



Netherbrook Primary School

Child Protection Policy

Safeguarding Children

Responsibility for monitoring and updating this policy rests with:

The Designated Safeguarding Lead, Curriculum, Policies and Practices Committee and Full Governing Body.

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Child Protection Policy

Rationale

Children and young people have a fundamental right to be protected from harm. They have a right to expect schools to provide a safe and secure environment. It is a guiding principle of the law and child protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

Safeguarding is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best life chances

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

Definitions and Indicators of Abuse (see page 9)

Netherbrook Primary School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm". The protection of our pupils from suffering or being likely to suffer significant harm is the responsibility of the school and wider community, superseding any other considerations. The following documents, circulars and guidance for good practice govern child protection work at **Netherbrook Primary School**:

- Dudley Safeguarding Children Board (DSCB) - Safeguarding Children Procedures (<http://safeguarding.dudley.gov.uk>)
- Dealing with a disclosure school guidance (*See Appendix 1*)
- Children Act 1989
- Children Act 2004
- Working together to safeguard children (DfE) March 2015
- Keeping Children Safe in Education (DfE) September 2016
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (October 2015)
- What do you do if you are worried a child is being abused March 2015 (*See Appendix 2*)
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)
- Children missing in education and at risk of Child Sexual Exploitation

Aims

Netherbrook Primary School is committed to the safeguarding of all pupils in the school. Our aim is to ensure that all pupils are safe in school and that measures are put in place to support any child, who is at risk of harm. Overall the policy provides information for all adults working with children to carry out their duty of care responsibly. Netherbrook Primary School will provide information and training for all staff and other adults to carry out this duty of care responsibly.

Prevention

The six main elements of the policy are:

- ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- supporting pupils, who have been abused in accordance with his/her child protection plan
- establishing a safe environment in which children can learn and develop
- ensuring there are links with other safeguarding policies and practice; for example, physical intervention, anti-bullying, behaviour policy, attendance, medical conditions, first aid, intimate care, emergency evacuation, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism. (Further guidance on these issues is available on the DSCB website- see links on pages 10, 11 and 12)

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- ensure children know that there are adults in the school, whom they can approach if they are worried or in difficulty
- include in the curriculum, activities and opportunities, which equip children with the skills they need to stay safe from harm

Procedures

Netherbrook Primary School will ensure that all staff follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department for Education (DfE) to:

- ensure we have a designated safeguarding lead for child protection, who has received appropriate training and support for this role. The formal training will be updated every 2 years. The DSL will be updated on a regular basis (at least annually) to keep up with current safeguarding developments and priorities.
- **The Designated Safeguarding Leads for Netherbrook Primary School are:**
 - 1) Mr Phil Rawlings (Headteacher)
 - 2) Mrs Leigh Frost (Deputy Headteacher)
 - 3) Mrs Andrea Bowen (Family Support and Attendance Officer)

(Child Protection issues can be very difficult to spot. If in doubt, it is always best to inform the relevant person, and allow them to make the decision about what further action is necessary. **(If in doubt ask).**

- ensure we have a nominated governor responsible for child protection:

The Designated Governor for Child Protection is Mr Arthur Thompson

- ensure every member of staff (including temporary and supply staff and volunteers) and governing body members knows the name of the designated safeguarding leads responsible for child protection and their role
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection; parents should be made aware of the policies and procedures
- ensure that parents are aware that this policy is available on request and make the policy available on the school website
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings
- develop links with other agencies that support the child, such as Child and Adolescent Mental Health Service, Education Investigation Service, Learning Support Service and Education Psychology Service
- keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to Social Services and other relevant agencies immediately
- ensure all records are kept securely, separate from the main pupil file, and in locked locations
- ensure that if a child, who has a child protection plan leaves, their information is transferred to the new school immediately and Social Care is informed
- ensure that all staff are aware of what to do if there are concerns around a child. **Appendix 2 and the staff Aide Memoire refer to what to do if you are concerned.** A copy of the interagency referral form that must be completed when making a referral can be accessed from the DSCB website. The DSL should be consulted for completion of this form.

