

CASLON PRIMARY COMMUNITY SCHOOL & BEECH TREE SEMH BASE



CHILD PROTECTION POLICY

September 2022

Designated Safeguarding Lead

Mr Wagstaff

Deputy Safeguarding Leads

Mrs Holden-Gough, Mrs Warford,
Mrs Harper and Mrs Heritage

Head Teacher

Mrs Holden-Gough

Designated Governors for Child Protection for the School

Mrs Steph Sellers and Cllr Ruth
Buttery

LADO

Yvonne Nelson-Brown

Virtual Head

Andrew Wright

Named Child Looked after Lead

Mrs Holden-Gough

Contents Page:

Contents Page:

Contents Page

Pg 1. Policy Statement and Aims

Pg 1. Statutory Frameworks

Pg 2. The Role of the Governing Body

Pg 3. The Role of the Designated Safeguarding Lead

Pg 3. Safeguarding Training

Pg 4. Promoting the Well-Being of Children and young People

Pg 5. Procedures - dealing with concerns or disclosures regarding a child or young person: (including protocol for staff when there are allegations or incidents of abuse; includes a requirement for all verbal notifications to the designated person for safeguarding to be confirmed by dated written communication)

Pg 5. Information Sharing, Confidentiality and Record Keeping

Pg 6. Communication with Parents

Pg 6. Safer Recruitment and Concerns regarding School Staff/Volunteers

Pg 7. Staff Support

Pg 7. Implementation, Review and Monitoring

Pg 8. Supporting Documents

Appendices:

Appendix 1: Indicators of Abuse and Neglect

Appendix 2: Specific Safeguarding matters

Appendix 3: Additional Advice and Support

Appendix 4: What to do if you are concerned about a child

Appendix 5: Process for recording and reporting a concern about a child

Appendix 6: Actions where there are concerns about a child

Child Protection Policy

Child Protection Policy Statement

Caslon Primary Community School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from “significant harm”. These duties are defined by:

- Dudley Safeguarding People Partnership Board (DSPPB)
<http://safeguarding.dudley.gov.uk/safeguarding/partnership/meetings/safeguarding-children-partnership-group/>
- Dealing with a disclosure school guidance (See Appendix 1)
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Dealing with Allegations of Abuse against Teachers and Other Staff 2012
- Working together to safeguard children (DfE) May 2019
- Keeping Children Safe in Education (DfE) September 2022
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- FGM Guidance for Schools June 2019
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings May 2019 and amendment April 2020
- Early Years foundation stage statutory framework June 2020. The Early Years Foundation Stage Framework (EYFS) is mandatory for all early years’ providers. It applies to all schools, including maintained nursery schools that have early years provision
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)
- Children missing education September 2022
- Information Sharing 2018
- Teaching Online Safety in Schools DfE June 2019

- The Education Inspection Framework Ofsted May 2019
- Guidance for Schools Coronavirus 2020;
<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

Caslon Primary Community School and Beech Tree are committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Safeguarding and promoting the welfare of children is everyone's responsibility.

Caslon Primary Community School and Beech Tree are committed in ensuring that all staff who come into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil the responsibility effectively, the school will ensure their approach is child centred. This means that they will consider, at all times, what is in the best interests of the child.

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

It is essential that everybody working in a school or college understands their safeguarding responsibilities. Governing bodies and proprietors should ensure that those staff who work directly with children read at least Part one of this guidance and Annex B. Governing bodies and proprietors, working with their senior leadership teams and especially their designated safeguarding lead, should ensure that those staff who do not work directly with children read either Part one of this guidance.

Definitions

Safeguarding: Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- Protecting children from abuse and maltreatment
- Preventing harm to children's health or development
- Ensuring children grow up with the provision of safe and effective care
- Taking action to enable all children and young people to have the best outcomes

Child Protection

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Policy Aims

The aim of this policy is to provide information for all staff to carry out this duty of care responsibly.

The six main elements of the policy are:

- Ensuring we practice safe recruitment through checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his / her child protection plan.
- Establishing a safe environment in which children can learn and develop.
- Ensuring there are links with other safeguarding policies and procedures for example, anti-bullying, behaviour policy, attendance, physical intervention, medical conditions, first aid, intimate care, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism, honour based violence. For further information on some of these procedures, refer to the DSPP website. There is also separate guidance for school on what to do in the event of a death of a child, use of images and safer working practice guidance.

We recognise that because of the day-to-day contact with children, our staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from harm.

Role and Responsibilities of Designated Safeguarding Lead

The Designated Safeguarding Lead has ultimate responsibility and management oversight and accountability for safeguarding and child protection. The DSL must be a member of SLT and have attended PREVENT awareness training. There may be deputy safeguarding leads within the School. (It is a matter for individual schools as to whether they choose to have one or more deputy designated lead (s). The DSLs at Caslon Primary Community School are:

DSL: Mr T Wagstaff

Deputy DSLs : Mrs L Holden-Gough, Mrs C Warford and Mrs R Harper, Mrs A Heritage

A DSL will always be available during school hours for staff in the school to discuss any safeguarding concerns and should make adequate arrangements for any out of hour/out of term activities. To this end they should act as a source of support, advice and expertise for all staff. The DSL should 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.

