CITY OF WOLVERHAMPTON COUNCIL

Safeguarding and Child Protection Policy

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PLEASE NOTE THE ABOVE E-MAIL AND PHONE NUMBERS ARE CORRECT AT THE TIME OF PUBLISHING

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1. Safeguarding Definition

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

- ➢ Providing help and support to meet the needs of children as soon as problems emerge
- ➢ protecting children from maltreatment whether that is within or outside the home, including online
- ➢ 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.

 (The term 'children' includes everyone under the age of 18.)

Safeguarding is what we do for all children and young people to keep them safe whilst in our care. Child protection describes the policy and procedures specifically for those young people who are at risk of serious harm or have been seriously harmed.

At Fallings Park Primary School we are committed to safeguarding children and young people, and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that may worry them.

Victims and alleged perpetrator(s)

For the purposes of this policy, we, in places, use the term 'victim'. It is a widely recognised and understood term. It is important that we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, we will be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

For this policy, we, in places, use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. These are widely used and recognised; however, we will think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well.

2.Legislation and Guidance

The Governing Body of Fallings Park Primary School recognises and is committed to fulfilling its statutory responsibility to safeguard and promote the welfare of children in accordance with the following legislation and guidance:

- The Education Act 2002 (section 175/157)
- Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to plan to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city

technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

- The Education (independent School Standards) Regulations 2014
- The non-maintained Special schools (England) Regulations 2015
- Wolverhampton multi-agency safeguarding arrangements - Wolverhampton Safeguarding Together
- Multi-Agency Children Services Threshold Guidance: Continuum of Help and Support 2022
- Working together to safeguard children (December 2023)
- Keeping Children Safe in Education (September 2024)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents, and carers (May 2024)
- What to do if you are worried a child is being abused (March 2015)
- Sections 26 & 29 of the Counterterrorism and Security Act 2015
- Prevent Duty Guidance – England and Wales (December 2023)
- Working together to improve school attendance (August 2024)
- Section 5B of the Female Genital Mutilation Act 2003
- Children Act 1989 & 2004
- Disqualification under the Childcare Act 2006 (July 2018 Regulations)

3.Related Policies

Our policy relates to safeguarding and child protection concerns and sits within a suite of other safeguarding policies. Our policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply staff working in our school. It will be reviewed at least annually by the governing body, and is in line with our local safeguarding procedures, the expectations of the Department for Education and Ofsted which inspects schools' safeguarding arrangements.

Other policies that may be referred to within this policy include:

- Attendance and Punctuality
- Admissions
- Anti-bullying
- Educational Visits
- Code of Conduct
- Safer Recruitment
- Relationships Policy
- Management of Allegations
- Online Safety
- Whistleblowing
- Intimate Care
- Physical Intervention/Positive Handling

4.Aims and purpose

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across our school.
- To demonstrate our commitment to protecting and supporting our vulnerable children, children who need support through early help, children in need and children who have a child protection plan.

Principles and values

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We understand that safeguarding and promoting the welfare of children is everyone's responsibility and everyone who encounters our children and families has a role to play in identifying concerns, sharing information, and taking prompt action at the earliest opportunity.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of "it could happen here" where safeguarding is concerned.

We will adopt a 'child-centred' approach to safeguarding and child protection, and we will act in the 'best interests' of our children.

We ensure that everyone is aware of their safeguarding responsibilities.

We provide staff, volunteers and governors with the framework, training and support they need to keep children safe and secure in our school and to inform parents and carers how we will safeguard their children whilst they are in our care.

5.Roles and Responsibilities

Governing Body

Our Safeguarding Link Governor is Chris Watabiki

Our Chair of Governors is Chris Watabiki

Our governing body have a strategic leadership responsibility for the safeguarding arrangements and will ensure they comply with their duties under legislation, they will have regard to 'Keeping children safe in education' to ensure that the policies, procedures, and training in our school are effective and always comply with the law.

Our governing body will ensure that they facilitate a whole school approach to safeguarding. This will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. They will ensure that all systems, processes, and policies operate with the best interests of the child at their heart.

Our school will have a senior leader (or equivalent) who is responsible for our school's safeguarding arrangements, including filtering and monitoring systems for online safety.

Our governing body will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in at our school are effective and support the delivery of a robust whole school approach to safeguarding. Their training will be regularly updated.

Our governing body should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, including the Public Sector Equality Duty, and their local multi-agency safeguarding arrangements.

Our Governing Body will ensure:

Safeguarding policies

- Appropriate policies and procedures are in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies will include an effective safeguarding/child protection policy, a code of conduct for adults which will amongst other things include – low level concerns, allegations against staff, whistle blowing plus acceptable use of technologies, staff/pupil relationships and communications including the use of social media and a school behaviour policy.
- Our safeguarding policies and procedures will be transparent, clear, and easy to understand for staff, pupils, students, parents, and carers.
- These policies, along with our school's behaviour policy, part one of KCSIE and information regarding the role of the designated safeguarding lead and any deputies, will be provided to all staff on induction. Our governing body will take a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers.
- This policy will describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners. It will be updated annually (as a minimum) and be available publicly either via our school website or by other means.
- That the above policies and procedures, adopted by our governing body particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Appropriate safeguarding arrangements are in place to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them being missing in the future.
- Where reasonably possible, our school will hold more than one emergency contact number for each pupil.
- Reflects the whole school approach to child-on-child abuse.
- The behaviour policy will include measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).

Designated safeguarding lead and deputies

- They appoint an appropriate senior member of staff, from our school leadership team to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- Their role will be made explicit in the role-holder's job description.
- They should ensure the designated safeguarding lead has the appropriate status and authority within the school to carry out the duties of the post. The role carries a significant level of responsibility and the postholder should be given the additional time, funding, training, resources, and support needed to carry out the role effectively.
- They determine whether they choose to have one or more deputy designated safeguarding lead(s) as appropriate. Any deputies appointed will be trained to the same standard as the designated safeguarding lead.
- That whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility will not be delegated.
- That the designated safeguarding lead and any deputies will liaise with the safeguarding partners and work with other agencies.
- The designated safeguarding lead and any deputies should liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.

- That during term time the designated safeguarding lead and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Our governors will arrange, in liaison with the HT/DSL, adequate and appropriate cover arrangements for any out of hours/out of term activities.
- The designated safeguarding lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.

Multi-agency working

- That our school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.
- We understand our role in the safeguarding partner arrangements.
- Our school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Information Sharing

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

- Our Governors understand and recognise the importance of information sharing between practitioners and local agencies. Our Governors/Directors/Trustees will ensure arrangements are in place that set out clearly the process and principles of information sharing within the school and with the three safeguarding partners, other organisations, agencies, and practitioners as required.
- Our Governors understand the Data Protection Act 2018 and the GDPR places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- Our Governors will ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR.
- Where children leave our school the designated safeguarding lead will ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt will be obtained from the receiving school or college. The file will be transferred separately from the main pupil file. Our school will ensure key staff such as designated safeguarding leads and SENCOs are aware as required.
- In addition to the child protection file, our designated safeguarding lead will also consider if it would be appropriate to share any safeguarding information with the new school or college in advance of a child leaving

Staff Training

- That all staff members undergo safeguarding and child protection including online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring. The training will be regularly updated. Our induction and training will be in line with advice from the safeguarding partners. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings, designated CPD sessions during the academic year), to ensure that we continually upskill our staff to be

vigilant in safeguarding. We will know the local context for safeguarding and share this with staff to provide them with relevant knowledge to raise concerns effectively.