Role and Responsibilities of Designated Safeguarding Lead

The Designated Safeguarding Lead has responsibility and management oversight and accountability for child protection, along with the Head Teacher.

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

Child protection information will be dealt with in a confidential manner.

Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family.

A written record will be made of what information has been shared with whom, and when.

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 our home school policies and give due regard to which adults have parental responsibility.

Do not disclose to a parent any information held on a child, if this would put the child at risk of significant harm.

If a pupil moves from our school, 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. We will record where and to whom the records have been passed and the date.

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

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

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

Staff support

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

Roles and Responsibility of Governors and Governing Bodies

It is the responsibility of governing bodies 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 statutory guidance, Keeping Children Safe in Education 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.

Safer Recruitment and Employment Practices

Netherbrook Primary School has created a culture of safe recruitment, and has adopted the Local Authority policy on recruitment procedures. Netherbrook Primary School will follow the 'Safer Recruitment' processes for all appointments, which will include the following:

- declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement;
Our statement of Commitment
"Netherbrook Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, Qualification and ID Checks."
- ensuring that at least one member of the interview panel has attended DSCB 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
- ensuring that a prohibition check is carried out for anyone in 'teaching work', not just those with QTS

(*An enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in 'regulated activity'.)

If the school has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison, if a barred individual is convicted of attempting to engage in such work.

All new appointments will have their identity verified from a current photographic ID and proof of address to obtain an enhanced DBS check with barred list information. The school will always ask for written information about previous employment history and check that the information is complete.

The school does not have the power to request DBS checks for visitors (for example children's relatives visiting a sports day). On these occasions the Headteacher will use their professional judgment on how best to supervise these occasions.

Allegations of Abuse Made Against Other Children

All staff should recognise that children are capable of abusing their peers.

This may manifest in the following ways:

- Physical abuse
- Verbal abuse
- Online abuse
- Emotional abuse
- Sexual abuse
- Sexting

When dealing with such incidents, they will usually, in the first instance, be investigated by the classteacher. If there is a need to escalate the issue, it will then be passed to the Designated Safeguarding Lead and Headteacher and, in extreme cases, the Governing Body. At the Headteacher's discretion, the police may be informed, in certain circumstances.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of peer on peer abuse, the school has an ethos of promoting friendship and cooperation. Through assembly time, Peacemakers, PSHE and other curriculum areas the children are taught tolerance, empathy and understanding. Each class has a 'feelings box', which is regularly monitored and the school employs a learning mentor to support both victims and perpetrators.

Allegations Against Staff

This is not the responsibility of the Designated Safeguarding Lead.

Netherbrook Primary School will follow the "Managing Allegations Against Staff or Volunteers" (DSCB Procedures).

The **Headteacher** will deal with allegations made against school staff.

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 Designated Officer for Managing Allegations (DO) or duty Independent Reviewing Officer. It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the Designated Officer (Managing Allegations) in accordance with the Working Together to Safeguard Children (2015) and the DSCB Safeguarding Children Procedures. A Managing Allegations Referral form will need to be completed.

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

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

- if any allegation is made a quick resolution should be a clear priority; any unnecessary delays should be eradicated
- in response to an allegation all other options should be considered before suspending a member of staff;
- allegations that are found to be malicious should be removed from the personnel records
- pupils that are found to have made malicious allegations are likely to have breached school behaviour policies; the school will therefore consider the appropriate sanction
- we as the employer have a duty of care to all staff; support for the individual is the key to fulfilling this duty
- when an allegation is made it is extremely important that every effort is made to maintain confidentiality
- after any allegations of abuse have been made, the outcome will be categorised as either substantiated, malicious, false, unsubstantiated or unfounded

In addition to this, Netherbrook Primary School 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 Netherbrook Primary School will adhere to the Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings (October 2015). This covers a wide range of issues around staff conduct.