It is the responsibility of the DSL to have a solid understanding of new and current safeguarding themes and regularly train staff and ensure staff's understanding of the training.

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should follow the process for recording and reporting a concern about a child as detailed in appendix. This would include contacting the police whereby a crime may have been committed.

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the

Designated Safeguarding Lead feels that those staff having knowledge of a situation will improve their ability to deal with an individual child and / or family. A record will be made of what information has been shared with whom, and when via CPOMs.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files

will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

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

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility. Caslon Primary Community School will not disclose to a parent any information held on a child if this places the child at risk of significant harm.

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 and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Where appropriate, the DSL's should liaise with staff that have mental health first aid. To share information about a child's safeguarding and well being.

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

If sending by post pupil records will be hand delivered or sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

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

Roles and Responsibility of Governors and Governing Bodies

Please refer to KCSiE 2022 Management of Safeguarding, Safer Recruitment and Management of Allegations against staff in regards to specific responsibilities

It is the responsibility of governing bodies and proprietors to ensure that they comply with their duties under legislation. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times. The named Governors for Child Protection/Safeguarding are Mrs S Sellers and Clr Ruth Buttery.

The statutory guidance, Keeping Children Safe in Education 2022 places statutory requirements on all governing bodies. Governing bodies must make sure that their school has policies and procedures in place and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter- agency procedures.

It is the responsibility of the governing body to ensure that Safeguarding is an agenda item on every Full Governing board meeting.

Caslon Primary Community School will follow the "Managing Allegations Against Staff (DSPPB Procedures). The Head Teacher will deal with allegations made against school staff. All allegations against the Head Teacher will be referred to the Chair of Governors.

Safeguarding Training

Caslon Primary Community School Is committed to ensuring all staff are trained to a high standard. The detail around this is set out below.

According to 'Keeping Children Safe in Education 2022, The Designated Safeguarding Lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, as set out above, their knowledge and skills should be updated , (for example via e-bulletins, meetings other designated safeguarding leads, or taking time to read and digest safeguarding developments), At regular intervals, but at least annually, to keep up with any developments relevant to their role. It is the responsibility of the DSL to keep themselves up to date with local and national safeguarding issues, attend relevant training and ensure training on specific safeguarding issues is then delivered to staff. The DSL's and Deputy DSL's will adhere to the local authorities' statutory and recommended training guidance as set out in September 2019.

Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training at induction. The training should be regularly updated and in line with advice from DSPPB.

In addition all staff members should ensure regular safeguarding and child protection updates (for example, via email, e. Bulletins, staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

The Curriculum and Online Safety

Child protection and wider child safety issues will be addressed through the curriculum as appropriate. Relevant issues will be addressed through the curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying. 'Teaching online safety in school (DfE, June 2019). It outlines to schools the importance of helping children and young people not only use the internet safely, but also give them opportunities to learn how to behave online. Throughout, the guidance emphasises the importance of teaching that is always age and developmentally appropriate. The guidance is non-statutory and applies to all local authority maintained schools, academies and free schools.

The guidance includes the following underpinning knowledge and behaviours:

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

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

Filters and monitoring are covered with DFGL compliant devices through e-safe.

It has long been clear that staff should not communicate with pupils outside the context of their work. The new guidance reminds staff that they should not discuss or share data relating to children, parents or carers in staff social media groups. (GSWP)

Remote learning

Where children are being asked to learn online at home the Department has provided advice to support schools and colleges do so safely: safeguarding in schools colleges and other providers and safeguarding and remote education.

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Virtual School Heads and CLA

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

Caslon Primary Community School is committed in working with the Virtual school Head and supporting the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The LAC and CiC lead within school is Mrs Holden-Gough.

Children with Special Educational Needs and Disabilities

Children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. Caslon Primary Community School is committed to working with children with special educational needs (SEN) and disabilities who often face additional safeguarding challenges. This 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 can be disproportionately impacted by things like bullying without outwards showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Policies

All our policies which address issues of power and potential harm, for example bullying, on-line safety, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach. Our Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to. Staff will follow DSPPB Children Procedures if there are concerns around peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence / sexual assaults and sexting.