- Our Governing body recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns daily. Our staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and child protection policy.
- Safeguarding training, including online safety training, is integrated, aligned, and considered as part of the whole school safeguarding approach.
- Whilst considering training requirements there will be regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of pupils.

Online Safety

Our governing body understand that our school increasingly work online and that it is essential that children are safeguarded from potentially harmful and inappropriate online material. They will ensure our school:

- meets the DFE filtering and monitoring standards and Cyber standards.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet our safeguarding needs.
- nominates a member of the governing body to have responsibility for filtering and monitoring in our school.

The governing body will review the standards and if necessary, discuss with the DSL, IT staff and service providers what more needs to be done to support the school in meeting standards.

- Remote learning - Where children are being asked to learn online at home our school will refer to and use the links and resources provided by the DfE: safeguarding in schools colleges and other providers and safeguarding and remote education.
- Technology and the risks and harms associated with it evolve rapidly. We will review our approach to online safety annually, supported by an annual risk assessment.

Opportunities to Teach Safeguarding

- The Governing Body will ensure that children are taught about how to keep themselves and others safe, including online. This education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
- We will teach about online challenges and hoaxes and share information about this with parents and carers.
- Relevant topics will be included within Relationships Education and Health Education (for all primary and secondary pupils). In teaching these subjects we will have regard to the statutory guidance.
- We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment. We will have a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life. These will be underpinned by the school's relationship policy and pastoral support system, as well as by a planned

programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Inspection

They are familiar with the OFSTED Education Inspection Framework and safeguarding: *Inspecting safeguarding in early years, education, and skills settings.*

Safer Recruitment

- They prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. Our school has written recruitment and selection policies and procedures in place that are regularly reviewed.
- They will ensure that short-listed candidates receive online searches, and this is made explicit in the job advert or on the letter for interview.
- At least one person on any appointment panel has undertaken appropriate safer recruitment training.
- They will ensure that the policies and procedures are monitored to ensure they are effective and embedded.
- They will ensure that the SCR is regularly audited by an appropriate member of staff.

Dealing with concerns about staff who may pose a risk of harm to children.

- There are procedures in place to manage concerns/allegations against teachers (including supply teachers and volunteers), that might indicate they would pose a risk of harm to children. These allegations or concerns will be referred to the designated officer at the local authority, Kenny Edgar, by the appropriate person. Our school will follow the procedures outlined in part 4 of Keeping Children Safe in Education.
- "Low level" concerns will be addressed as set out in Section 2 of Part for of KCSIE.
- Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- They are aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence.

Child- on -child abuse

- All staff should recognise that children can abuse their peers (including online). Our governing body will ensure that all staff are clear about our school policy and procedures regarding child-on-child abuse.

The Child's wishes

The child's wishes, and feelings are considered when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. Systems and processes will operate with the best interests of the child at their heart.

Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans)

The school DSL/or deputies are aware that some children may need a social worker due to safeguarding or welfare needs. Local authorities should share the fact a child has a social worker. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. The designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

Children requiring mental health support

School has an important role to play in supporting the mental health and wellbeing of their pupils. 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. Our governing body ensures our school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Looked after children and previously looked after children

That staff have the skills, knowledge and understanding necessary to keep looked after children safe.

That appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The designated teacher (DT)

- They appoint a designated teacher to work with local authorities to promote the educational achievement of registered children who are looked after and to ensure that this person has appropriate training. With the commencement of the sections 4-6 of the Children and Social Work Act 2017, the designated teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales
- The designated teacher has appropriate training and relevant qualifications and experience

Virtual school heads
- The designated teacher works with the virtual school head to discuss how looked after children pupil premium plus funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.
- The designated teacher will work with the virtual school headteacher to promote the educational achievement of previously looked after children.

Care leavers

Our governing body knows that the local authority has ongoing responsibilities to young people who cease to be looked after and become care leavers.

- Designated safeguarding leads will obtain details of the local authority Personal Advisor appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

Children with Special Educational Needs and Disabilities or physical health issues

Our governors know that children with special educational needs and disabilities or certain health conditions may face additional safeguarding challenges.

Our safeguarding/child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities. This can include:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- Children with SEN and disabilities or certain medical conditions can be disproportionally impacted by things like bullying- without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges our school will consider extra pastoral support for these children when necessary.

Elective home education

Where a parent/carer has expressed their intention to remove a child from Fallings Park Primary School with the view to educating at home a meeting between the LA, school and other key professionals and parents/carers will take place.

This meeting is particularly important where a child has SEND, disabilities or health issues. Where a child has an Education, Health and Care plan, the local authority will need to review the plan, working closely with parents and carers.

The use of 'reasonable force' in schools

Our governors know and understand there are circumstances when it is appropriate for our staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Our school does not adopt a 'no contact' policy, we have a policy which allows and supports our staff to make appropriate physical contact that enables staff to fully support and protect our pupils. The decision on whether to use reasonable force to control or restrain a pupil is down to the professional judgement of the staff concerned and will always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, our school will consider the risks carefully and recognise the additional vulnerability of these groups. We will also consider out duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination, and our Public Sector Equality Duty.

Use of school/college premises for non-school/college activities

- Governors will ensure that the appropriate arrangements are in place to keep children safe when organisations/individuals rent/ hire school facilities.
- They will seek assurance that the renter/hirer has the appropriate safeguarding and child protection policies in place (including inspection these if needed) and ensure that there are arrangements in place to liaise with the school on these matters if needed. Safeguarding arrangements will be included in any transfer of control agreement/lease or hire agreements, as a condition of use and occupation. Agreements will be terminated if there is failure to comply.
- In our contracts for leasing/hire of our premises, it will state that if we are alerted to an allegation made against an adult from an organisation using our setting, we will follow our safeguarding procedures, and this could include reporting this allegation to the LADO.

5.Roles and Responsibilities - Designated and deputy safeguarding lead/s

Our designated safeguarding lead (DSL) is Jennifer Ebblewhite
Our deputy safeguarding lead/s (DDSL) Emily Jenkins and Natasha Heywood

The role of the DSL/DDSL:

Manage referrals:

- Refer cases of suspected abuse to the local authority children's social care as required
- Make appropriate referrals to external services to support children at Early Help level
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required

Work with others:

- Liaise with the headteacher to inform them of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations. This will include being aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019)
- Act as a point of contact with the safeguarding partners
- As required, liaise with the "case manager" (as per Part four) and the designated officer (LADO) at the local authority for child protection concerns in cases which concern a staff member
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically

- Act as a source of support, advice, and expertise for all staff
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school. This includes:

  ➢ ensure that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort

  ➢ support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Training, knowledge and skills:

- Undergo training to provide them with the knowledge and skills required to carry out the role. **This training will be updated at least every two years.**
- The DSL/DDSL will undertake Prevent awareness training and referral training for Channel
- The DSL/DDSL know how to identify, understand, and respond to specific needs that can increase the vulnerability of children, as well as the specific harms that can put children at risk, and the processes, procedures, and responsibilities of other agencies, particularly children's social. **This knowledge includes:**

➢ understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
➢ have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
➢ understand the importance of the role the designated safeguarding lead has in providing information and support to children social care to safeguard and promote the welfare of children.
➢ understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health, and wellbeing, and what is needed in responding to this in promoting educational outcomes.
➢ are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
➢ understand the importance of information sharing, both within the school and with the safeguarding partners, other agencies, organisations, and practitioners
➢ understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation
➢ can understand the unique risks associated with online safety and have the responsibility for the filtering and monitoring software used in our school
➢ can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and

radicalisation and are confident they have the capability to support children with SEND to stay safe online
➢ obtain access to resources and attend any relevant or refresher training courses
➢ encourage a culture of listening to children and taking account of their wishes and feelings

In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness:

- Ensure the school safeguarding and child protection policies are known, understood, and used appropriately, especially new and part time staff
- Ensure the school's safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this
- Ensure the safeguarding and child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.

