changes that they need to make for themselves.

The Safeguarding Team within Abbey Hill School & College will utilise the Early Help Assessment to identify the best way to support children and their families/carers. It will also provide a pathway into Children's Social Care should this be required.

<https://www.staffsscb.org.uk/documents/early-help-strategy/>

<https://www.staffsscb.org.uk/wp-content/uploads/2020/09/Threshold-Document.pdf>

Restorative Practice

Stoke on Trent Children's Services are implementing a Restorative Practice Model across the Children's Social Care system. Restorative Practice is a relationship and strength based approach that embodies a set of core beliefs and principles which are built on mutual respect and trust. It provides a foundation to ensure that professionals are working in partnership with parents, carers and families to appropriately meet their needs and that this is taking place in safe way.

Appendix 8: Dealing with disclosures made by a child

1. ADVICE FOR ALL MEMBERS OF STAFF

Holden Lane Primary will take seriously any disclosures of abuse or neglect made by a pupil.

When dealing with disclosures we don't 'lead pupils', make suggestions about what may have happened or who may be responsible, and we don't investigate what is being disclosed.

However, it may not always be clear from what a pupil first tells us, whether we are dealing with a safeguarding issue or not, and therefore we may need to clarify what is being said.

TED QUESTIONS are open questions that we will use to clarify or get a little more information about what has happened, so that we can initiate the right response, intervention and support:

- Tell me what happened
- Explain to me what happened
- Describe what happened

When talking to pupils, we will take account of their age, understanding and preferred language, (which may not be English) and consider how a child with a disability may need support in communicating.

The following guidance should be followed:

- Listen to what is being said without displaying shock or disbelief.
- Allow the child to talk freely.
- Accept what is being said.
- Do not ask direct or leading questions – use only open questions, if necessary, to clarify what is being said or how something has happened (TED questions above).
- Reassure the child that what has happened is not their fault and that they have done the right thing in telling you.
- Do not criticise the alleged perpetrator.
- Do not make promises that you may not be able to keep.
- Do not give your personal opinion.
- Do not talk about your own personal experiences.
- Do not promise confidentiality – it may be necessary to tell the DSL/DDSL and to refer the child to Children's Social Care or inform the police.
- Do not ask the child to write anything down (this may be seen as a statement, and we are not trained to take statements).
- Explain what has to be done next and who has to be told – **see appendix 9**
- Inform the DSL/DDSL without delay.
- Complete the Add Incident form using the CPOMS system

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL/DDSL.

Appendix 9: Action to be taken if you have a concern about a child

Staff Member	What actions to take if you have a concern
Any member of staff, governor, volunteer, contractor or activity provider	<ol style="list-style-type: none"> 1. Discuss your concerns immediately with the DSL Clare Thomas or in their absence, with Deputy Safeguarding Lead Sharon Reece. It is important that the child is not sent home at the end of the day without taking the right protective action. 2. Complete the Add Incident Form on MY CONCERNS ensure it is sent to the Safeguarding Team. The Safeguarding Team will consult on the referral and if necessary make contact with the Children's Advice and Duty Service (ChAD). 3. Inform the DSL about your consultation
Designated safeguarding lead or deputy DSL/DDSL	<p>Using the Guide to Levels of Need, you are concerned that the child is at risk of significant harm (Level 4)</p> <ol style="list-style-type: none"> 1. Inform family of your intention to refer to Children's Advice and Duty Service (unless to do so would increase the risk of harm; hinder the prevention or detection of a serious crime; lead to an unjustified delay in making enquiries about allegations of significant harm.)

	<ol style="list-style-type: none"> 2. Contact the Children's Advice and Duty Service (235100) immediately. Ensure you have all relevant details to hand and provide as much information as you can about your concerns. 3. If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately. 4. The Children's Advice and Duty Service will notify you of the outcome and actions taken. 5. If the Children's Advice and Duty Service have not informed you within 1 working day, whether or not your referral has been accepted, contact them to ascertain their decision. 6. ChAD may decide, in consultation with you, that the child's needs are at Level 3 and that the school is best placed to provide support. See Early Help below. 7. Record all your discussions and decision-making on the child's 'MY CONCERNS' file. 8. Continue to update the child's file and chronology as the investigation and resulting work continues.
Designated safeguarding lead or deputy DSL/DDSL	Using the Guide to Levels of Need, you believe the child is not at risk of significant harm, but the child or their family may need support for complex needs (Level 3)
	<ol style="list-style-type: none"> 1. Discuss your concerns with senior colleagues in another agency, if necessary. 2. Contact the ChAD Team on 01782 235100 for further advice if needed. 3. If consultation results in the decision that an Early Help Assessment is appropriate, agree who is the most appropriate agency to lead on this. 4. If school is the most appropriate agency to take the lead, identify the best person (ie person with best relationship) within school to discuss this with the family and to be the lead professional. Ensure consent is gained from the family/carers. 5. Work with the Early Help Champion or other appropriate person, to provide support in the school and/or refer the child / their family to the cooperative working team. 6. Record all consultations and decision-making on the child protection record within MYCONCERNS
Early help champion	<ol style="list-style-type: none"> 1. Identify the most appropriate person to gain consent from family and to undertake Early Help/Signs of Wellbeing Assessment. 2. Talk to the family about the Early Help assessment as a means of providing them with the help and support they need to prevent issues from escalating (and avoid involvement from statutory services.)