Procedures

Caslon Primary Community School will ensure that all staff follow the procedures set out by the DSPPB and take account of guidance issued by the Department of Education (DfE) to:

- Ensure we have a designated safeguarding lead for child protection who has received appropriate training and support for this role. The designated safeguarding lead for the school is Mr Wagstaff (Deputy Headteacher). The deputy designated safeguarding leads are Mrs Holden-Gough (Headteacher), Mrs Warford (Deputy Head Teacher) Mrs Harper (Daycare Manager). And Mrs Heritage (Office manager)
- Ensure we have a nominated governor responsible for child protection. The designated Governors for Child Protection for the school is Stephanie Sellers and Ruth Buttery.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding lead and deputies (if any) responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection. This will be completed via the CPOM's electronic system (**CPOMS** allows us to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports on vulnerable pupil groups for **Case Conference Meetings, Governors** and **Ofsted** at the touch of a button.)
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus. Parents should be made aware of the policies and procedures.
- Ensure that parents are aware that this policy is available on request, and make the policy available on the school website.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings.

- Develop links with other agencies that support the child such as Child and Adult Mental Health Service, Education Investigation and Education Psychology Service.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Ensure that all staff are aware of what to do if there are concerns around a child. Appendix 1 refers to what to do if you are concerned. A multi-agency referral (MARF) must be completed when making a referral and can be accessed from the DSPPB website. KCSiE 2022 requests ALL staff understand:

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. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns around a child.

Contextual Safeguarding and Risks outside the Home

As set out in KCSiE 2022, safeguarding incidents and/or behaviours can be associated with factors outside the school and /or can occur between children outside the school. Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. All staff, but especially the DSL and deputies should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and or welfare. Children's social care assessments should consider such factors so it is important that schools provide as much information as possible as part of the referral process.

Early Help

The revised Dudley Early Help Strategy was endorsed by the Children and Young People's Alliance Board in April 2018. This strategy sets out the pathway for Early Help in Dudley and will ensure that the appropriate level of support is put in place for our children, young people and families. All staff should be aware of their local early help⁴ process and understand their role in it. (KCSiE 2022)

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- 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;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- 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 drugs or alcohol themselves;
- has returned home to their family from care; and is privately fostered.

Early Help Strategy guidance and thresholds link:

[Http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-Help-for-children-and-families/](http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-Help-for-children-and-families/)

All early Help referrals, including parent self referral should be sent to the Halesowen Family Centre: [Fs.halesowen@dudley.gov.uk](mailto:F.s.halesowen@dudley.gov.uk)

Information Sharing, Confidentiality and Record Keeping

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

Staff within our School are clear that if they have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, they will have a conversation with the designated safeguarding lead to agree a course of action. Although staff members can make a referral to children's social care.

Caslon Primary Community School is committed to the Early Help approach and staff are able to identify learners who need support through this route.

If a child is in immediate danger or is at risk of harm a referral should be made to the MASH team and / or the police immediately.

Telephone Contact - **0300 555 0050**

Photography, videos and other images / media

The message is clear here, that adults should not take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse) even if requested by children's social care; or make audio recordings of a child's disclosure (GSWP 2019)

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

It may be necessary to liaise and where necessary, challenge other agencies involved, in order to obtain relevant information to support the child appropriately. If a child resides in another borough but attends a school in Dudley Caslon Primary Community School will ensure that we liaise with the Local Authority in which the child resides.

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

If a child who is subject to a child protection plan leaves, their information should be transferred to the new school immediately and that child's social worker is informed.

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Since the last edition of Safer Working Practices, the new Data Protection Act (DPA) has come into force bringing with the GDPR. The guidance says that school leaders should ensure that all staff who need to share 'special category personal data' are aware that the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition. This allows practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent or if to gain consent would place a child at risk. (GSWP 2019)

Communication with Parents/Carers

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

Parents / carers will be informed about our Child Protection Policy through: School prospectus, website, Dojo, newsletter.

Safer Recruitment and Employment Practices

Caslon Primary Community School will follow Safer Recruitment processes (DSPPB procedures) in addition to part 3 of KCSiE 2022. In line with Part three of this guidance, governing bodies and proprietors should 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 which will include the following:

- Declaration of the intent to undertake a DBS check in the advertisement
- Ensuring that at least one member of the interview panel has attended DSPPB Safer Recruitment training
- Ensuring that references are gained before interview
- Ensuring that a safeguarding question is included in the interview
- Ensuring that any gaps in employment are explored at interview
- Undertake a DBS check at the relevant level to the position
- All Governors now require an Enhanced DBS check
- The Prohibition of teaching checks must be completed for everyone engaged in 'teaching work', whether a qualified teacher or not: and recorded on the Single Central Record

Caslon Primary Community School will follow the "Managing Allegations Against Staff (DSPPB Procedures) in addition to KCSiE 2022 part 4. The Head Teacher will deal with allegations made against school staff. All allegations against the Head Teacher will be referred to the Chair of Governors.

In addition to this Caslon Primary Community School will have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Caslon Primary Community School

will adhere to the Guidance for Safer Working Practice for Children and Young People in Education Settings (May 2019). This covers a wide range of issues around staff conduct e.g. Use of Mobile Phones etc. All staff have access to the counselling service within Dudley Council.