Information sharing and the child protection file

The designated safeguarding lead is responsible for ensuring that safeguarding and child protection files are kept up to date.

Information should be kept confidential and stored securely. They will ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in KCSIE.

Where children leave the school (including in year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, **and within 5 days for an in-year transfer or within the first 5 days of the start of a new term**. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs, are aware as required.

Availability:

- The designated safeguarding lead or deputy will be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst our designated safeguarding lead (or deputy) will be available in person, there may be occasions, in exceptional circumstance when this is not possible however they may be available via e-mail, phone and or TEAMS
- Our school will arrange adequate and appropriate arrangements for any out of hours/out of term activities.

Providing support to staff

The DSL/DDSL will have expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.

The DSL/DDSL will support staff with supervision as necessary.

Understanding the views of children

The DSL/DDSL will:
- encourage a culture of listening to children and taking account of their wishes and feelings
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

The DSL/DDSL will be equipped to:

• understand the importance of information sharing, both within the school and with other schools and colleges on transfer including in-year and between primary, secondary and post 16 education and with the safeguarding partners, other agencies, organisations, and practitioners.
• understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
• be able to keep detailed, accurate, secure written records of concerns and referrals, including justifications for decisions that have been made to meet the needs of a child or young person

The DSL will contribute to a safeguarding report for governors termly.

Roles and Responsibilities - All staff

All staff are given part one of Keeping children safe in education together and all staff receive annual safeguarding training and regular safeguarding updates throughout the course of the year. Staff confirm that they have received, read, and understood our school's safeguarding policies and procedures and that they have attended safeguarding training.

- All staff have a responsibility to provide a safe environment in which children can learn.
- All staff have a responsibility to identify children who may benefit from early help or who are suffering, or are likely to suffer, significant harm.
- Any staff member who has a concern about a child must follow the referral process.
- All staff have a responsibility to take appropriate action, our staff will be expected to support social care and other agencies following referrals.
- In addition to working with the designated safeguarding lead or deputy designated safeguarding lead staff members should be aware that they may be asked to support social workers and other agencies to support with Early Help work for a pupil
- During induction, all staff members will be made aware of the systems within our school which support safeguarding systems, and these will be explained to them as part of their induction programme.
- All staff members will receive appropriate safeguarding/child protection updates regularly throughout the academic year to maintain a vigilant culture for safeguarding.
- All staff will be made aware of procedures for online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.
- All staff will be made aware of the local early help process and understand their role in it.

- All staff will be made aware of what to do if a child discloses that they are being abused or neglected
- All staff members will be made aware of the types and signs of abuse, neglect and exploitation so that they can identify cases of children who may need help or protection
- All staff should be aware of the seven golden rules for sharing information, if in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy
- Staff should ensure that if a child has made a disclosure, they are aware that the information will only be shared with the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse.
- All staff should speak to the designated safeguarding lead with regards to any concerns about female genital mutilation. Our teachers know that there is a legal duty placed upon, teachers must report to the police if they discover that an act of female genital mutilation appears to have been carried out on a girl under the age of 18
- If staff have concerns, or an allegation is made about another member of staff (including volunteers and supply staff) posing a risk of harm to children, then the concern should be referred to the headteacher. If the concern is about the headteacher the member of staff should report this to the chair of governors. Our staff will comply with the guidelines in part four of KCSIE 2024.
- Staff will follow the school's whistleblowing policy and procedures or contact the NSPCC whistleblowing helpline.
- All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.
- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues

Supply staff, volunteers, and students

The designated safeguarding lead or Business Manager will explain the responsibility of reporting and recording any concerns about children's safety and welfare. Further, they will be briefed on the school's confidentiality policy and the staff code of conduct policy.

Therefore, supply staff, volunteers and work experience students have the responsibility to:

- Work within the school's code of conduct, KCSIE, safeguarding/child protection policy, acceptable use of technology policy and confidentiality/information sharing expectations
- Immediately share any concerns about a child's welfare with the designated safeguarding lead or DDSL using the appropriate reporting and recording systems (these may be bespoke depending on the role of the adult).

Parental Responsibilities

We have an open-door policy where we encourage parents to share any concerns regarding their own children or any other child/children who they feel may be at risk of harm. All concerns will be explored in a sensitive and timely manner. We will always ask for consent from parents to seek additional support from partner agencies to meet the needs of the child/young person and family. If gaining consent would put the child/young person at risk of significant harm, this won't be sought.

Parents /carers should ensure their child attends school every day and that they arrive on time and are collected on time. Should a pupil not be collected on time, the school will ensure that safeguarding arrangements are in place and the pupil will always be supervised by a member of staff until parents/carers arrive. In exceptional circumstances, we will speak with MASH24 for support and advice to ensure the child can get home safely (this may involve professionals supporting from partner agencies and/or the child being transported by a trusted adult other than the parent/carer).

We expect parents/carers to notify us of any changes in family circumstances and inform us of any changes of address and contact numbers and where reasonably possible to provide more than one emergency contact number.

Children's Responsibilities

The safeguarding culture within our school is one that encourages all children to do their best and to talk freely about any concerns or worries. We provide opportunities that enable our children to take and make decisions for themselves.

Children will always be taken seriously and listened to if they seek help from a member of staff. Our school encourages all pupils to share any worries or concerns with any adult at any time.

6.Confidentiality and Information sharing

Our school adopts the principles outlined in the DfE Information sharing guidance (May 2024). Data protection legislation (the Data Protection Act 2018 (the DPA 2018) and UK General Data Protection Regulation (UK GDPR)) does not prevent the sharing of information for the purposes of safeguarding children, when it is necessary, proportionate, and justified to do so. In fact, data protection legislation provides a framework which enables information sharing in that context. The first and most important consideration is always whether sharing information is likely to support the safeguarding of a child.

We recognise that all matters relating to child protection are confidential. The designated safeguarding lead and deputies will disclose any information about a child to other members of staff on a need-to-know basis only. All staff know they have a professional responsibility to share information with other statutory agencies to safeguard children.

All staff know they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. If a child wishes to confide in a member of staff and requests that the information is kept secret, the member of staff will appropriately state that they cannot promise confidentiality and will need to pass the information on to help keep the child or other children safe.

7.Communication with Parents

Our school will always discuss concerns with parents/carers and consent for any referrals should be sought unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm.
- Place a vulnerable adult at risk of harm.
- Compromise any enquiries that need to be undertaken by children's social care or the police.

The school will endeavour to ensure that parents understand the responsibilities placed on the school and staff to safeguard children.

In the best interests of safeguarding children there may be occasions when the school may consult with other agencies without parent or carer prior knowledge. Such consultation may result in a formal referral which could prompt visits from social care and/or the police. We fully understand that this can be a very distressing set of circumstances. Our school will follow the procedures required by the multi-agency partnership arrangements.