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

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other channels are open to them such as the NSPCC Whistle Blowing helpline: **0800 028 0285**. The email address is help@nspcc.org.uk

Referral to Disclosure and Barring Services (DBS)

Any employee, who is dismissed or resigns due to a child protection case, will be referred to the DBS, who will consider the future risk and harm the individual possesses to vulnerable groups including children.

The Single Central Record must be in place and include all the areas covered in Keeping Children Safe in Education (2016). Further advice is sought from HR.

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.

Advice should be sought from the Social Care Team, who should approach the alleged abuser (or parents if the alleged abuser is a child).

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).

If a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with the government guidance on the transfer of such records. (See page 4: Role of Designated Safeguarding Lead)

Involving Parents/Carers

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

Parents/carers will be informed about our Child Protection Policy through the school website.

The Curriculum

Child Protection and wider child safety issues will be addressed through the curriculum as appropriate, especially in Personal, Social and Health Education (PSHE), Information and Communication Technology (ICT), Citizenship and Sex and Relationships Education.

Looked After Children

The designated teacher for looked after children Netherbrook Primary School is the Headteacher **Mr Phil Rawlings**. He/She is responsible for promoting the educational achievement of children who are looked after. The designated teacher will work closely with the Virtual School Head, to ensure that pupil premium funding is best used to support the progress of the looked after child.

Other areas of our work

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, physical 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 are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Training and Development

Netherbrook Primary School will ensure that:

- all staff are kept up to date with Child Protection issues by formal training taking place regularly annually; online courses, external training and in-house training provided throughout the year
- clear reminders of all procedures will be given out to all staff on the training day at the start of every academic year, with frequent reminders at teacher and teaching assistant meetings, meetings with lunchtime supervisors, training events, weekly staff briefings and subsequent training days

- the Designated Safeguarding Leads will take part in advanced level training (Core Working Together) at least every two years
- all policies and procedures will follow DFE guidance on Child Protection issues
- governors will be kept informed about procedures through the Child Protection Link Governor
- good monitoring takes place of pupils identified as at risk
- the pastoral team (Headteacher, Deputy Headteacher, SENCo and Learning Mentor) work closely with outside agencies to share information and co-ordinate support for the pupil

According to 'Keeping Children Safe in Education' (2016), the Headteacher and all other staff who work with children will undertake training to equip them to carry out their responsibilities for Child Protection effectively. This will be kept up to date by refresher training at regular intervals for all staff. A Training Record is kept for all adults working in contact with children.

Definitions and Indicators of Abuse

There are four types of child abuse. They are defined in the UK Government guidance Keeping Children Safe in Education; statutory guidance for schools and colleges, September 2016 as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

Physical Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far 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 or exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 production of, sexual images, watching sexual activities, encouraging children to behave in sexually

inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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

Provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Significant Harm

"Significant Harm is any Physical, Sexual or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development."

Signs of Abuse

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises - in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm

- fear of parent being approached regarding their behaviour

Domestic Abuse

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

Psychological, Physical, Sexual, Financial and Emotional

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

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

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on its own website www.nspcc.org.uk. Schools can also access DSCB guidance on the issues listed below via the website http://www.proceduresonline.com/dudley/scb/chapters/full_contents.html#guides

[Responding to Abuse and Neglect](#)

[Referrals](#)

[Assessment](#)

[Child Protection Enquiries \(Section 47 Enquiries\)](#)

[Child Protection Conferences](#)

[Child Protection Plans](#)

[Children and Families Moving Across Local Authority Boundaries](#)

[Allegations Against Staff or Volunteers](#)

[Organised and Complex Abuse](#)

[Information Sharing](#)

Safeguarding Practice Guidance

[Abuse Linked to Faith or Belief](#)

[Bullying](#)

