



# NEWBRIDGE

PREPARATORY SCHOOL

## **CHILD PROTECTION POLICY**

### **IMPORTANT INFORMATION**

**Designated Safeguarding Lead: Mrs S. Fisher (Headmistress)**

**Nominated Lead: Prevent Strategy**

Telephone Number: 01902 751088 or 07701017717

**Deputy Designated Safeguarding Lead (KS2):**

Mr J. Goulding (Assistant Deputy Head) 01902 751088

**Deputy Designated Safeguarding Lead (EYFS and KS1):**

Mrs S. Johnson (EYFS Coordinator)

Telephone Number: 01902 751088

**Director with responsibility for Safeguarding:**

HHJ H. Hughes

Telephone Number: 01902 751088

### **MASH TEAM & WOLVERHAMPTON SAFEGUARDING AND PREVENT CONTACTS**

**1. Concerned about an adult or a child / young person?**

Duty and Assessment Team (Switchboard): 01902 555392

(Mon-Thurs 8:30am - 5pm {4:30pm on Fridays})

Emergency Duty Team: 01902 552999

(Out of hours)

**2. Concerned about inappropriate or harmful behaviour by someone in a Position of Trust? E.g. a colleague/manager/carer/trustee/governor**

Wolverhampton's Designated Officer: Paul Cooper

**Tel: 01902 550661**

Karen Samuels (Prevent - Head of Community Safety): 01902 551341

Nathan Hazelhurst: 01902 553551

Anti-Terrorist Hotline: 0800 789 321 or 999

Tettenhall Police Station (Reporting FGM) - 0345 113 5000 or 999

#### **Useful Organisations**

Ofsted: 0300 123 1231

Childline: 0800 1111

NSPCC Helpline: 0808 800 5000

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

The Directors of Newbridge Preparatory School have a statutory responsibility to safeguard and promote the welfare of children who are pupils at the school.

This policy follows guidelines in Working Together to Safeguard Children 2018 (WT), Keeping Children Safe in Education 2018 (KCSIE) and Prevent 2015. It also is in accordance with agreed inter-agency procedure with Wolverhampton Local Safeguarding Children Board / MASH Team.

It is published on the school website: [www.newbridgeprepschool.org.uk](http://www.newbridgeprepschool.org.uk). Hard copies may also be requested from the school.

### **WHO THIS GUIDANCE IS FOR**

This Policy is addressed to all members of staff, Directors and volunteers at the school. Adherence to this Policy is mandatory for **all** staff, Directors and volunteers and its use is not subject to discretion. This Policy applies whenever staff, Directors or volunteers are working with pupils including when this is away from school, for example at another institution, school visits and trips, sporting and cultural activities.

### **PURPOSE OF A CHILD PROTECTION POLICY**

This Child Protection Policy is intended to provide clear direction about expected codes of behaviour in dealing with child protection issues. It makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

All staff must be alert to any issues for concern in the child's life at home or elsewhere. Newbridge Preparatory School implements this policy and these procedures to safeguard children. This policy and procedures are in line with the guidance and procedures of Wolverhampton Local Safeguarding Children Board. This Child Protection policy and procedures includes an explanation of the action to be taken in the event of an allegation being made against a member of staff.

This Policy is available to all parents, Directors, staff and volunteers on the school's website. A paper copy of this Policy is also available to parents upon request from the school office.

### **Separate policies cover:**

- Safeguarding Policy
- Safer Recruitment Policy
- Use of force to Control or Restrain Policy
- Anti-Bullying Policy
- Whistle Blowing Policy
- Health and Safety Policy
- Staff Code of Conduct and Staff Behaviour Policy
- Intimate Care Policy
- E-Safety Policy

- Children Missing Education (CME) Policy
- Use of Mobile Phones and Cameras – Acceptable Use Policy. (A detailed policy is available. However for clarity, **the use of mobile phones and cameras in the school is not permitted in areas where children are present** or can be seen by staff, parents or visitors, unless special dispensation has been agreed with the Headmistress.) Signs are clearly displayed as a visual reminder to all of this policy.

### **THE AIMS OF THE POLICY**

The aims of this policy are:

- To raise awareness of individual responsibilities in identifying and reporting possible cases of abuse anywhere in the school from EYFS to Year Six
- To provide a systematic means of monitoring, recording and reporting concerns and cases
- To provide guidance on recognising and dealing with suspected child abuse
- To provide a framework for inter-agency communication and effective liaison
- To identify strategies and interventions available to support children at risk

### **INTRODUCTION**

Our school fully recognises the contribution it can make to protect children and support pupils in school.

The core elements to our child protection policy are:

- Prevention (e.g. positive school atmosphere, teaching and pastoral care, support to pupils)
- Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns)
- Support (to pupils and school staff and to children who may have been abused)

Everyone employed by Newbridge Preparatory School has a responsibility in relation to child protection from the EYFS to Year 6. In most cases this will be the referral of concerns to the Designated Safeguarding Lead. In day to day contact with children at risk members of staff have an opportunity to note concerns and to meet with parents and other associated adults. Colleagues are reminded that members of staff could possibly be involved in legal proceedings if matters of this nature are ignored or not dealt with in the appropriate matter. However, members of staff who report such matters in good faith will not be subject to disciplinary action if allegations are subsequently discovered to be unfounded.

Newbridge Preparatory School has a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. This person is referred to as the Designated Safeguarding Lead (DSL).