The visit may take place at the school at the request of the police or social care. In the event of the meeting being held at school parents/carers will be asked by the school to remain on the school premises until such time that the police or social care can attend. If parents/carers choose to leave school premises with their child, the school will contact the police or social care to inform them of the parent/carer decision.

Our school will endeavor to employ the services of an interpreter if required.

8.Advice for all staff, supply staff and volunteers - What to do if a child discloses

All staff will refer to 'What to do if you are worried a child is being abused' DfE March 2015

Our staff will:
- Keep an open mind.
- Reassure.
- Listen carefully.
- Work at the child's pace.
- Where appropriate, ask only open questions in a non-leading way.
- Record accurately and quickly using child's words/action.
- Pass all the information on to the DSL, or the deputy DSL as immediately as possible
- At all times, keep children and young people safe.
- Treat everyone with respect.
- Follow the procedures for reporting and recording safeguarding concerns.

Our staff won't:

- Make false promises
- Interrupt/Interrogate/Investigate
- Assume e.g. this child tells lies/good imagination;
- Make suggestions about what is being said
- Speculate or accuse anyone
- Show anger, shock etc.
- Tell the child to go and speak to someone else
- Discuss with parent/carers without speaking to the DSL
- Forget to record accurately and/or pass on to DSL
- Discuss with any other staff other than the DSL
- Leave any related written information laying around
- Jump to conclusions about people's behaviour without knowing the facts
- Investigate an allegation of child protection concern themselves

9.Our reporting and recording procedures

The school system for reporting concerns is CPOMS. The procedure for reporting incidents are as follows:

If you have any concern about a child, you should inform the Designated Safeguarding Lead, Jennifer Ebblewhite or if she not readily available, Emily Jenkins or Natasha Heywood

Concerns

- If you have a concern about a pupil or a pupil makes a disclosure you should complete an incident report on CPOMS this will automatically alert Jennifer Ebblewhite, Emily Jenkins **and** Natasha Heywood.
- Body Maps are included on the incident report and **MUST** be completed if a mark is observed.
- Where staff believe that the child is at significant risk they should complete CPOMS immediately and also verbally inform the DSL/DDSL.
- All concerns should be completed as soon as possible and **MUST** be completed before leaving school at the end of the day.
- Information to be included on CPOMS:
  - <u>All details</u> of the concerns/behaviour/incident/disclosure;
  - Use child's own words;
  - Ensure all information recorded is factual and accurate;
  - Date and time disclosure was made;
  - Who the incident/disclosure was made to;
  - Note any other witnesses;
  - Do not use abbreviations;
  - Chronology of actions – date, place, who and what.

- The DSL/DDSL will undertake a referral if necessary and Social Services contacted.

Students/volunteers/Lunchtime supervisors should complete a written concern form and hand it to one of the above members of staff. These can be found on the school system - Shared Area – Staff – All Staff – 6. Safeguarding – 2. Masters – 1. Concern Form. There are also paper copies in the Inclusion office.

If CPOMS cannot be accessed then a written concern form should be completed as above.

It is important that only facts and actions taken are documented do not include personal opinion or thoughts.

10. Early Help

Any child can benefit from early help, but our staff are particularly alert to the potential need for early help for a child who:

• is disabled or has certain health conditions and has specific additional needs
• has special educational needs (whether or not they have a statutory Education, Health and Care plan)
• has a mental health need
• is a young carer

• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
• is frequently missing/goes missing from education, home or care,
• has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
• is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
• is at risk of being radicalised or exploited
• has a parent or carer in custody, or is affected by parental offending
• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
• is misusing alcohol and other drugs themselves
• is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
• is a privately fostered child.

11.Making a referral to children's social care

Upon receipt of a safeguarding concern, the designated safeguarding lead or deputy will decide and seek advice to determine whether the concern/disclosure meets a threshold for support.

The designated safeguarding lead or deputy will consider:

Is this a child with unmet needs where health, development or achievement may be affected? Wolverhampton Supporting Children' Model says practitioners should form a Team around the Family/Child (TAF/TAC) and complete an Early Support Plan (ESP) when:

- Age-appropriate progress is not being made and the causes are unclear; or
- The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs the designated safeguarding lead or deputy will discuss the issues with the child's parents/carers. The designated safeguarding lead or deputy will obtain parental consent for an Early Support Plan to be completed.

Is this a child in need (CIN)?

Section 17 of the Children Act 1989 says:

- The child is unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development
- The child's health or development is likely to be impaired, or further impaired without the provision of such services
- The child has a disability.

Is this a Child Protection matter (CP)?

Section 47 of the Children Act 1989 says:

- Children at risk or who are suffering significant harm
- Children suffering the effects of significant harm
- Serious health problems.

All concerns, child with unmet needs, Child in Need and Child Protection matters, MUST be discussed with the designated safeguarding lead or deputy, and will need to be assessed and referred using our reporting and recording systems.

We will always contact MASH24 for support and guidance when we are concerned about a pupil in our setting. All our staff understand their responsibility for working with other professionals to offer Early Help with our children.

Making a referral

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and /or the police immediately.

The school's designated safeguarding lead or deputy will be the appropriate staff to initiate any referral. A written/electronic record of the concerns should be made using the school's reporting and recording system. This should be used to aid in the decision-making process if a referral is needed to the MASH24.

For referrals to MASH24

Phone 01902 555392

Advice may be for our DSL/DDSL to complete an E-MARF (Electronic Multi Agency Referral form).

12.Voice of the child – (children's wishes)

Children's wishes and feelings are considered if appropriate when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Staff members do not promise confidentiality for any safeguarding concern and always act in the best interests of the child.

13.Record Keeping

At our school all records of concerns and safeguarding/child protection files are stored separately from the pupil's school file.

If a pupil moves school, we will transfer the files either in person or the file will be transferred securely via electronic systems and separately from the pupil's main file within 5 days. We will obtain a receipt from the receiving school. If our school is the last known school the child attend, records will be retained until the child's 25th birthday.

If a pupil arrives at our school with a child protection file, we will ensure key staff such as designated safeguarding leads, designated teacher and SENCOs are aware as required.

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

14.Looked after children, previously looked after children

Our designated teacher is: Sarah Pedley

Our designated teacher will undertake any relevant training to update their skills, understanding and knowledge to enable them to keep our looked after children and previously looked after children safe. Our designated teacher will promote the educational, physical, social, and emotional welfare of children who are looked after and previously looked after children.

Previously looked after children are children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

Our designated teacher will ensure:

- They obtain information regarding, contact arrangements with birth parents or those with parental responsibility.
- They obtain information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after them.
- They obtain the name of the child's social worker.
- They obtain the name and contact details of the virtual head in the local authority that looks after the child.
- They liaise with the virtual school headteacher to discuss how the funding for that child can be best used to support the child's need outlined in the personal education plan.
- They seek support and advice from the LA School Improvement Advisor for Looked After Children and Children with a Social Worker.

15.Care leavers

Local authorities have on-going responsibilities to young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal advisor who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training.
Our designated safeguarding lead or deputy should be given details of the local authority personal advisor appointed to guide and support the care leaver, our designated safeguarding lead or deputy will liaise with the personal advisor as necessary regarding any issues of concern affecting the care leaver.

16.Children with special educational needs and disabilities or health issues

We are aware that children with special educational needs and disabilities or certain health issues may face additional safeguarding challenges both online and offline. Barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities and certain medical conditions can be disproportionally impacted by things like bullying- without outwardly showing any signs
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- Communication barriers and difficulties in overcoming these barriers.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

We will ensure we have appropriate mechanisms in place to assist these children. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENCO. We will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Our school will seek support from The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) if necessary.