[Child Sexual Exploitation](#)

[Children and Families that go Missing \(Including Unborn Children\)](#)

[Children Affected by Gang Activity or Serious Youth Violence](#)

[Children from Abroad](#)

[Children Living Away from Home](#)

[Children Missing from Education](#)

[Children Missing from Home and Care](#)

[Children Moving Across Local Authority Boundaries](#)

[Children of Parents with Learning Difficulties](#)

[Children of Parents with Mental Health Problems](#)

[Children of Parents who Misuse Substances](#)

[Disabled Children](#)

[Domestic Violence and Abuse](#)

[E-Safety: Children Exposed to Abuse through the Internet and Other Technologies](#)

[Fabricated or Induced Illness](#)

[Female Genital Mutilation](#)

[Forced Marriage](#)

[Honour Based Violence](#)

[Racism](#)

[Sexual Activity](#)

[Sexually Harmful Behaviour](#)

[Trafficked Children](#)

[Working with Interpreters and others with Special Communication Skills](#)

Learning and Improvement

[Learning and Improvement Framework](#)

[Serious Case Reviews](#)

[Unexpected Death of a Child](#)

Roles and Responsibilities of LSCB

[Local Safeguarding Children Board - Role and Function](#)

[Agency Roles and Responsibilities](#)

[Conflict Resolution](#)

[Guidance for Safe Recruitment, Selection and Retention for Staff and Volunteers](#)

[Complaints in Relation to Child Protection Conference](#)

Local Protocols

[Child Protection Concerns During Pregnancy](#)

[Domestic Abuse Response Team \(DART\)](#)

[Joint Working Practice Guidance for Safeguarding Children whose Parents / Carers have Mental Health Issues, Learning Disability, Emotional or Psychological Distress and Substance Misuse](#)

[Faltering Growth Pathway](#)

[Medical Assessment](#)

[Use of Images Guidance](#)

Honour Based Violence (HBV)

So called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such. If a member of staff has any doubt or concern, it should be reported immediately to the designated safeguarding lead.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. **Teachers must personally report to the police a disclosure that FGM has been carried out, in addition to liaising with the DSL.**

Child Sexual Exploitation (CSE)

"Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who are sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking".

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying

including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Sexting

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection.

Prevent Strategy (Radicalisation and Extremism)

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

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

Our school, like all others, is required to identify a Prevent **Single Point of Contact** (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

The SPOC for Netherbrook Primary School is the Headteacher **Mr Phil Rawlings**. The responsibilities of the SPOC are described on page 15.

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views, which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
 - Seek to provoke others to terrorist acts
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts, or
 - Foster hatred which might lead to inter-community violence in the UK
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
 - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
 - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
 - Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters
 - Accessing violent extremist websites, especially those with a social networking element
 - Possessing or accessing violent extremist literature
 - Using extremist narratives and a global ideology to explain personal disadvantage
 - Justifying the use of violence to solve societal issues
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

Preventing Violent Extremism - Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

- Ensuring that staff of the school are aware of who is the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Raising awareness about the role and responsibilities of the school in relation to protecting pupils from radicalisation and involvement in terrorism
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism
- Collating relevant information from/ in relation to referrals of vulnerable pupils into the Channel** process
- attending Channel** meetings as necessary and carrying out any actions as agreed
- Reporting progress on actions to the Channel** Co-ordinator, and
- Sharing any relevant additional information in a timely manner.

** *Channel is a multi-agency approach to provide support to individuals, who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:*

- *Establish an effective multi-agency referral and intervention process to identify vulnerable individuals*
- *Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity*
- *Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability*

Implementation, Review and Monitoring

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

This Policy will be monitored and reviewed on an annual basis and whenever significant changes to legislation, guidance or changes to local procedures require it. The cover page of this policy states the dates of review ratification by the Governing Body.