	<ol style="list-style-type: none"> 3. Gain the family's consent for the Early Help assessment. 4. Register the assessment. 5. If the family does not consent to an early help assessment, we will log refusal with the Early Help Team, and we make a judgement about whether the needs of the child will escalate or the child will become unsafe without help. 6. If our judgement is that the needs or concerns will escalate, then we can liaise with the allocated Family Support Worker to get the case discussed at the Step up/Step Down weekly meetings, where a shared decision about whether the level of concerns calls for a referral to Children's Social Care.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Appendix 10: Making a referral to Children's Social Care

It will usually be the DSL, a member of the Safeguarding Team or another member of the senior leadership team that makes referrals into Children's Social Care.

However, all staff know how to make a referral should they ever need to.

Referrals to Children Social Care are made initially by telephone to the Children's Advice and Duty Service (ChADS) on 01782 235100.

Before making the call, ensure that you have all of the information to hand so that you can provide detailed and accurate information and answer any questions.

Give as much information as you can about the child and family, including:

- › Child's full name;
- › Parents names;
- › Full address and contact telephone number for parents;
- › Date of birth for the child;
- › Family's ethnic origin;
- › Does the child have a disability?
- › Are there any additional support needs? (Learning difficulties; communication needs)
- › Any information regarding the family composition; for example - other siblings in the household (how old and what school do they attend?) Who else lives at the house? Who usually looks after the child?
- › Do you have details of the GP or any other agencies involved with the family?

Highlight the concerns with evidence:

- › What are your concerns?
- › What is the trigger for this referral?
- › What is your evidence?
- › Use the Guide to Levels of Need document to evidence your referral/concerns.

Clarify that your information has been received and understood as intended.

Do the parents / carers have knowledge of this referral?

- › What is their response likely to be when professionals undertake a home visit?
- › Are there any risks to staff?
- › Are there further risks to child if the parents are made aware of the referral?
- › Have they refused to give consent?

Early Help Assessment/ Refusal?

Has an Early Help Assessment been completed with the family? If so when?

Attach all assessment documentation where possible.

Have the family refused an Early Help Assessment?

Provide your details:

- Your full name and job title;
- Your contact details, including work mobile if you are unlikely to be in the office;
- Your relationship to that child.

Your conversation and its outcome with the Children's Advice and Duty Service must be recorded within the child's file held within MY CONCERNS.

Appendix 11: Information sharing and consent

Holden Lane Primary School are committed to working openly and honestly with parents, carers and other agencies in order to ensure that pupil's needs are met. It is essential that everyone working with children can confidently share information. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.

We may share information about parents, carers or children for investigations undertaken by Children's Social Care.

We will exercise professional curiosity by proactively seeking out information as well as sharing it. This means checking with other professionals whether they have information, and speaking to pupils alone.

GDPR is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection. Safeguarding trumps GDPR!

We will share any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents must be clear that our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

It is expected that we will seek the consent of parents or carers to make a referral to Children's Social Care (under s.17 Children's Act – Child in Need.) If parents refuse to give consent but we decide to continue with the referral, we will make this clear to Children's Social Care when we contact them.

Any decision to refer the pupil without the parents' consent, will be recorded in the pupil's child protection file with a full explanation for the decision.

We do not need parents' consent to make a referral if we consider the child is in need of protection, although in most cases we will inform them of the child protection referral.

However we will not inform parents of referrals if we believe that:

- This would place the child or someone else at increased risk of harm;
- It would prejudice the prevention or detection of a crime, or lead to loss of evidence for a police investigation;
- It would lead to an unjustified delay in making enquiries into allegations of significant harm.

Any decision not to discuss concerns with a pupil's parents or carers will be recorded in the pupil's child protection file held within My CONCERNS with a full explanation for the decision.

Consent is not necessary in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989 and therefore when contacted by Children's Social Care, we will comply with their requests for information without seeking consent. Staff members must record what information has been shared and why.

If you are in any doubt about the need to seek consent, get advice from the DSL/DDSL.

Keep a record of your decision to share information, with or without consent, and the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so. You can do this within the child's file on CPOMS

DISCUSSING CONCERNS WITH THE PUPIL, PARENTS OR CARERS

Holden Lane Primary School are committed to working openly and honestly with parents and carers in order to ensure that their child's needs are met.

This means that in most cases, any concerns the school may have about a pupil, will be discussed with parents or carers. This is because parents and carers need to know when we are worried about their child, so that we can work together to address any issues or concerns. Keeping Children Safe in Education Sept 2022 states that Consent is not required to share information regarding the Safeguarding of a child however it is good practice to exercise an open and honest approach with parents and carers regarding concerns being raised and any actions we are taking.