The Designated Safeguarding Lead (DSL) is:

**Mrs S. Fisher (Headmistress)**

The nominated Safeguarding Director (Acting) is:

**Mrs H. Hughes (Director)**

The Deputy Designated Safeguarding Leads are:

**Mrs S. Johnson (Deputy Head) and Mr J. Goulding (Upper School)**

### **DESIGNATED SAFEGUARDING LEAD (DSL)**

This role includes the principal responsibility within the school for safeguarding including the review of safeguarding and child protection policies and providing updates to all full-time, part-time, voluntary and non-teaching staff as appropriate. This role is also known as the Designated Safeguarding Lead. A description of this role is attached to this document.

The Headmistress, Mrs S.A. Fisher is the designated member of staff with responsibility for Child Protection throughout the school and the Early Years Setting (and in her absence, the Deputy Head, Mrs S. Johnson or Mr J. Goulding).

The Designated Safeguarding Lead will:

- Be responsible for ensuring that all cases of suspected or actual child protection concerns are dealt with in accordance with the guidance and regulations
- Refer cases of suspected abuse or allegations to Wolverhampton Duty and Assessment Team (Social Services) Department in accordance with their LSCB procedures
- Ensure that she is aware of the latest national and local guidance and requirements and will keep the Directors, staff and volunteers informed as appropriate
- Receive appropriate training in child protection matters and inter-agency working, to include both national and local bodies, at least every two years
- Ensure that the Directors, staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including but not limited to part-time staff, supply staff, peripatetic staff, newly appointed staff, newly qualified staff, before/after school care staff, holiday club, volunteers, office staff, catering staff, cleaning staff and caretakers
- Act as a source of advice and support within the School and coordinate action regarding referrals in relation to both children and allegations against staff
- Undertake regular Prevent awareness training in order to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

### **DIRECTOR WITH RESPONSIBILITY FOR SAFEGUARDING**

The nominated Safeguarding Director, HHJ H. Hughes, conducts an annual review of the Child Protection Policies and Procedures. Her report is made annually to the Board of Directors who approves the annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged.

### **WOLVERHAMPTON SAFEGUARDING CHILDREN BOARD (LSCB)**

The school works closely with Wolverhampton Safeguarding Children Board and Wolverhampton City Council Children and Young People's Service:

**[www.wolverhamptonsafeguarding.org.uk](http://www.wolverhamptonsafeguarding.org.uk)**

### **TRAINING OF THE DESIGNATED PERSON (HEADMISTRESS) and DEPUTY**

Newbridge Preparatory School will ensure that the **DSL** and other nominated personnel for Child Protection responsibilities (**Director with Responsibility for Safeguarding and Deputy DSLs**) will receive training relevant to the role.

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

The designated safeguarding lead will also undertake Prevent awareness training.

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

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how Wolverhampton Safeguarding Board conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

## **TRAINING OF STAFF AND VOLUNTEERS**

Support will be available for staff from the Headmistress in the first instance, and from other members of the school's Child Protection team where there are concerns or queries about child protection.

The school's arrangements for the training are as follows:

- All staff must be trained in child protection regularly, in line with advice from the Wolverhampton Safeguarding Children's Board. This includes Prevent and on-line safety, plus informal updates. The WSCB recommend training every three years and this has been confirmed by Gillian Ming (WSCB Manager) as appropriate.

All staff, including temporary staff and volunteers, are provided with induction training on the day they start work at Newbridge Preparatory School if not before and includes:

- Safeguarding and Child Protection Policy
- Behaviour and Sanctions Policy
- Staff code of conduct
- Safeguarding response to children who go missing from education (CME policy)
- School policy – role and identity of DSL and deputies, (Quick Guide)
- KCSIE part one (all staff),
- KCSIE Annex A (leaders and those who work directly with children)
- Online safety

KCSIE requires that all staff at the school read Part 1 of the guidance. This is available on 'U:Staff Shares in the SCHOOL DOCUMENTATION : CHILD PROTECTION FOLDER. All staff were provided with an updated copy of the KCSIE Part 1 2018 guidance in September 2018 along with Annex A.

All staff, students, work experience pupils and volunteers are provided with induction training (at an appropriate level) that includes a child protection awareness conversation with the Headmistress using the Newbridge Child Protection Quick Guide. This training will be completed as soon as the person begins work at the school if not before (see Induction Policy). To ensure that members of staff are aware of procedures in an emergency, posters are placed at strategic points around the school.

Staff can also access Wolverhampton Safeguarding Children Board and Wolverhampton City Council Children and Young People's Service: [www.wolverhamptonsafeguarding.org.uk](http://www.wolverhamptonsafeguarding.org.uk) at any time.

### **SCHOOL COMMITMENT**

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.

Our school will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to
- Ensure that pupils feel that there are adults in the school who they can approach if they are worried or are in difficulty
- Make provision for teaching children to keep themselves safe, including on-line.
- Include in the curriculum activities and opportunities for PSHEe, which equip pupils with the skills they need to stay safe from abuse. Further information about these activities and opportunities can be obtained from the school's PSHEe coordinators
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies
- Ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay

Newbridge Preparatory School has regard to the Government's statutory guidance '*Working Together to Safeguard Children*' 2015 (WT) and '*Keeping children safe in education*' 2018. (KCSIE) If Newbridge Preparatory School has concerns about children's safety or welfare, they will notify agencies with statutory responsibilities without delay. This means Wolverhampton's children's social care services and, in emergencies, the police.

## **PART 1- SAFEGUARDING INFORMATION FOR ALL STAFF**

### **WHAT STAFF AND VOLUNTEERS SHOULD KNOW**

#### **THE ROLE OF THE SCHOOL**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School members of staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

All members of staff at Newbridge Preparatory School form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2015*. Newbridge Preparatory School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Headmistress, Mrs S Fisher, is the Designated Safeguarding Lead (DSL) who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as Wolverhampton's children's Safeguarding Board. Mrs Gillian Ming, Safeguarding Board Manager for Wolverhampton advises Mrs S. Fisher (01902 550640 – gillian.ming@wolverhampton.gov.uk)

#### **THE ROLE OF SCHOOL STAFF AND VOLUNTEERS**

The *Teacher Standards (Updated June 2013)* state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. At Newbridge Preparatory School the role is extended to all members of staff.