17. Children who are lesbian, gay, bi or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Our staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

With sensitive topics such as gender questioning and social transition, our setting will always strive to keep the interests of the child at the centre of our support mechanisms and individuals will be supported by the safeguarding and pastoral teams on a case-by-case basis.

18. Safeguarding Training

All staff members including governors will undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training provided will be in line with advice from WST.

Upon appointment and starting the new post, new staff, students and volunteers will be issued with an induction pack, safeguarding and child protection policy, Keeping Children Safe in Education -Part 1, Whistleblowing Policy, Management of Allegations Policy, Code of Conduct, Acceptable use of IT policy, the school's relationship policy, our school's children absent from education procedures and other relevant safeguarding information e.g. the name of the designated safeguarding lead/DDSL. They will sign to say that they have received it, read, and understood it. A meeting will be arranged on appointment to clarify and check understanding and to respond to any questions.

Staff Training

All staff members will receive regular safeguarding and child protection updates including online safety (for example, via email, e-bulletins, staff meetings, designated CPD sessions during the academic year), to provide them with relevant skills and knowledge to safeguard children effectively.

Our governing body recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns daily. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and the safeguarding and child protection policy.

<u>Governor Training</u>

- All governors receive regular safeguarding training, including online safety. This will include the school's filtering and monitoring systems and procedures when online safety alerts arise.
- Records of governor training are held with the Head teacher.

<u>Safer Recruitment Training</u>

Our school will ensure that at least one member of any recruitment panel has received safer recruitment training.

19. Safer working practices

Our school has a code of conduct; all staff, supply staff and volunteers are issued with this at induction.

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

- Work in a room where there is a glass panel in the door or leave the door open.
- Make sure that other adults visit the room occasionally.
- Avoid working in isolation with children unless necessary.
- Must not give out personal mobile phone numbers or private e-mail addresses.
- Must not give pupils lifts home in your cars without risk assessments in place.
- Must not arrange to meet them outside of school hours.
- Must not chat to pupils on any social media platform.

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

Any use of physical force or restraint of pupils will be carried out and documented in accordance with the relevant positive handling policy. If it is necessary to use physical action to prevent a child from injury to themselves or others, parents will be informed.

20. Safer recruitment

To create a safe environment for our children our school will adopt the safer recruitment procedures that help deter, reject, or identify people who might abuse children, outlined in part 3 of Keeping Children Safe in Education. We will monitor to ensure that the policy and procedures are embedded and effective.

Our school will ensure that at least one member of any recruitment panel has received safer recruitment training.

Our school adheres to statutory responsibilities to check staff who work with children, making decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.

We expect all staff to have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct to maintain confidence and respect of the public and those with whom they work.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media, or public authorities, including about their own children, or children or adults in the community.

Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the Teaching Regulation Agency (TRA) a bar from engaging in regulated activity, or action by another relevant regulatory body.

The Childcare (Disqualification) Regulations 2018 set out grounds for disqualification under the Childcare Act 2006 where the person meets certain criteria set out in the Regulations.

For example,

- an individual will be disqualified where they have committed a relevant offence against a child
- been subject to a specified order relating to the care of a child
- committed certain serious sexual or physical offences against an adult
- been included on the DBS children's barred list
- been made subject to a disqualification order by the court
- previously been refused registration as a childcare provider or provider or manager of a children's home or had such registration cancelled.

A disqualified person is prohibited from providing relevant early or later years childcare as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare.

We understand that schools are also prohibited from employing a disqualified person in respect of relevant early or later years childcare.

At Fallings Park Primary School all shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children e.g.

• if they have a criminal history
• whether they are included on the barred list
• whether they are prohibited from teaching
• whether they are prohibited from taking part in the management of an independent school
• information about any criminal offences committed in any country in line with the law as applicable in England and Wales, not the law in their country of origin or where they were convicted
• if they are known to the police and children's social care
• have they been disqualified from providing childcare
• any relevant overseas information

In addition, as part of the shortlisting process we will consider carrying out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview. We will inform shortlisted candidates that online searches may be done as part of due diligence checks.

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad will be conditional on satisfactory completion of the necessary pre-employment checks and satisfactory references.

<u>Upon appointment of new staff our school will:</u>

- Verify a candidate's identity. Best practice is to check the birth certificate, where this is available
- Obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role
- Verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow advice on the GOV.UK website
- if the person has lived or worked outside the UK, further overseas checks may be made
- Verify professional qualifications, as appropriate; we will use The Teacher Services' system to verify any award of qualified teacher status (QTS) and the completion of teacher induction and probation
- Check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State.
- Check that the candidate is not disqualified under the Childcare Act 2006 (2018 regulations) where relevant
- Copies of documents used to verify the successful candidate's identity, right to work and required qualifications will be kept on their personnel file. Copies of DBS certificates and records of criminal information disclosed by the candidate are covered by UK GDPR/DPA 2018 and will not be kept by the school.

These checks are part of a wider safeguarding regime which will carry on following appointment.

Our school understands that it is a criminal offence to allow any individual who is barred to carry out any form of regulated activity. Our school will comply with the legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Our school makes decisions about the suitability of any prospective employees based on checks and evidence including criminal record checks (DBS), barred list checks and prohibition checks together with references and interview information.

For anyone appointed to carry out teaching work, an additional check will be undertaken to ensure they are not prohibited from teaching (including directions, sanctions, and restrictions)

Following the UK's exit from the EU, we will apply the same approach for any individuals who have lived or worked outside the UK regardless of whether it was in an EEA country or the rest of the world.

Our school keeps a Single Central Record that complies with all statutory requirements. It is held by the Business Manager and regular audits are completed by appropriate internal and external auditors.

The Single Central Record covers the following people:

- all staff (<u>including supply staff</u>, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children
- Volunteers
- Governors
- Agency, third-party staff, and contractors who have regular contact with the school.

<u>The following information will be recorded on the Single Central Record:</u>

- An identity check
- A standalone children's barred list check.
- An enhanced DBS with certificate number
- Prohibition, directions, sanctions, and restrictions checks
- A section 128 check
- Further checks on people who have lived or worked outside the UK
- A check of professional qualifications
- A check to establish the person's right to work in the United Kingdom.

Our school will obtain written confirmation that the employment business supplying staff has carried out the relevant checks and obtained the appropriate certificates. Our school will also check that the person presenting themselves for work is the same person on whom the checks have been made (Identity check)

We will obtain written confirmation from alternative providers we use to confirm they have undertaken the relevant pre-employment and DBS checks for their staff.

All applicants MUST show their current original DBS certificate to the school as soon as they take up post. These will not be kept by the school once recorded on the SCR.

21. Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors

It is important that all staff understand the process and procedures to follow if they have a safeguarding concern about another staff member.

Our school has adopted the Connect-Ed/LA Managing Allegations Policy.

Our policy complies with the guidance set out in part four of Keeping Children Safe in Education.