Professional curiosity will be exercised by staff, particularly where there is a concern about a pupil. This means that staff may ask questions of the pupil, parents or carers in order to clarify or ascertain the necessary facts to make a decision regarding what (if any) action to take.

We will abide by the principles set out above regarding information sharing and consent. When we make the referral, we will agree with Children's Social Care what the pupil and parents will be told, by whom and when.

Appendix 12: Children's Social Care response

CHILDRENS SOCIAL CARE RESPONSES TO CONCERNS ABOUT A CHILD

Once Children's Social Care has accepted our referral as needing a social-care-led response (Level 4 on the Threshold Framework February 2020), a social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.

The evaluation of concerns and risks involve deciding whether:

- the child needs immediate protection and urgent action is necessary; or

- the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
- the child is in need and should be assessed under section 17 of the Children Act 1989.

We will cooperate with Children's Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child.

We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.

We will share information about the child and their family for section 47 enquiries and section 17 assessments undertaken by Children's Social Care.

We will ensure that a relevant staff member participates in all initial and review child protection conferences, that we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome-focused child protection plan and will ensure that the child's wishes and views are considered in their own right.

If we are members of the core group to implement a plan, we will ensure a relevant staff member participates in all core group meetings.

We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a child in need plan, in a timely way.

We will continue to monitor pupils once their plans are ended to ensure that they are supported and kept safe.

PROFESSIONAL CHALLENGE AND DISAGREEMENTS

Holden Lane Primary School recognise that working with children and families, and in particular child protection work, can be stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.

We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, actions and inactions by colleagues in respect of individual children.

If necessary, staff members can speak with the Head Teacher (Designated Safeguarding Lead), the chair of governors or with the Local Authority Designated Officer.

Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.

If there are any professional disagreements with practitioners from other agencies, that the staff member involved has been unable to resolve informally, the Headteacher (DSL) will raise concerns formally with the relevant agency's safeguarding lead in line with Stoke on Trent Safeguarding Children Partnership's escalation policy.



Staffordshire Police child exploitation Information Report

Gathering Intelligence about child exploitation: 2 categories – criminal or sexual

Staffordshire Police have devised a process by which agencies, parents, carers and victims can provide information about perpetrators. This is gathered and used in situations where there may be no evidence available or the victim is either unwilling or unable to provide a police statement. This occurs in the vast majority of cases and therefore, the opportunity to provide intelligence means that the police can build a sufficient picture over a period of time and act upon it. This could potentially interrupt and disrupt criminal activity where children are being exploited either criminally or sexually.

What to collect?

Information on child exploitation:

- Suspects – names, nicknames, addresses, dates of birth and descriptions of suspects of child exploitation
- Vehicles – registration numbers, partial registration numbers, make and model, colour and distinguishing features or marks of vehicles used by suspects
- Telephones – details of phone numbers and mobile phones used by suspects and details of any text messages or phone calls made by them or to them
- Locations – details of locations where offences have taken place or suspects/child frequent
- Offences – details of criminal offences that have not been recorded by the police either because the child has not been identified or the child denies them or refuses to cooperate with the police
- Date and times – that incidents occurred or suspects or vehicles seen
- Links – between suspects, vehicles, locations and child identified at risk of exploitation

The more detailed and precise the information is the better the quality of intelligence. The intelligence forms **are not** to be used for the following:

- To report a crime
- To pass information to the police about a crime that is already being investigated

Intelligence can be reported from 3 perspectives:

1. Disclosure by a Person at Risk
2. Incident Witnessed by a Professional
3. Information from another Person

Once completed submit the completed intelligence forms onto the Knowledge Hub inbox.

Please note – the Police Child Exploitation Information Report is **NOT** a referral form. This form is to collect **intelligence only** and may then be used to assist police in building a case. **Information received will not be dealt with immediately and can take up to 5 days to be processed. If a response is needed within 48 hours please contact the police on 101. In case of emergencies please dial 999.**



Staffordshire Police – Child Sexual Exploitation Information Report

Date/Time of report:

Details of Professional submitting:

Name					
Post / Job Title					
Agency					
Contact Details					
Witnessed Incident		Professional		Member of the Public	

Details of Child/Young Person (if known):

Name	
Age	
Address	

If the information is from a 3rd party are they be willing to engage with the Police? Yes / No

Please provide information: Include as much detail as possible re names /descriptions /nicknames/ vehicle details/addresses etc:

Appendix 14: Staffordshire Police Operation Encompass



Operation Encompass

The school have been given the opportunity to take part in a project that will run jointly between schools and Staffordshire Police.

Operation Encompass is the reporting to schools, prior to the start of the next school day, when a child or young person has experienced, any domestic abuse.

Operation Encompass will ensure that a member of the school staff, (Designated Safeguarding Lead) known as a Key Adult, is trained to allow them to liaise with the police and to use the information that has been shared, in confidence, while ensuring that the school is able to make provision for possible difficulties experienced by children, or their families, who have been experienced a domestic abuse incident.

We are keen to offer the best support possible to all our pupils and we believe this will be extremely beneficial for all those involved.