If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Yvonne Nelson-Brown the Local Area Designated Officer (LADO). Contact details: 01384 813110. It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the LADO in accordance with the Working Together to Safeguard Children (2019) and the DSPPB Safeguarding Children Procedures. A LADO Referral and Monitoring form will need to be completed.

If staff have concerns about a fellow colleague, they should follow the Whistle Blowing Procedures.

Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the LADO at the local authority.

Whistle blowing procedures are detailed in the school Whistleblowing policy document. All staff has received annual update and training upon the whistleblowing procedure. The DSPPB escalation and resolution policy has been made available to all staff and all have received training upon its purpose and procedures.

Allegations and concerns raised in relation to staff, supply staff, contractors and volunteers – including low level concerns

If an allegation is made against a member of staff, including supply staff, contractor or a volunteer, our set procedures must be followed. Allegations and concerns raised in relation to staff, supply staff, contractors and volunteer's policy and procedure can be accessed via the Managing Allegations policy. This is available via the school local drive. The full procedure for managing such allegations or concerns are set out in Part Four of Keeping Children Safe in Education 2021.

Concerns may be graded **Low-level** (Refer to specific low level concerns policy) if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- *engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,*
- using inappropriate sexualised, intimidating or offensive language.

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

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

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

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

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

Records will be kept confidential, held securely and comply with the Data Protection Act 2018.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

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

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

Referral to Disclosure & Barring Service (DBS)

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual possess to vulnerable groups including children. The Single Central record must be in place and include all the areas covered in the Keeping Children Safe in Education 2021.

The Disqualification under the Childcare Act 2006 (Regulations 2018) state that schools should make clear their expectation that staff should disclose any relationship or association (in the real world or online) that may impact on the school's ability to safeguard pupils. This applies to all staff in all schools, not just those in early or later years childcare. (GSWP 2019)

Staff support

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

Pupil Mental Health

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs.

We understand that there are risk factors, which increase someone's vulnerability, and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and intervention is identified and implemented.

Implementation, Review and Monitoring

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

This Policy will be monitored and reviewed on an annual basis and has been ratified by the Governing Body on September 2022

A copy of this Policy is also available on the school's website

Supporting Documents

DSCB Safeguarding Children Procedures

<http://safeguarding.dudley.gov.uk/>

Working Together to Safeguard Children 2018

Keeping Children Safe in Education 2021

Guidance for safer working practice for those working with children and young people in education setting 2019