Supporting Documents:

DSCB Safeguarding Children Procedures <http://safeguarding.dudley.gov.uk/>

- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (2016)
- Keeping Children Safe in Education: Information for all Schools and College Staff (2015)
- Safer Working Practice Guidance (October 2015)

Supporting School Policies:

- Pupil Safe Collection Policy 2016
- SMSC and British Values Policy 2016
- Anti-Radicalisation Policy 2016
- Children's Images Policy 2015
- Intimate Care Policy 2016

- Behaviour Policy 2016
- Anti-Bullying Policy 2016

Useful Numbers

(Relevant contact details are displayed on posters around the school)

Dudley Single Point of Access/MASH: 0300 555 0050

Emergency Duty Team 0300 555 8574

Local Authority Designated Officer: 01384 813061

Police Child Abuse Investigation Unit
Halesowen Police Station
101 Extension 79026071 or 79026072

Local Authority Prevent Officer 01384 814736

Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. (*See Appendix 3 Reporting form – printed on yellow for a general concern, red for urgent /serious concern*)

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead or the Headteacher.

Complete the reporting form (*Appendix 3*) available in your safeguarding box / staff room noticeboard and hand it directly to the appropriate person. **Do not** leave it in their pigeon hole or on their desk for them to 'find'. It may be urgent and require an immediate response.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Headteacher.

APPENDIX 2

What to do if you are concerned:

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

- Report your concerns to the Designated Safeguarding Lead, who should contact Social Care Team or the Police as soon as possible.
- If the *Designated Safeguarding Lead* is not available, then the 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).
- Social Care Team and the *Designated Safeguarding Lead* will decide how to involve the parents/carers. Parents should not be informed if to do so would 'increase risk to the child'.
- Maintain confidentiality on a **need to know** basis only.

Information for social care or the police about suspected abuse

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

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

All incidents will be reported on an Inter-Agency Referral form, by the Designated Safeguarding Lead, to the Single Point of Access Team at spateam@dudley.gov.uk

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

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

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

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

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

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

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 *Sexual Offences Act 2003*)
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*)
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/email messages or images, gifts, 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 at Netherbrook Primary School including administrative and other support staff.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice, the Headteacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Headteacher/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 Headteacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Headteacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the DO (Designated Officer for Managing Allegations).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Headteacher. If the Headteacher is the subject of the concern/ allegation, the concern must be shared with the Chair of Governors. 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 DO (Designated Officer for Managing Allegations).
- Irrespective of the findings of the Social Care Team or Police inquiries the Headteacher/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 Headteacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

APPENDIX 3

Threshold Guidance

Guidance on Access Criteria to help support Children, Young People and their Families in Dudley