All members of staff have a responsibility to provide a safe environment in which children can learn. All members of staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All members of staff then have a responsibility to take appropriate action, working with other services as needed.

In addition to working with the designated safeguarding lead, all members of staff should be aware that they may be asked to support social workers to take decisions about individual children. Newbridge Preparatory School encourages an environment where all staff and volunteers feel able to raise concerns and feel supported in their safeguarding role.

#### **WHAT SCHOOL STAFF AND VOLUNTEERS NEED TO KNOW**

All members of staff at Newbridge Preparatory School should be aware of systems within the school which support safeguarding. These are explained to new staff as part of staff induction. This includes: the school's **CHILD PROTECTION POLICY**; the school's **STAFF BEHAVIOUR POLICY**; and identifying the designated safeguarding lead (DSL).

All members of staff receive appropriate child protection training which is regularly updated (every three years) with an annual update from the Headmistress at the start of each

academic year or as required. Members of staff are required to complete an in-house child protection refresher annually which includes confirmation that they have received Part 1 of KCSIE (2018). If a member of staff requires more training than that offered regularly by the school, this should be brought to the attention of the Headmistress.

### **WHAT STAFF AND VOLUNTEERS SHOULD LOOK OUT FOR**

All members of staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. These are included in this section of the policy as a guide. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL or Wolverhampton children's social care team.

Members of staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, members of staff should always act in the interests of the child.

There are various expert sources of advice on the signs of abuse and neglect. Wolverhampton Local Safeguarding Children Board (LSCB) are able to advise on useful material, including training options. One good source of advice is provided on the NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described later in this section.

### **POLICY AND PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD, SCHOOL STAFF AND VOLUNTEERS – WHAT TO DO**

If a member of staff has concerns about a child they should raise these with the Designated Safeguarding Lead (DSL), Mrs S Fisher. This also includes situations of abuse which may involve staff members. The safeguarding lead will usually decide whether to make a referral to Wolverhampton's children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly.

The importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging in action are the key to children receive the right help of the right time to address risks and prevent issues escalating.

**Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment using Wolverhampton local processes.** These assessments will identify what help the child and family require, preventing needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor. It is important for children to receive the right help at the right time to address risks and prevent issues escalating.

**If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Wolverhampton's children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**

### **TYPES OF ABUSE AND NEGLECT**

Physical, emotional and sexual abuse or neglect of children does occur, and we need to be watchful for signs of such abuse from EYFS to Year Six. Signs/indicators of abuse and neglect are helpful if they are used with some caution. They are not necessarily evidence of abuse or neglect. However, if you are concerned about a child or young person, they can help you think about why you have that concern. Please note that these lists are possible indicators of abuse and are not exhaustive. Any signs of abuse have to be considered in context.

#### Indicators of abuse and neglect

All school 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by 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 from 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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, for example, 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. Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.
- sexual violence and sexual harassment – See Below (Child on Child Sexual Violence and Sexual Harassment)

### **Child on Child Sexual Violence and Sexual Harassment**

This part of the guidance is about managing reports of child on child sexual violence and sexual harassment.

Staff and Directors should be aware that the Department for Education has published detailed advice to support schools and colleges. The advice is available here: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.

## **Responding to reports of sexual violence and sexual harassment**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.

There is support available for school in Paragraph 43 of KCSIE and Annex A in the Sexual Violence and Sexual Harassment Between Children in Schools and Colleges advice provides information and links to resources. However, staff should be aware of the need for an immediate response to a report of sexual violence and sexual harassment. When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

### Action following a report of sexual violence and/or sexual harassment

- What to consider
- Options to manage the report
- Manage internally
- Early help
- Referrals to children's social care
- Reporting to the Police
- Any report to the police will generally be in parallel with a referral to children's social care
- Considering bail conditions
- Managing any delays in the criminal process
- The end of the criminal process
- Ongoing response
- Safeguarding and supporting the victim
- Safeguarding and supporting the alleged perpetrator

More detail can be found in KCSIE Part 5. Also see page 18.

This Policy applies to the whole school including the EYFS

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (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. This will allow any assessment to consider all the available evidence and the full context of any abuse.

### **SPECIFIC SAFEGUARDING ISSUES**

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. Staff can access broad government guidance on the issues listed below via the GOV.UK website:

- bullying including cyberbullying
- children missing education – **and Annex A** (Also please see below)
- child missing from home or care
- child sexual exploitation (CSE) – **and Annex A** (Also please see below)
- domestic abuse and violence (HBV)
- drugs
- fabricated or induced illness
- faith abuse (including Culture, Faith and Beliefs)
- female genital mutilation (FGM) – **and Annex A** (Also please see below)
- forced marriage- **and Annex A** (Also please see below)
- gangs and youth violence
- 'so called' honour-based violence/violence against women and girls (HBV) (Also please see below)
- hate
- mental health
- missing children and adults
- peer on peer abuse (Also please see below)
- private fostering (Also please see below)
- radicalisation – **and Annex A** (Also please see below)
- relationship abuse
- sexting (Also please see below)
- Sexual violence and sexual harassment between children in schools and colleges **and Annex A**
- trafficking

This Policy applies to the whole school including the EYFS

**Annex A** of KCSIE (September 2018) contains important additional information about specific forms of abuse and safeguarding issues as listed above. SLT and those staff who work directly with children should read the annex. This includes

### **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 unauthorised absence and children missing from education procedures.