Schools Anti-Bullying Policy

Schools Complaints Procedure

School Behaviour Policy

School Safer Recruitment Policy

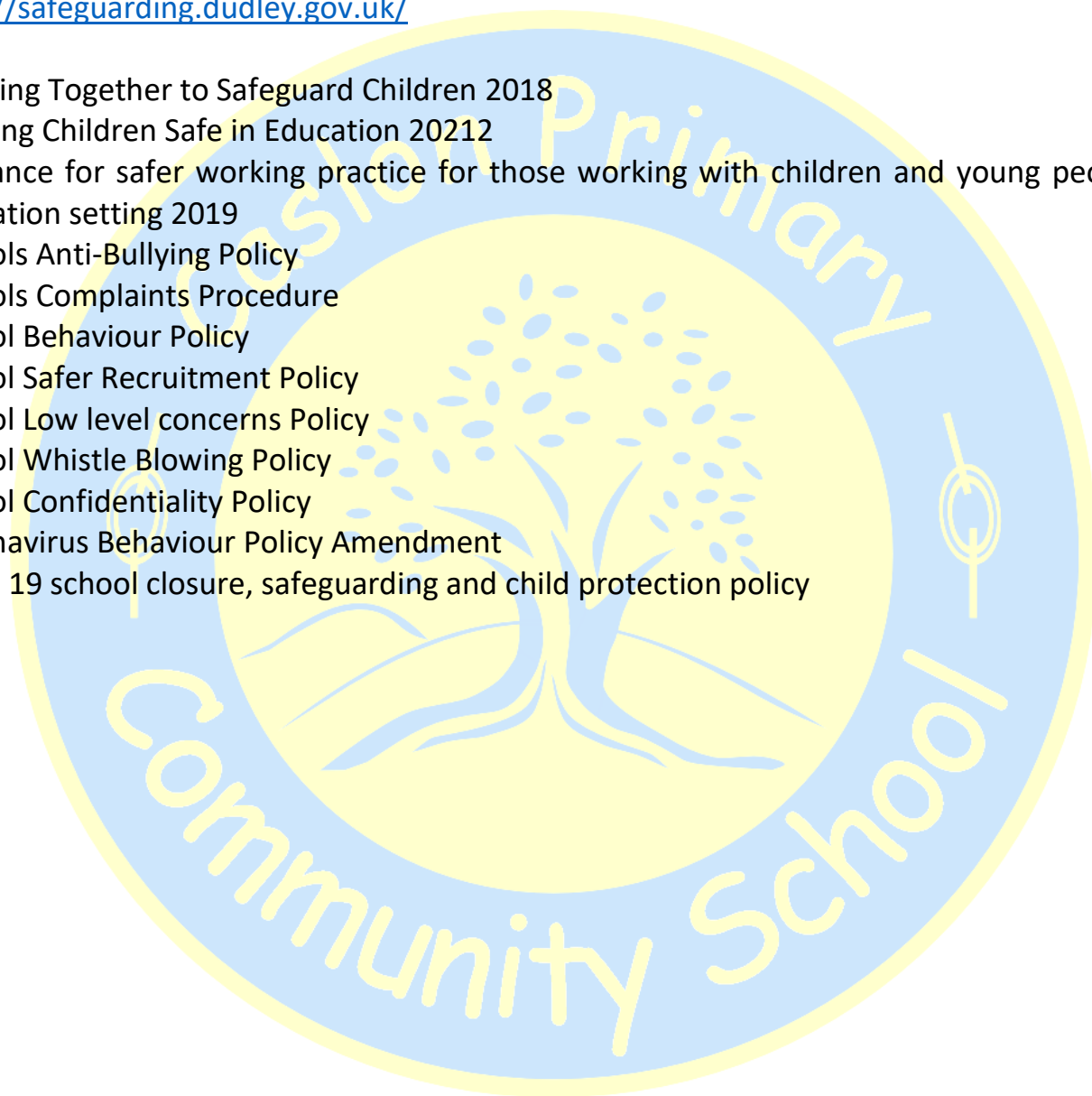
School Low level concerns Policy

School Whistle Blowing Policy

School Confidentiality Policy

Coronavirus Behaviour Policy Amendment

Covid 19 school closure, safeguarding and child protection policy



APPENDIX 1

Indicators of Abuse and Neglect

All school and college staff should be 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.

- Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.
- 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. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Appendix 2

Specific Safeguarding Matters

Appendix 2 contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part one of this guidance, if staff have any concerns about a child’s welfare, they should act on them immediately. They should follow their own organisation’s child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately.

Annex B Index

Abuse/Safeguarding Issues Page

Children and the court system

Children missing from education

Children with family members in prison

Child sexual exploitation

Child criminal exploitation: county lines

Domestic abuse

Homelessness

Honour based Abuse

Preventing radicalisation

Peer on peer abuse - Now named Child on Child abuse (KCSIE 2022)

Sexual violence and sexual harassment between children in schools and colleges

Transporting Children

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. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures. See attendance policy.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are 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 a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Further information about CCE including definitions and indicators is included in Annex B of KCSiE 2021

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Some of the following signs may be indicators of CSE and CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- 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; and
- children who regularly miss school or education or do not take part in education.

County lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

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.

Domestic abuse

KCSIE 2022 specifically names Domestic abuse as significant issue for children.

The cross-government definition of domestic violence and abuse is: Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children are classed as victims of domestic abuse. Following the Domestic Abuse Act 2021 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.

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

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional.

Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children.

We work with other key partners and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

The impact of on children who are exposed to Domestic abuse or suffer it in their own relationships have been made clear;

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: national crime agency human-trafficking NSPCC- UK domestic-abuse Signs Symptoms Effects Refuge what is domestic violence/effects of domestic violence on children Safelives: young people and domestic abuse

Caslon primary will work in co-ordination with the Police through operation Encompass to give children and parents support when an incident of Domestic Abuse has occurred.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [here](#).

Honour Based Abuse

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)
So-called 'honour-based' abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or

already having suffered HBA. Actions If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers.

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.

FGM mandatory reporting duty for teachers

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. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case. 101 As defined in the Government's Counter Extremism Strategy.

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 good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into 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 into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

Preventing radicalisation

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

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. 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).

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

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".¹⁰⁴ This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and

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

Additional support The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

As defined in the Revised Prevent Duty Guidance for England and Wales. 103 According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. 104 "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Child on Child Abuse

Children can abuse other children. This was previously known as Peer on Peer abuse but from KCSIE 2022 now referred as Child on Child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or

otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. All staff should be aware that children can abuse other children. And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of Child on Child abuse and know how to identify it and respond to reports. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding Child on Child abuse they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Sexual violence and sexual harassment between children in schools and colleges

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

As stated in KCSiE 2022: Upskirting is now a criminal offence. Upskirting is defined as: It typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they

are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

What is Sexual violence and sexual harassment?

Sexual violence It is important that school and college 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 as described below: Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents. Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.¹⁰⁷ Sexual harassment When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so 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. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and

- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by

It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#)

PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4. 1Project DE SHAME from Childnet provides useful research, advice and resources regarding online sexual harassment.

reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph Appendix 3 one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

LGBT+

Some pupils may be vulnerable due to their sexual orientation or gender identity, either because they are subject to homophobic, bi-phobic or transphobic bullying or because of negative responses from parents/carers or others, which may result in increased risk of self-harm, suicide or homelessness. 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. It is therefore vital that staff endeavor to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory [Relationships Education, Relationship and Sex Education and Health Education](#) curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

Several studies also evidence that LGBT+ young people may be at increased risk of becoming victims of CSE.