Level of Intervention	Level 1 – Universal	Level 2 – Early Intervention	Level 3 – Complex Needs	Level 4 – Acute Specialist Needs
Key Features	<ul style="list-style-type: none"> Needs met within universal provision May need limited help Help provided in setting 	<ul style="list-style-type: none"> Requires additional support, usually within the setting Needs are well established and can usually be met within identified setting Children, young people and parents/carers can access these services using the Common Assessment Framework (CAF) 	<ul style="list-style-type: none"> Requires co-ordinated multi-agency response Lead professional required High level of unmet need 	<ul style="list-style-type: none"> At risk of becoming, or has become, a child in care Multi-agency plan failing In need of a formal Child Protection Plan Often poor co-operation
Circumstances	<p>Developmental Needs</p> <ul style="list-style-type: none"> Physically and psychologically well Meeting developmental milestones Achieving learning targets Good attendance Good family and social relationship <p>Parents and Carers</p> <ul style="list-style-type: none"> Protected by parents Appropriate boundaries provided Warm and caring <p>Family and Environment</p> <ul style="list-style-type: none"> Supportive relationships Supportive social networks Good enough housing, health, hygiene, activities 	<p>Developmental Needs</p> <ul style="list-style-type: none"> Slow in reaching developmental milestones Missing health checks Immunications concerns Minor health concerns Disability requiring support services Starting to have sex Previous pregnancy Occasional truanting or non-attendance At risk of exclusion School action or school action plus Not achieving educational potential Not in Education, Employment or Training Few opportunities for play or socialisation Low level mental health issues <p>Parents and Carers</p> <ul style="list-style-type: none"> Not developing appropriate independence or self care skills Young carer Poor engagement with services Require advice on parenting Some concern about substance misuse <p>Family and Environment</p> <ul style="list-style-type: none"> Experienced loss of significant adult Young carer Health difficulties Affected by low income, lack of formal education, poor housing Asylum seeking or refugees Some issues with accessing services 	<p>Developmental Needs</p> <ul style="list-style-type: none"> Some chronic / recurring health problems Concerns around mental health / self harm Conception to a child under 18 Problematic substance misuse and possible impact on risk taking behaviour Inappropriate sexual behaviour Disability requiring significant support to be maintained in mainstream provision Short term exclusion, persistent truanting / attendance Previous permanent exclusions Special Educational Needs Statement Persistent Not in Education, Employment or Training Not meeting development milestones Early onset sexual activity Difficulty coping with anger / frustration Young carer Significant concerns about emotional behavioural development <p>Family and Environment</p> <ul style="list-style-type: none"> Teenage parent(s) Inappropriate expectations Inconsistent parenting Post natal depression Perceived to be a problem by parents May have different carers Inconsistent boundaries Can be anti-social Child not exposed to new experiences Some exposure to dangerous situations Relationship difficulties affecting child Experienced loss of significant adult Young carer Health difficulties Affected by low income, lack of formal education, poor housing Asylum seeking or refugees Some issues with accessing services 	<p>Developmental Needs</p> <ul style="list-style-type: none"> Some chronic / recurring health problems Concerns around mental health / self harm Conception to a child under 18 Problematic substance misuse and possible impact on risk taking behaviour Inappropriate sexual behaviour Disability requiring significant support to be maintained in mainstream provision Short term exclusion, persistent truanting / attendance Previous permanent exclusions Special Educational Needs Statement Persistent Not in Education, Employment or Training Not meeting development milestones Early onset sexual activity Difficulty coping with anger / frustration Young carer Significant concerns about emotional behavioural development <p>Family and Environment</p> <ul style="list-style-type: none"> Teenage parent(s) Inappropriate expectations Inconsistent parenting Post natal depression Perceived to be a problem by parents May have different carers Inconsistent boundaries Can be anti-social Child not exposed to new experiences Some exposure to dangerous situations Relationship difficulties affecting child Experienced loss of significant adult Young carer Health difficulties Affected by low income, lack of formal education, poor housing Asylum seeking or refugees Some issues with accessing services
Type of Response	Needs met through universal services	Needs met within particular setting with some additional support	Targeted support Multi-agency Team Around the Child/Family	Team Around the Child/Family led by statutory Social Worker/YOT/Education Formal Child Protection Plan or Child in Care Plan
Level of Assessment	No formal assessments Needs assessed through universal services, such as health and education	Universal assessments Pre-CAF checklist	Pre CAF checklist Common Assessment (CAF) with multi-agency approach	National Assessment Framework for 'Children in Need and their Families' Post CAF approach drawing on Common Assessment to inform further assessment Other specialist assessments Child Protection Investigation (S47)
Types of Interventions	Needs met through universal provision Healthy Child Programme	Usually short term additional support within setting, or from supporting agency Parenting programmes, or other prevention programmes, Universal Plus	Targeted approach, multi-agency co-ordination, 'Think Family' Family Intervention Project Parenting programmes Universal Partnership Plus	Specialist and/or statutory intervention Acute CAMHS Legal Framework for offending behaviour or child care legislation

APPENDIX 4

PLEASE SEE REPORTING DOCUMENTATION AND COMPLETE AIDE MEMOIR FOR STAFF