### **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

### **Child sexual exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;

This Policy applies to the whole school including the EYFS

- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Some of the following signs may be indicators of child sexual exploitation:

- 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.

### **Child criminal exploitation: 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**

The cross-government definition of domestic violence and abuse is: 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; and
- emotional.

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.

### **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.

### **So-called 'honour-based' violence**

So-called 'honour-based' violence (HBV) 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 HBV 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 HBV, or already having suffered HBV.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, 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

This Policy applies to the whole school including the EYFS

has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

### **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](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>100</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’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.

### **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 can play an important role in safeguarding children from forced marriage.

### **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’ 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

This Policy applies to the whole school including the EYFS

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). 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 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". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' 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.

### **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 designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school 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.

### **Peer on peer abuse**

Children can abuse other children. This is generally referred to as peer on peer 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.

### **Sexual violence and sexual harassment between children in schools**

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.

What is Sexual violence and sexual harassment?

#### Sexual violence

It is important that school 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 2003/105 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

### 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 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

### **FURTHER INFORMATION MISSING CHILDREN.**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2018) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - a. leave school to be home educated
  - b. move away from the school's location
  - c. remain medically unfit beyond compulsory school age
  - d. are in custody for four months or more (and will not return to school afterwards); or

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e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

A child going missing from an education setting is a potential indicator of abuse and neglect. The Directors have two policies in place which put appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

- **LOST CHILD POLICY**
- **CHILDREN WHO RUN AWAY AND GO MISSING POLICY**

### **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

### **PRIVATE FOSTERING**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster

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carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

## WHAT STAFF AND VOLUNTEERS SHOULD DO

### ARRANGEMENTS FOR LISTENING TO CHILDREN

Children are likely to allege to someone they know and trust, with whom they have a secure relationship. Effective safeguarding systems are child centred and the child needs to:

- be respected,
- have their views to be heard,
- have stable relationships with professionals built on trust and
- have consistent support provided for their individual needs.

This guides the behaviour of professionals. Staff should:

- see and speak to the child;
- listen to what they say;
- take their views seriously; and
- work with them collaboratively when deciding how to support their needs.

### RESPONDING TO ALLEGATIONS OF ABUSE

Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner and avoid asking detailed questions. The role of the staff or volunteer is to listen, record and report, not to investigate. Staff and volunteers should take care to ensure that their behaviour and actions do not place pupils or themselves at risk of harm.

If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Please also refer to the Anti-Bullying Policy. The Designated Safeguarding Lead will liaise with local agencies in relation to handling any such cases which arise.

#### 1. IMMEDIATE RESPONSE

If a disclosure is made, the member of staff or volunteer **should**:

- Allow the pace of the conversation to be dictated by the pupil
- Ask open questions which encourage the pupil to talk such as “can you tell me what happened?”
- Accept what the pupil says and do not ask for further detail
- Acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously
- Note carefully any clearly visible external signs of possible injury or neglect
- Reassure the pupil that they have done the right thing, that it is not their fault, and explain whom you will have to tell (the Designated Safeguarding Lead, DSL) and why

The member of staff or volunteer **should not**:

- Burden the pupil with guilt by asking questions such as “why didn’t you tell me before?”
- Interrogate or pressure the pupil to provide information

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- **Ask any potentially leading questions** such as those that start with the words, how, what, when, where and why
- Undress the child or examine clothed parts of the child's body in an attempt to determine the nature of any such injuries/neglect
- Criticise the alleged perpetrator, this may be someone they love
- **Promise confidentiality**
- Make promises that they cannot keep such as "I'll stay with you all the time" or "it will be alright now"
- Put words in the child's mouth (i.e. finish their sentences)
- Jump to conclusions or speculate about what happened or might have happened, or make accusations
- Show an overly emotional reaction, such as expressing disgust, shock or disbelief
- Attempt to investigate the allegations

## 2. SUPPORTING THE CHILD

If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers **must not make promises about confidentiality**. Staff must tell the pupil sensitively that they have a responsibility to tell the named Designated Safeguarding Lead (DSL) so that the child can be helped to stay safe and feel better.

Newbridge Preparatory School recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

The School will provide continuing support to a pupil who has alleged abuse through promoting a caring and safe environment within the School and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the Schools will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

All allegations should be referred by the Designated Safeguarding Lead (DSL) for advice before any investigation takes place. In borderline cases, these discussions can be held informally and without naming the individual. In case of serious harm, the police should be informed at the outset.

## 3. RECORDING INFORMATION

Staff/volunteers should:

- Make brief notes at the time or immediately afterwards, which record the date, time, place and context of the disclosure or concern, and what has actually been said (wherever possible using the child's exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation. Notes must be signed and dated
- Clearly distinguish between fact, observation, allegation and opinion
- Record any observed injuries and bruises
- Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms")

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- Complete a Safeguarding Concern Form, attach any original notes and pass them to the Designated Safeguarding Lead (DSL)
- Appreciate that their records may be used in criminal proceedings or disciplinary investigations

#### **4. REPORTING TO THE DESIGNATED SAFEGUARDING LEAD**

Any concerns about pupils must be discussed with the Designated Safeguarding Lead (or in their absence the Deputy Designated Safeguarding Lead) as soon as possible and at latest by the end of the school day.

Where the disclosure identifies reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the Designated Safeguarding Lead will report the disclosure to the local Wolverhampton Duty and Assessment Team (Social Services), Department within 24 hours (01902 555392.) In the most serious cases the police may be contacted:

#### **DEALING WITH ABUSE BY ONE OR MORE PUPILS AGAINST ANOTHER PUPIL**

If a pupil reports abuse from another pupil or pupils, which exceeds the remit of the **ANTI-BULLYING POLICY**, the above procedures should be followed. A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. When there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, any such abuse will be referred to Wolverhampton's Duty and Assessment Team: 01902 555392.