Caslon Primary

APPENDIX 3

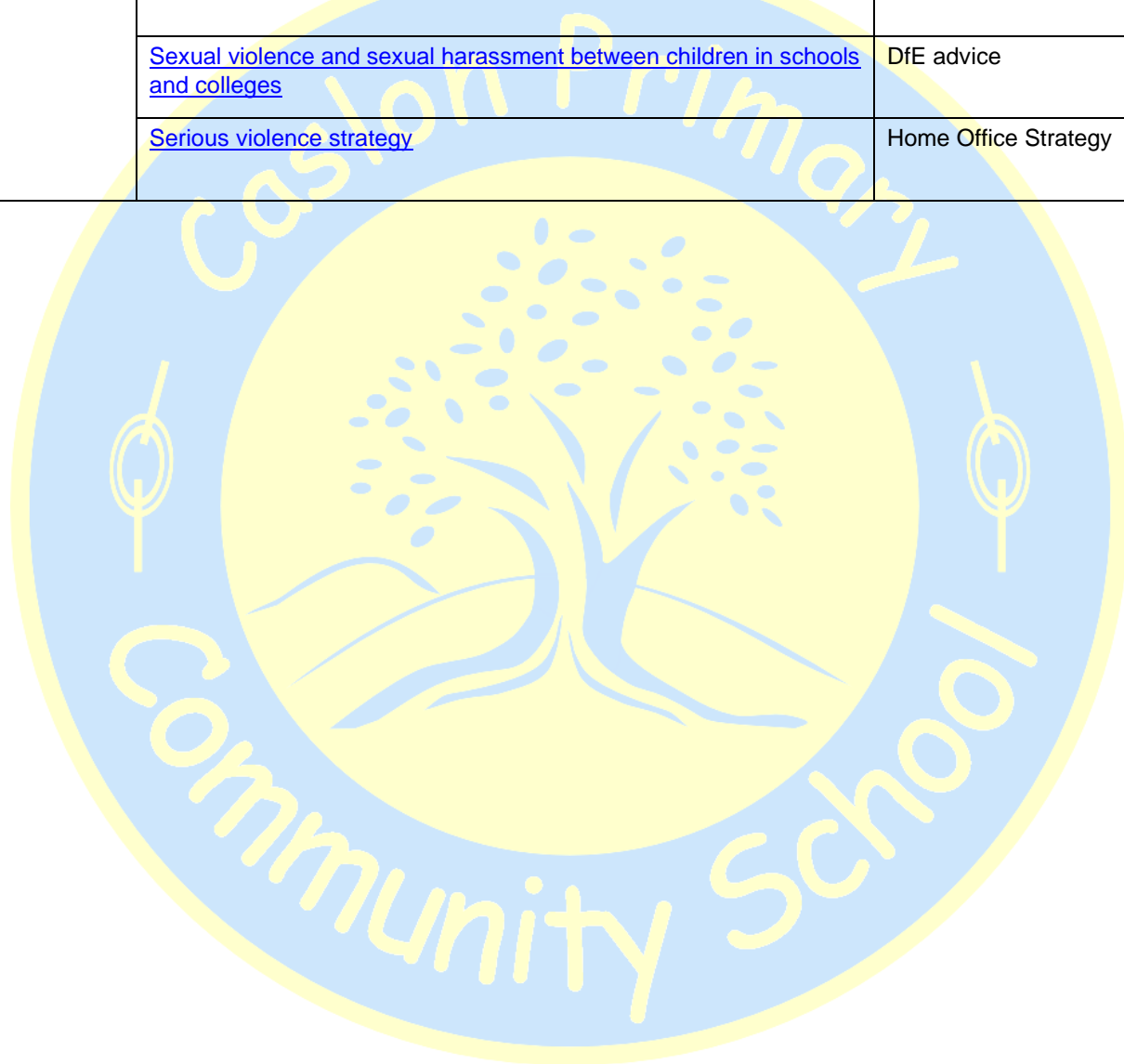
Additional Advice and Support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance

	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Wellbeing	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance

Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy



Appendix 4-What to do if you are concerned:

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

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

Information for social care or the police about suspected abuse

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

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

All incidents will be reported on a Multi –Agency Referral Form (MARF)

Responding to allegations or suspicions (about someone working with children or young people (e.g. a teaching assistant))

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

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

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against, or related to a child;
- Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children

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

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

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

Action if there are concerns

Concerns about poor practice:

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

Concerns about suspected abuse

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Designated *Safeguarding Lead* / Head Teacher, who will take