All allegations of abuse of children carried out by any staff member or volunteer will be taken seriously. If an allegation is made regarding a member of staff, a supply teacher or volunteer, the following will be considered:

Has the member of staff/supply teacher/volunteer:
- Behaved in a way that has harmed a child, or may have harmed a child?
- Possibly committed a criminal offence against or related to a child?
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children?
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If an allegation is made against a member of staff or volunteer or supply staff the headteacher must be informed immediately or as soon as possible within 1 working day and he or she must contact the LADO (Kenny Edgar) immediately to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

If our school must consider an allegation against an individual not directly employed by us, where our disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business, whilst our school is not the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances will our school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

If an allegation is made against the headteacher the member of staff who has the concern must contact the chair of governors, who must then contact the LADO (Kenny Edgar) immediately or as soon as possible within 1 working day to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

Our procedures and approach to dealing with allegations will be applied with sensitivity and common sense. Our school will exercise its duty of care to employees, we will act appropriately to manage and minimise the stress inherent in the allegation process. Our school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

We may receive an allegation relating to an incident that happened when an individual or organisation were using our school premises for the purposes of running activities for children. As with any safeguarding allegation, we will follow our safeguarding policies and procedures, including informing the LADO.

Low level – concerns

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers, or contractors) that does not meet the harm threshold, then this should be shared in accordance with the low-level concerns policy.

At Fallings Park Primary School we create a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral.

Low-level concerns may arise in several ways and from several sources. For example: suspicion; complaint; or disclosure made by a child, parent, or other adult within or outside of the organisation; or because of vetting checks undertaken. It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately.

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

• being over friendly with children
• having favourites
• taking photographs of children on their mobile phone, contrary to school policy
• engaging with a child on a one-to-one basis in a secluded area or behind a closed door
• humiliating pupils

All low-level concerns will be recorded in writing. The record should include details of the concern, the context in which the concern arose, and the action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. Records will be retained by the Headteacher and will be reviewed regularly so that potential patterns of concerning behaviour can be identified.

Should the level of concern each the harms threshold the case will be referred to the LADO. Records will be retrained until the individual ceases to be employed by this school.

For references we should only provide substantiated safeguarding allegations in references. Low level concerns will not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference.

The Local Designated Officer in Wolverhampton (LADO) is Kenny Edgar.

22. Whistleblowing

All staff, volunteers, and parents at Fallings Park Primary School should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime and such concerns will be taken seriously by our headteacher and Chair of Governors. Our school has adopted the local authority/Connect-Ed Whistleblowing Policy and appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with our headteacher and Governing Body.

Where a staff member feels unable to raise an issue with our headteacher or Governing Body or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them, for example:

The NSPCC whistleblowing helpline – What you can do to report abuse is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

23. Curriculum and Online Safety

Child safety issues and child protection will be addressed through the curriculum where appropriate, especially through PSHE, Computing and Online Safety, Citizenship, Relationship and Sex Education (RSE,) Health Education and British values.

School is likely to be in regular contact with parents and carers. Those communications will be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems we use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be required to access and be clear who from the school (if anyone) their child is going to be interacting with online.

We use a variety of resources and approaches to teach the children how to keep themselves safe, build their resilience and manage risks.

The curriculum (personal, social and health education) development strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and

resilience in pupils and in developing preventative strategies to ensure their own protection and that of others. Opportunities are provided for pupils to develop the skills and strategies they need to stay safe from abuse, including age-appropriate discussions about healthy relationships, their bodies and being able to say no to requests that they do not want to carry out.

Clear advice and guidance are built into the curriculum to ensure that pupils understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

Our school teaches the children how to keep themselves safe through avenues such as:
- Swimming lessons
- Educational Visits
- Police – Talks on Bullying, Cyber-bullying, Stranger Danger, Firework and Park Safety
- People Who Help Us Topics
- PSHE/ Assemblies
- RSE/ School Nurses
- British Values
- NSPCC workshops
- PANTS campaign
- Base 25

Through the school's curriculum the children may have opportunities to go on school trips and residential visits to enhance their learning. All off-site visits are recorded. Permission slips and medical forms are collected and kept with the office and the lead member of staff. Risk assessments are completed and held via Evolve.

<u>Online Safety curriculum and computing, use of mobile technology</u>

Our Online Safety lead is Jennifer Ebblewhite

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

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

Pupils can engage in or be a target of Cyber-bullying using a range of methods including text, sexting, and instant messaging to reach their target. Mobile phones are also used to capture violent assaults and inappropriate images or other pupils for circulation (e.g. happy slapping/sexting).

We will make pupils aware of the dangers through age-appropriate curriculum teaching particularly computing lessons, Online Safety curriculum, PSHE and RSE. We will refer to several approved teaching resources such as Project Evolve and CEOP Education Programme to support our online safety teaching.

We will use appropriate external providers where possible to support our teaching of online safety.

Our school ensures:

- Software (filters, firewalls, and monitoring) are in place to minimise access and to highlight any person or child accessing inappropriate sites or information
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools DSL will be informed immediately)
- Pupils are taught not give out personal details, phone numbers, schools, home address, computer passwords etc
- Pupils should adhere to the school policy on mobile devices including phones, smart watches and any other mobile device that can capture and share images or be used for the internet
- All staff receive online safety training
- We will review the Online Safety policy annually

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

Use of mobile phones, cameras, and other technology devices

We recognise that many aspects of the curriculum can be enhanced using multi-media and that there are now a wide and growing range of devices on which this can be accomplished. Digital images, video and sound recording are only taken with the permission of participants; images and video are of appropriate activities and are only taken of children wearing appropriate dress. Full names of participants are not used either within the resource itself, within the filename or in accompanying text online.

All parents & visitors are asked not to use mobile devices when visiting our school and to take any calls or texts outside of the building. All staff must be vigilant and remind any parents/visitors who forget.

We ask all parents/carers to sign an agreement about taking and publishing photographs and video of their children and this list is checked whenever an activity is being photographed or filmed.

For their own protection staff or other visitors to schools should never use a personal device (mobile phone, digital camera, smart watch, or digital video recorder, etc.) that can capture and share images or audio clips of pupils.

School mobile phones, I-Pads, or similar devices with communications facilities used for curriculum activities are set up appropriately for the activity. Pupils are taught to use them responsibly.

24. Consensual and non-consensual sharing of images

At Fallings Park Primary School we know and understand that sharing photos and videos online is part of daily life for many pupils, enabling them to share their experiences, connect with friends and record their lives.
The increase in the speed and ease of sharing imagery has brought concerns about pupils producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if

the imagery is shared further, including embarrassment, bullying, sexual harassment, and increased vulnerability to sexual exploitation.

Although the production of such imagery will likely take place outside of our school, these issues often manifest in schools and organisations working with children and young people. Our school will respond swiftly and confidently to ensure that pupils are safeguarded, supported, and educated. **Producing and sharing sexual images of under-18s is also illegal.**

Our school will deal with all incidents as a safeguarding concern. We will be guided by the principle of proportionality and our primary concern will be the welfare and protection of the pupils involved. Our school may respond to incidents without involving the police in accordance with national guidelines.

25. Prevent (preventing radicalisation)

Children may be susceptible to radicalisation into terrorism. Like protecting children from other forms of harms and abuse, protecting children from this risk will be a part of our school's safeguarding approach.

Extremism is the promotion or advancement of an ideology based on violence, hatred, or intolerance, that aims to negate or destroy the fundamental right and freedom of others or undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights or intentionally create a permissive environment for others to achieve these results.

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

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system.

We understand there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral to the Channel programme.

From 1 July 2015 we have had "due regard" to the need to prevent people from becoming terrorists or supporting terrorism". **This duty is known as the Prevent duty**.