#### **DEALING WITH ALLEGATIONS OF ABUSE AGAINST STAFF, VOLUNTEERS AND THE HEAD**

Where a safeguarding related allegation or cause for concern is made against any member of staff or volunteer, the matter should be reported immediately to the Head, **who is also the Designated Safeguarding Lead**. The Head should **not** speak to the member of staff who is the subject of the allegation at this point. In the absence of the Head the allegation should be reported to the Chair of Directors. Where a safeguarding related allegation or cause for concern is made against the Head, the person receiving the allegation should immediately inform the Chair of Directors and must **not** notify the Head.

Immediate contact should be made with the (DO) to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions will be recorded in writing, and communication with both the individual and the parents of the child/children agreed. The school will consider carefully whether the circumstances of the case require suspension or whether alternative arrangements should be put into place. The school will give due weight to the views of the LOCAL AUTHORITY DO when making a decision about suspension.

#### **DESIGNATED OFFICER (DO - CONTACT: 01902 550661)**

If an allegation is made against a teacher the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays must be eradicated. The school will not undertake their own investigations of allegations without prior consultation with the Designated Officer (LOCAL AUTHORITY DO). As described above, a decision as to how to proceed and eventually

This Policy applies to the whole school including the EYFS

whether or not to suspend a member of staff or volunteer will be taken by the Head following consultation with the LOCAL AUTHORITY DO. In borderline cases discussions with the LOCAL AUTHORITY DO will be held informally and without naming the school or individual. Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case. The decision as to whether or not to suspend the Head is taken by the Chair of Directors and IAPS (having consulted the relevant authorities).

In considering the available options, including re-deployment of the member of staff or volunteer, the LOCAL AUTHORITY DO, the Head will ensure that their primary concerns are the safety and wellbeing of the pupils, together with the need for a full and fair investigation which will be led by the LOCAL AUTHORITY DO.

Where it becomes necessary to cease to use the services of any person (including staff members, agency staff, peripatetic teacher, volunteer or any other person) because it is considered that the person may be unsuitable to work with children, a referral will be made to the DBS promptly and in any event within 28 days in accordance with the school's legal duty. The school will also consider making a referral to the National College for Teaching and Leadership (TRA) where a teacher has been dismissed (or has resigned in lieu of dismissal or possible dismissal) and a Prohibition Order may be appropriate.

Where required to do so, we will provide information requested by the DBS or TRA in respect of a member of staff or volunteer in accordance with our legal duty.

From 1st October 2012, there are restrictions on reporting or publishing of allegations against teachers, and so the school will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DFE/TRA published information about an investigation or decision in a disciplinary case. Communications with the school community about safeguarding related allegations shall only be made following consultation with the LOCAL AUTHORITY DO and any investigating authorities.

#### **REFERRING CONCERNS TO WOLVERHAMPTON DUTY AND ASSESSMENT TEAM (SOCIAL SERVICES)**

The decision to make a referral which could activate a child protection investigation and the issue of gaining parental consent are serious matters and require careful judgement. These decisions should usually only be taken by the Head as the Designated Safeguarding Lead following consultation with the LOCAL AUTHORITY DO. In cases of serious harm the police will be informed from the outset.

Subject to the advice of the LOCAL AUTHORITY DO the consent of parents should be obtained before making a formal referral **unless to do so could place the child at risk of significant harm.**

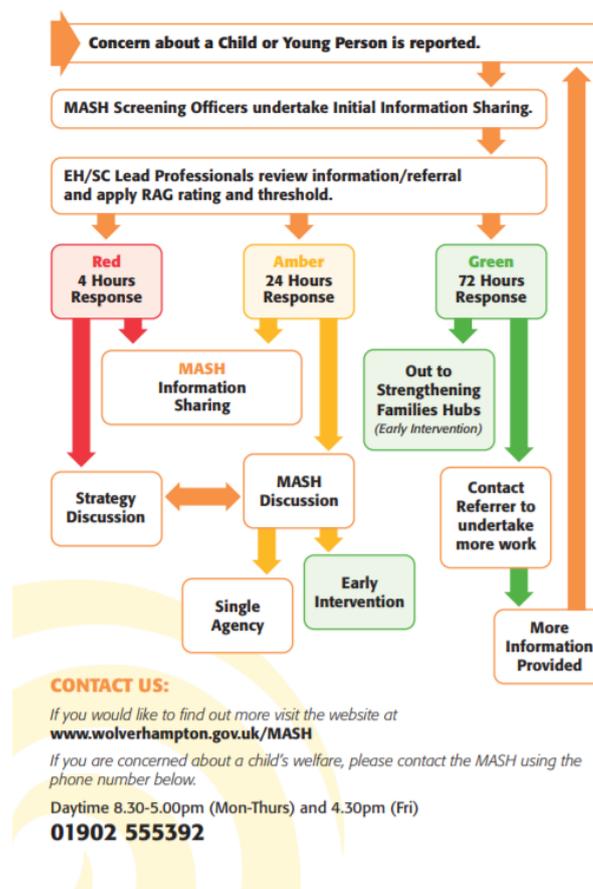
In accordance with this Policy, where the disclosure relates to actual abuse or the suspicion of abuse, the Safeguarding Designated Person will report the disclosure to Wolverhampton Duty and Assessment Team (Social Services), within 24 hours.