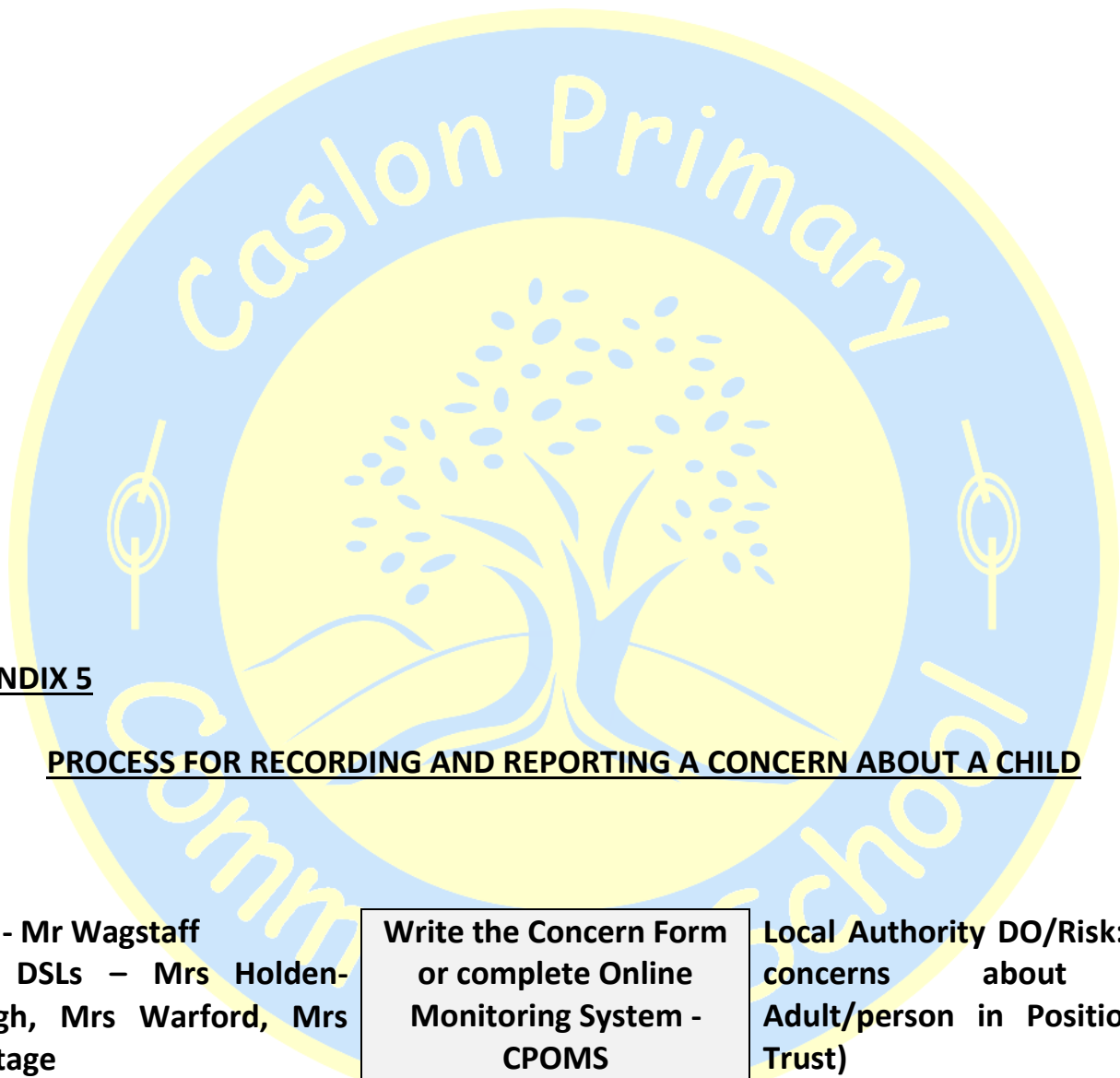
such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.

- The Designated *Safeguarding Lead* / Head Teacher will refer the allegation to the SPA Team who may involve the Police. All allegations against people who work with children must be passed onto the LADO.
- The parents or carers of the child will be contacted as soon as possible following advice from the MASH Team.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Head Teacher. If the Head Teacher is the subject of the concern / allegation, the concern must be shared with the Chair of Governor. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension

The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the LADO.

Irrespective of the findings of the MASH Team or Police inquiries the Head Teacher / Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Head Teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.