We will:
- Assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- Work in partnership with parents, children, families, and statutory agencies
- Assess the risk in our local area and as a minimum all staff will undertake Prevent awareness training to upskill them on protecting children from the risk of radicalisation
- Our DSL/DDSL will complete training for Channel referrals
- Our school will hold a Prevent risk assessment/Action plan (in line with the Prevent Duty guidance 2023), which will be reviewed annually

- Ensure that suitable filtering and monitoring is in place on all devices in our setting (both staff and pupil devices), including those we may loan for home use. Our pupils are taught to stay safe online which is integral to our school's curriculum.

We aim to build the children's resilience to radicalisation by providing a safe environment and through aspects of the curriculum including SMSC, British Values, PSHE, RSE and Citizenship.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Our DSL understands when it is appropriate to make a referral to the Channel programme.

Our school will contact the Wolverhampton Community Safety Team at:
safer@wolverhampton.gov.uk
or call: 01902 551214

The LA Prevent Co-Ordinator in Wolverhampton is Deborah Smith.

26. Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer)

Children with skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), will consider referring into the Cyber Choices programme.

Our school take Cyber Security seriously and ensure that we meet the required DFE Cyber security standards for schools. All staff have appropriate training in Cyber Security.

27. Types and indicators of abuse and neglect

All staff are familiar with the types and indicators of abuse. They are aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All will understand that children can be at risk of harm inside and outside of home and online. They will exercise professional curiosity and know what to look for to identify abuse and neglect early.

All staff are expected to be always vigilant and recognise indicators for the categories of abuse and neglect:
Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

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 the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in 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).

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

28. Contextual safeguarding

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

Our DSL/deputy DSLs will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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

29. Child Sexual Exploitation (CSE)

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

We are aware that the following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:

- Having a prior experience of neglect, physical and/or sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of a safe environment to explore sexuality.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.
- Being in care (particularly those in residential care and those with interrupted care histories)
- Sexual identity

We understand that not all children and young people with these vulnerabilities will experience child sexual exploitation. Child sexual exploitation can also occur without any of these vulnerabilities being present.

Children rarely self-report child sexual exploitation so all staff are aware of the possible signs of child sexual exploitation. Our staff will report any concerns regarding children at risk of CSE to the designated safeguarding lead or deputy who will then make a referral and liaise with other relevant statutory agencies, for example, exploitation hub, police, and health professionals as required. An exploitation screening tool will be competed if appropriate to support a referral for external support.

Wolverhampton Exploitation Co-ordinator is Amy Cooper.

30. Child criminal exploitation (CCE) and county lines

Child criminal exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur by technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines) forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions.
- children who associate with other young people involved in exploitation.
- children who suffer from changes in emotional well-being.
- children who misuse drugs and alcohol.
- children who go missing for periods of time or regularly come home late.
- children who are regularly absent from school.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money.

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

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

Our staff are aware of indicators to look for with our pupils for the possible involvement of County Lines. All concerns will be reported to the DSL/DDSL following the school safeguarding reporting and recording procedures. Our school will notify police as necessary through the local intelligence sharing channels and complete an exploitation screening tool if appropriate.

31. Child-on-child abuse

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's relevant policy e.g. behaviour policy.

All staff recognise that children can abuse their peers and that it can happen inside and outside of school or online. All staff understand the policy and procedures regarding child-on-child abuse and the important role they must play in preventing it and responding where they believe a child may be at risk from it.

All allegations will be taken seriously as we understand that abuse is abuse and should never be passed off as "banter", "just having a laugh" or "part of growing up". We have a zero-tolerance approach to this behaviour. All allegations will be carefully considered, and all decisions will be made on a case-by-case basis in consultations with social care.

Referrals under safeguarding arrangements may be necessary, key specific considerations will include:

- The age, maturity and understanding of the children; and
- Any disability or special needs of the children

Child on child is most likely to include, but not limited to;

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (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, and
- 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).

Prevention, assessing and minimising the risks

We will minimise the risk of allegations against other children by:

- Providing a developmentally age appropriate PSHE, RSE, British Values curriculum which develops children's understanding of acceptable behaviour and keeping themselves safe
- Having clear systems in place for any child to raise concerns with staff, knowing that they will be taken seriously

- Delivering targeted work on assertiveness, protective behaviours and keeping safe those children identified as being at risk
- Developing robust risk assessments & providing targeted work for children identified as being a potential risk to other children
- Training and awareness sessions will be provided for staff

Procedure to manage and record child- on- child allegations

- A factual record will be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The designated safeguarding lead or deputy will contact social care/multi-agency agency safeguarding hub (MASH) to discuss the allegation and seek advice
- If the allegation indicates that a potential criminal offence has taken place, this will be referred to the multi-agency agency safeguarding hub MASH where the police will become involved
- Following advice from Social Care and/or the police, parents of both the child being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The designated safeguarding lead or deputy will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children's files
- It may be appropriate to exclude the pupil being complained about for a period according to the school's behaviour policy and procedures
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual behaviour procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan

We recognise and understand that child-on child allegations will be very distressing situations for all concerned – the victim, perpetrator, other children, family members and staff. We will seek to provide any support required and make any necessary referrals for counselling and support services.

32. Child on child sexual violence and harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.

We take a zero-tolerance approach, and any inappropriate behaviour will be addressed, even if it appears to be relatively innocuous. All victims will be taken seriously and offered appropriate support. We know that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff are aware and know the importance of:

- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting skirts.

Sexual violence

Our staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003.

Sexual harassment

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. For this policy, reference to sexual harassment, is in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected too inappropriate, problematic, abusive, and violent. Problematic, abusive, and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

HSB can occur online and/or face-to-face and can also occur simultaneously between the two.

When considering HSB, both ages and the stages of development of the children are critical factors. The designated safeguarding lead (and their deputies) have a good understanding of HSB. This will form part of their safeguarding training. Our DSL/DDSL will seek support as necessary from external agencies and MASH24.

Our DSL/DDSL will have access to the Brook Traffic Light training and toolkit to support with concerns regarding HSB. Access to bespoke support can be sought through referrals into MASH where pupils display behaviours that are a significant cause for concern in line with the Brook guidance.

Our school response to a report of sexual violence or sexual harassment

Our school will follow the guidance set out in part 5 Keeping Children Safe in Education.

Considering confidentiality and anonymity

We will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask us not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

Risk assessment

If we receive a report of sexual violence or harassment, the designated safeguarding lead or deputy will make an immediate risk and needs assessment. This will be considered on a case-by case basis.

Our risk and needs assessment will consider:

- the victim, especially their protection and support

- whether there have been other victims

- the alleged perpetrator

- all the other children (and, if appropriate, adult students and staff) at our school, especially any actions that are appropriate to protect them from the alleged perpetrator(s) or from future harms
- The time and location of the incident, and any action required to make the location safer

Actions to consider following a report of sexual violence and/or sexual harassment

The starting point regarding any report made at our school is that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated. All our staff working with children are advised to maintain an attitude of '**it could happen here'**.

Following a report of sexual violence and/or harassment we will consider:

- the wishes of the victim in terms of how they want to proceed (in an age-appropriate way.)
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- the ages of the children involved

- the developmental stages of the children involved

- any power imbalance between the children

- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forma of abuse and a sustained pattern may not just be of a sexual nature)

- that sexual violence and sexual harassment can take place within intimate personal relationships between peers

- importance of understanding intra familial harms and any necessary support for siblings following incidents

- are there ongoing risks to the victim, other children, adult students or school staff; and

- other related issues and wider context e.g. contextual safeguarding, any links to CSE and CCE

Considering bail conditions

Our school will have due regard for the information available in KCSiE part 5.