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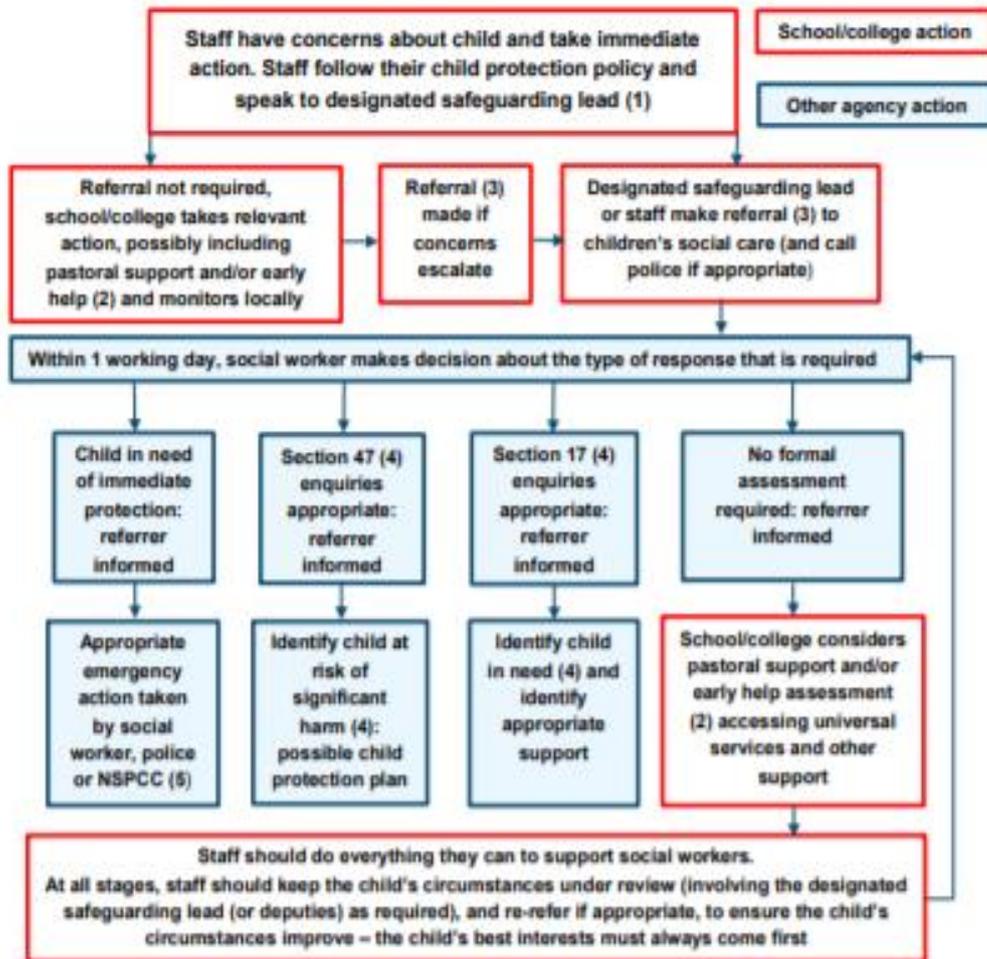
In the event of the school making a referral to Wolverhampton Duty and Assessment Team (Social Services) they should agree with the recipient of the referral what exactly the child and parents will be told, when and by whom. The Designated Safeguarding Lead should ask to be kept informed of the timing of the strategy discussion between Wolverhampton Duty and Assessment Team (Social Services), and the police which will decide whether and how to investigate. The Designated Safeguarding Lead should be prepared to contribute to the strategy discussion.

Wolverhampton Duty and Assessment Team (Social Services) are required to acknowledge written referrals within one working day, although schools should expect a prompter response in cases which appear to be urgent. If the School has not heard from Wolverhampton Duty and Assessment Team (Social Services) after two working days the School should contact Wolverhampton Duty and Assessment Team (Social Services) again. A record of each contact with Wolverhampton Duty and Assessment Team (Social Services) including the name of the officer with whom the School has spoken should be kept.

#### PROCEDURES FLOW CHART WITH LOCAL CONTACT:



### Actions where there are concerns about a child



(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).

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## **PART TWO: THE MANAGEMENT OF SAFEGUARDING**

### **THE RESPONSIBILITY OF THE DIRECTORS**

The Directors will ensure that they comply with their duties under legislation. They will also have regard to national and local guidance to ensure that the policies, procedures and training in school are effective and comply with the law at all times.

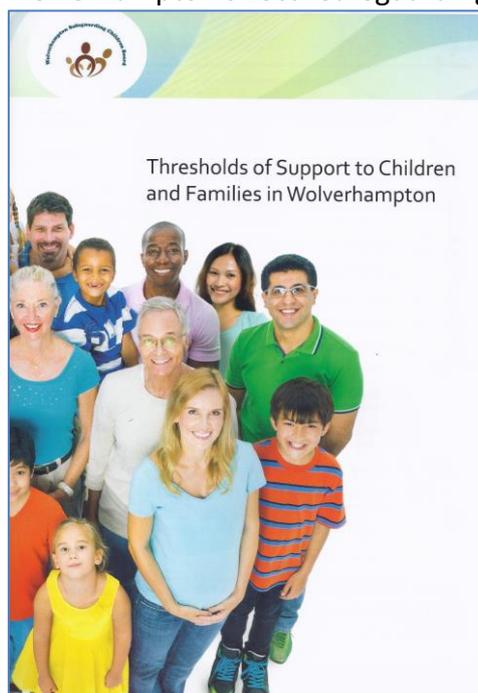
HHJ H. Hughes, as a member of the Board of Directors, has been appointed to take on the role of Safeguarding Director (a Safeguarding broad level lead as recommended by WTSC). HHJ Helen Hughes is a judge who presides locally in the children and family court and her knowledge and expertise in this area is of great benefit to the safeguarding and child protection policies and procedures.