APPENDIX 5

PROCESS FOR RECORDING AND REPORTING A CONCERN ABOUT A CHILD

**DSL - Mr Wagstaff
Dep DSLs – Mrs Holden-
Gough, Mrs Warford, Mrs
Heritage
And Mrs Harper**

**Safeguarding Governor:
Stephanie Sellers**

**Write the Concern Form
or complete Online
Monitoring System -
CPOMS
(DSL MUST receive a
concern in writing)**

**Local Authority DO/Risk: (For
concerns about an
Adult/person in Position of
Trust)**

**Contact Details:
Yvonne Nelson-Brown
01384 813110**

**Deliver/Report all
concerns to: Mr**

Wagstaff and Mrs
Holden-Gough

DSL reviews concern,
identifies level of need
and makes a decision
about the Next Steps

Decision To MONITOR The
Concern

Decision To DISCUSS The
Concern With Parent/S
Carer

Decision to REFER the
concern to Childrens Social
Care (CSC)

MONITOR

DISCUSS

REFER



School worker
asked to
monitor pupil
and feedback to
the DSL within
an agreed
timescale

MONITOR



After discussion DSL
decides to either, discuss
further with
parent/carers, monitor
via school worker or
make a referral into CSC

REFER



DSL speaks with
Head/Governor and
agrees to refer into
CSC



Remember:
ANYONE CAN MAKE A
REFERRAL
AND REPORT DIRECTLY INTO
CSC.

AT ALL TIMES RECORD

DSL retains Concern
Form/incident details in
secure, confidential
Safeguarding File

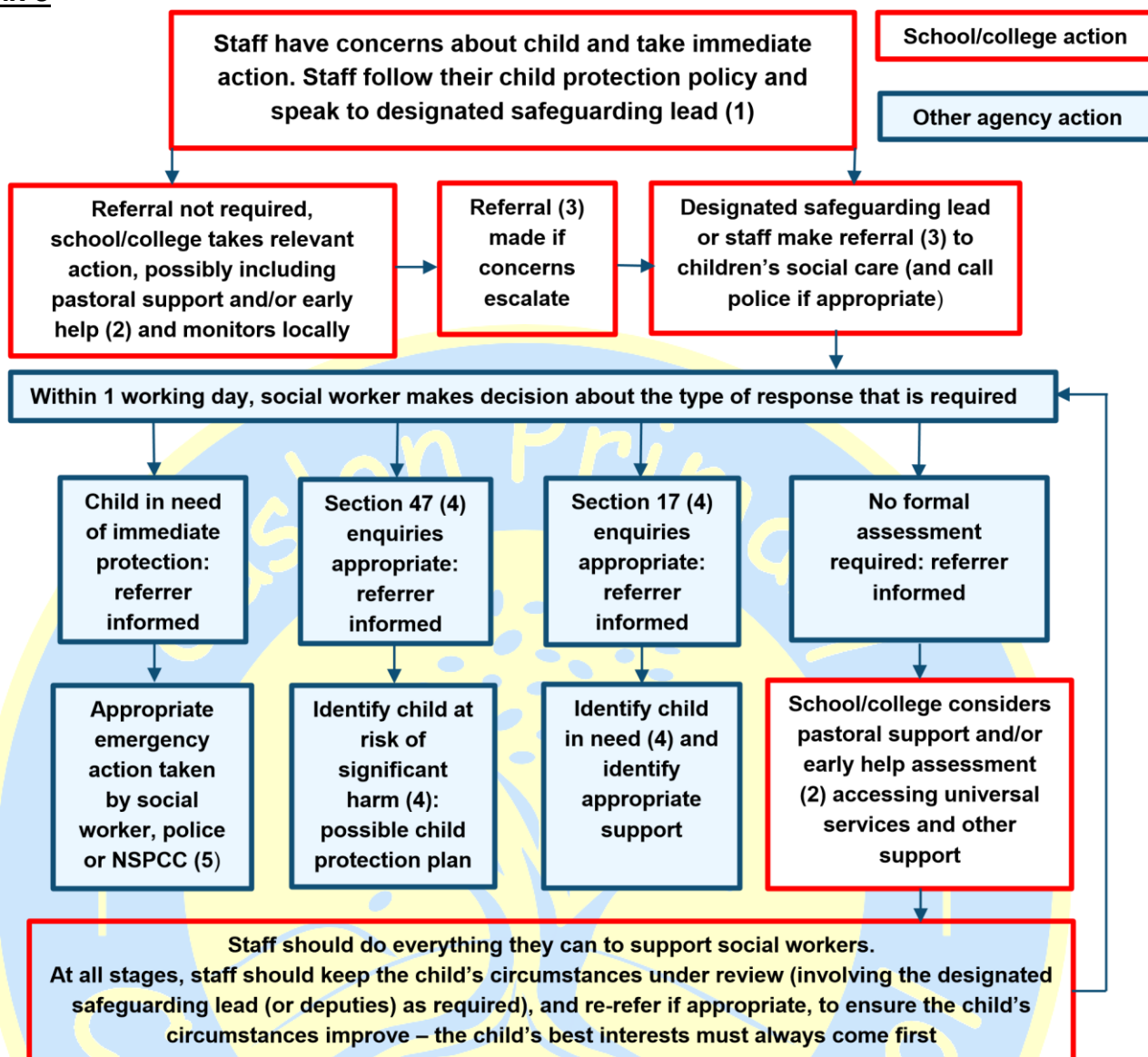
Contact details for:
Children's Social Care
referrals:

0300 555 0050

PREVENT/Channel referrals:

01384 814736

Appendix 6



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).