Careful liaison with the police should help to develop a balanced set of arrangements.

Safeguarding and supporting the victim

We will do everything we reasonably can to protect the victim from bullying and harassment because of any report they have made.

Whilst the victim will be given all the necessary support to remain in our school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education.

If the victim does move to another educational institution (for any reason), the new educational institution will be made aware of any ongoing support needs. The designated safeguarding lead will take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Working with parents and carers

We will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary or proportionate in the case of sexual harassment and this will be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk.

Safeguarding other children

Our whole school approach to safeguarding, a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated, and a strong preventative education programme will help create an environment in which all children are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

We will keep our policies, processes, and curriculum under constant review to protect all their children.

33. Domestic Abuse

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

• psychological
• physical
• sexual
• financial
• emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Our school staff will support any pupil who has experienced direct or indirect exposure to domestic abuse.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who

have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day.

Our school is part of Operation Encompass and pupils are supported appropriately.

34. Children absent from Education

Staff at Fallings Park Primary School are aware that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage.

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. This includes when problems are first emerging but also where children are already known to children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Our school has an admission register and an attendance register. All pupils are placed on these registers at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend our school. If the child fails to attend on the agreed or notified date, our school will notify the local authority at the earliest possible opportunity to prevent the child from going missing.

Our attendance and admission registers are kept up to date. We actively encourage our parents and carers to inform us of any changes whenever they occur.

Our school monitors attendance regularly and we address any issues that may cause concern and where attendance fails to meet the expected level in line with our attendance policy. We follow guidance set out in Working together to improve school attendance (August 2024) and in partnership with the Local Authority we will:

- **Expect** high standards of attendance for all pupils
- **Monitor** attendance rigorously
- **Listen and Understand** barriers to attendance and agree how to resolve them
- **Facilitate support** to ensure all barriers are removed which may be outside the school setting
- **Formalise support** when necessary through attendance contracts
- **Enforce** attendance through statutory intervention when appropriate

Our school will notify the local authority of any child who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or, more at such intervals as are agreed by the school and the local authority. Our school will engage with the Education Welfare Officer when concerned about a pupil's attendance.

35. Private Fostering Arrangements

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) who is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer; for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles, or aunts, (whether of full blood, half blood, or marriage/ affinity.)

School staff will notify the designated safeguarding lead or deputy when they become aware of private fostering arrangements. The designated safeguarding lead or deputy will speak to the family of the child involved to check that they are aware of their duty to inform the LA through MASH24.

36. 'Honour based Abuse'

So-called 'honour-based' Abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

If our staff have any concerns regarding a child that might be at risk of HBA or who has suffered from HBA they will speak to the designated safeguarding lead or deputy. As appropriate the designated safeguarding lead or deputy will activate the local safeguarding procedures by contacting the police and or social care.

37. Female Genital Mutilation (FGM)

FGM 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.

ALL staff will speak to the designated safeguarding lead or deputy about any concerns about female genital mutilation. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases will face disciplinary sanctions.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also discuss any such case with our school's designated safeguarding lead or deputy who will support the reporting process to the police with the individual teacher and involve children's social care as appropriate.

38. Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used.

School staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

39. Breast ironing/flattening

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period (ranging from a few weeks to years) for the breasts to disappear or delay the development of the breasts entirely. Breast flattening usually starts with the first signs of puberty, it is usually carried out by female relatives.

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

There are no specific laws in the UK regarding breast flattening. If a member of staff is concerned about this practice being committed on a child in our setting, they will immediately inform the DSL/DDSL who will contact MASH24 for further support.

40. Up-Skirting

The Voyeurism (Offences) Act, which is commonly known as the Up-skirting Act, came into force on 12 April 2019. 'Up-skirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

This act will not be tolerated in our school and all reports will be taken seriously. The DSL/DDSL will follow safeguarding protocols and refer to the behaviour policy as necessary.

41.Serious violence

All staff are aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include:

increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being, or signs of assault or unexplained injuries, unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

The likelihood of involvement in serious violence may be increased by factors such as:

• being male

• having been frequently absent or permanently excluded from school

 • having experienced child maltreatment and having been involved in offending, such as theft or robbery

Staff are aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

42. Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

Our school will use the age-appropriate guides to support children, 5-11year olds and 12-17year olds. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. Our school will use the Ministry of Justice online child arrangements information tool to support this process and will make this information available to parents and carers if they require our assistance.

43. Children with family members in prison

Some children who attend our school may have a parent who has been sent to prison or in custody. Our school will utilise the information NICCO provides designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

44. Mental Health

All staff at Fallings Park Primary School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We understand only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Our staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Common warning signs of mental health issues include:

- sudden mood and behaviour changes

- self-harming

- unexplained physical changes, such as weight loss or gain

- sudden poor academic behaviour or performance

- sleeping problems

- changes in social habits, such as withdrawal or avoidance of friends and family

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Our staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance, and progress at school.

If any staff member has a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, in line with this policy and they will speak to the designated safeguarding lead or a deputy immediately.

We support our children with mental wellbeing through the PSHE curriculum. Staff will ensure all children are aware of strategies to support their own wellbeing and that of their peers. Our school have appropriate mental health trained staff who will offer appropriate support to our children with all mental health concerns and involve external agencies such as CAMHS, Base 25, MASH24 as necessarily. Staff will be able to signpost children to mental health support services.

If our school is involved with any critical incident, all pupils and staff will receive appropriate support through the LA Education Psychology team and other relevant professionals. Support for parents and the local community will also be provided where necessary.

45. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. When required our designated safeguarding lead or deputies will obtain contact details and know referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Our school staff will consider homelessness in the context of children who live with their families, and intervention will be on that basis.

46. Modern slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs (organ harvesting).

Our school staff are aware of the signs of someone that might be a victim of Modern Slavery, the support available to victims and how to refer them to the NRM.

47. Child abduction and community safety incidents

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

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

We teach children about community safety through our PSHE, Personal Development and RSE curriculum. We use external partners such as the police to support with key messages.

48. Monitoring policy and practice

Our safeguarding policy and procedures will be reviewed annually or sooner if required. All staff and stakeholders may contribute to the development of our policies and procedures.

Our policy will be published on our website and paper copies are available upon request.

Annex A

Actions where there are concerns about a child

Actions if there is a concern about a child (KCSIE 2024)

Appendix B

Seven golden rules of information sharing

The Seven golden rules for sharing information (including personal information):

1. **All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them.** The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework1 to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.

2. **When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why.** You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).

3. **You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm.** You need a lawful basis to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm, consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible. This means you should consider any objection the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.

4. **Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case**. Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information. Instead, find out who in your organisation/agency can provide advice about what information to share and with whom. This may be your manager/supervisor, the designated safeguarding children professional, Caldicott Guardian, or relevant policy or legal team.

5. **When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals** (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.

6. **Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services.** Sharing information with a third party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate, and accurate.

7. **Record the reasons for your information sharing decision, irrespective of whether you decide to share information.** When another practitioner or organisation requests information from you, and you decide not to share it, be prepared to explain why you chose not to do so. Be willing to reconsider your decision if the requestor shares new information that might cause you to regard information you hold in a new light. When recording any decision, clearly set out the rationale and be prepared to explain your reasons if you are asked.