The appointed Safeguarding Director and the Headmistress, as appointed DSL, report on Safeguarding as a standard item on the Agenda of the termly meetings of The Board of Directors.

### **INTER-AGENCY WORKING**

The Directors will ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2018*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school will allow access for children's social support care from Wolverhampton Local Authority and, where appropriate, from a placing local authority, for that authority to conduct or consider whether to conduct a Section 17 or a Section 47 assessment.

The Directors will ensure that the school's safeguarding arrangements take into account the procedures and practice of Wolverhampton's Local Safeguarding Children Board (WSCB).



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The Chair of Directors, HHJ Helen Hughes, is nominated to liaise with the Local Authority and/or partner agencies on issues of child protection in the event of allegations of abuse made against the Headmistress or member of the Board of Directors.

#### **ARRANGEMENTS FOR REVIEWING THE CHILD PROTECTION POLICIES AND PROCEDURES**

There are arrangements in place to ensure that the school's child protection policies and procedures are reviewed annually. This is completed by HHJ H. Hughes, the Safeguarding Director and the Headmistress who is also the DSL.

HHJ H. Hughes, Safeguarding Director on behalf of The Board of Directors, ensures that there is an effective Safeguarding Policy, Child Protection Policy in place together with a Staff Behaviour Policy (code of conduct). The Safeguarding Director HHJ H. Hughes, will also ensure that:

- Both policies are provided to all staff, including temporary staff and volunteers, on induction, along with a copy of the
- The policies describe procedures which are in accordance with government guidance and refer to Wolverhampton's agreed inter-agency procedures put in place by the Wolverhampton's SCB.
- The child protection policy is updated annually, and is available publicly either via the school website or by other means. The policy is also updated when regulatory requirements are issued. Updates are drawn to the attention of the Directors at Board Meetings by the Headmistress.

The Headmistress, Mrs S.A. Fisher, will ensure that the policies and procedures adopted by the Board of Directors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

#### **THE APPOINTMENT OF THE DESIGNATED SAFEGUARDING LEAD/SAFEGUARDING PERSON**

The school is required to name at least one individual from the leadership team to take responsibility for child protection matters. The Board of Directors has appointed Mrs S.A. Fisher to the role of designated safeguarding lead (DSL) and Designated Safeguarding Lead (DSL). This is explicit in the role-holder's job description which is attached to this policy.

Mrs S.A. Fisher as the Designated Safeguarding Lead (DSL) or in the absence of the DSL, Mrs Johnson (DDSL) liaises with the Local Authority and works with other agencies in line with *Working Together to Safeguard Children 2015*. If required, cover will be available for this role.

**If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children's social care immediately. This is particularly important for 'Holiday Club' arrangements if both the DSL and the DDSL cannot be contacted. Anybody can make a referral.**

#### **THE SCHOOL'S RECRUITMENT PROCEDURES**

In line with the Safer Recruitment Policy, the Directors will prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff

This Policy applies to the whole school including the EYFS

who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.

Newbridge Preparatory School has Safer Recruitment policies and procedures in place. (See **SAFER RECRUITMENT POLICY**). The Directors ensure that at least one person on any appointment panel has undertaken safer recruitment training. This is the DSL and the DDSL.

The Directors will ensure that there are procedures in place to handle allegations against members of staff and volunteers and those allegations will be referred to the Local Authority Designated Officer (LOCAL AUTHORITY DO).

The Directors are committed to promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used. The school's **SAFER RECRUITMENT POLICY** ensures that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The Directors understand that **this is a legal duty and failure to refer when the criteria are met is a criminal offence**.

Ceasing to use a persons service includes: dismissal, non-renewal of a fixed term contract, no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee, no longer using staff employed by contractors, no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, Contract Working, a course of initial teacher training, or volunteering.

Reports made to the DBS will include as much evidence about the circumstances of the case as possible.

'Compromise agreements' cannot apply in this connection or where the individual refuses to co-operate with the investigation. The Board of Directors have a legal duty to respond to requests from the DBS for information held already but do not have to find it from other sources.

Newbridge Preparatory School understands that it is also under a duty to consider making a referral to the Teacher Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a Prohibition Order may be appropriate. The reason such an Order would be considered are: unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for the relevant offence'. Further guidance on this can be obtained from the TRA website. Where a referral has been made to the DBS, it is not necessary for a referral to be made to the TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, then the Board of Directors will give separate consideration to end TRA referral.

**More detailed information on this procedure for dealing with allegations of abuse made against teachers and other staff can be found in *Part four: Allegations of abuse made***

This Policy applies to the whole school including the EYFS

***against teachers and other staff of 'KEEPING CHILDREN SAFE IN EDUCATION' September 2018.***

### **OPPORTUNITIES TO TEACH SAFEGUARDING**

The Directors will consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHEe), and/or if appropriate through sex and relationship education (SRE).

HHJ H. Hughes as both Safeguarding and Education Director will oversee this matter.

### **LOOKED AFTER CHILDREN**

In the event of Newbridge Preparatory School having a 'Looked After Child', the Directors will ensure that a designated teacher is appointed to promote the educational achievement of children who are looked after. The Directors will ensure, by making provision for training, that the designated teacher has appropriate skills, knowledge and understanding to keep safe children who are looked after by a local authority.

The designated teacher will be given the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers. This information will also be made available to the DSL.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Directors will ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding lead (DSL) Mrs S. Fisher, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child

### **THE CHILD'S WISHES**

The Directors will ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children, through ensuring there are systems in place for children to express their views and give feedback. The Directors will ensure that staff members do not promise confidentiality to the child and always act in the interests of the child.

### **HOST FAMILIES AND RESIDENTIALS**

This Policy applies to the whole school including the EYFS

The school will be particularly alert to children's safeguarding when children stay with host families or in residential accommodation. Every effort will be made to safe guard and protect pupils.

### **PERIPATETIC MUSIC TEACHERS**

Specialist music lessons are provided in school by peripatetic music teachers. These peripatetic music teachers are considered as staff and therefore this policy applies, including arrangements for induction and training. Peripatetic music teachers are also given a copy of the school's **STAFF BEHAVIOUR AND CODE OF CONDUCT POLICY**. There is reference to one-to-one teaching situations within this document.

### **SAFE SCHOOL AND SAFE STAFF**

All school staff must adhere to the guidance provided in the **STAFF CODE OF CONDUCT & STAFF BEHAVIOUR POLICY**. **This document provides clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegations of harm to pupils.**

The procedures set out in the school's **SAFER RECRUITMENT POLICY** are followed. **The policy sets out the school's processes from beginning to end including details of the required checks.** Parents can feel confident that careful procedures are in place to ensure that all staff and volunteers are suitable to work with children.

Any use of the physical force or restraint against pupils will be carried out and documented in accordance with the school's policy on **USE OF FORCE TO RESTRAIN PUPILS POLICY**.

### **OUT OF TERM TIME CHILD PROTECTION STATEMENT FOR HOLIDAY CLUB.**

The school's Holiday Club is open at times during the holidays. In the event of a child protection issue developing the staff will continue to follow the procedure in the CP policy above and contact the DSL or the Headmistress on the private numbers provided or through the office. However, in the event of an issue of concern arising and the designated DSL, the Headmistress or Office Manager not available, staff should initially try to contact Mrs M Johnson (Deputy Head). In the event of any of the above not being contactable the member of staff should contact Wolverhampton SCB direct. The relevant contact numbers for WSCB can be found on the notice board in the Holiday Club Area (Old Hall).

30/03/2013 SAF

Reviewed 04/04/2014

Reviewed 19/06/2014 (SAF/CMJ)

Reviewed 08/06/2014 (SAF/CMJ)

Reviewed 15/12/2015 (SAF)

Reviewed 16/01/2016 (SAF/CMJ)

Reviewed 05/09/2016 (SAF)

Reviewed 15/02/2017 (SAF) (Reviewed and approved by The Directors on 28/03/2017)

Reviewed 16/10/2017 (SLT)

Approved 14/03/2018 (Directors – approval held over from 01/11/2017)

(Reviewed and approved by The Directors on 14/03/2018)

Reviewed 16/08/2018 (SAF)

Reviewed 12/10/2018 (SLT)

This Policy applies to the whole school including the EYFS

Reviewed 15/01/2019 (SAF)

Edited 07/02/2019 (SAF/HMH)

(To be approved by The Directors at next Board Meeting following annual audit – March 2019)



**Child Protection Monitor Form (Confidential)**

<b>Child's Name:</b>		<b>D.O.B:</b>	
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<b>Date:</b>		<b>Witness:</b>	
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<b>Child's Address:</b>	
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<b>Parent Details:</b>	<b>Mother:</b>
	<b>Father:</b>

<b>Nature of Concern:</b>	Including any injuries (if a possible disclosure is made, use the child's own words)
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<b>Is this the first time a concern has been raised?</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
--	------------------------------	-----------------------------

<b>Action Taken:</b>
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<b>Are there other children potentially at risk?</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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<b>(If yes, state who and refer also)</b>
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<b>Signed:</b>	<b>Name:</b>
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This Policy applies to the whole school including the EYFS

<b>DSL Signed:</b>	<b>Name:</b>	
<b>Follow up necessary:</b>	<b>Yes</b>	<b>No</b>
<b>Name and address of possible abuser:</b>		
<b>Relationship to child:</b>		
<b>Name and address of referrer:</b>		
<b>Signature of referrer (to validate referral):</b>		
<b>Date and Time of referral:</b>		
<b>Name of person receiving referral:</b>		
<b>Area team name:</b>		
<b>Details of other agencies involved:</b>		
<b>Results/Action taken following referral:</b>		

This Policy applies to the whole school including the EYFS



**Child Protection Behavioural/Incident Form (Confidential)**

<b>Child's Name:</b>		<b>D.O.B:</b>	
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<b>Date:</b>		<b>Witness:</b>	
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<b>Child's Address:</b>	
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<b>Parent Details:</b>	<b>Mother:</b>
	<b>Father:</b>

<b>Nature of Incident:</b>
----------------------------

<b>Action Taken:</b>		
<b>Signed:</b>	<b>Name:</b>	
<b>DSL Signed:</b>	<b>Name:</b>	
<b>Follow up necessary:</b>	<b>Yes</b>	<b>No</b>



**Extremism Concerns**

**Channel Reporting Form**

**Please read guidance prior to completing form**

This form should be completed with the details of the person(s) for whom the referring person / agency has concerns over in relation to extremist behaviours or vulnerability to extremism.

If you want to discuss your concerns prior to sending the form please ring Sergeant Lisa Bird on 07825 112401.

<i>1. Details of person / organisation raising a concern</i>			
<b>Name:</b>			
<b>Organisation:</b>			
<b>Contact number(s):</b>			
<b>Email address:</b>			
<b>Date of referral:</b>			
<i>2. Details of the person (s) you are concerned about</i>			
<b>Surname(s)</b>		<b>First Name(s)</b>	
<b>Date of birth (if known)</b>		<b>Gender</b>	
<b>Approximate age</b>		<b>Ethnicity</b>	
<b>Address</b>		<b>Contact Details</b> Home Mobile Email	
<b>Details of others who may also be aware of activity</b>		<b>Contact Details</b> Home Mobile Email	

This Policy applies to the whole school including the EYFS

<b>Other agencies / professionals involved with individual</b>			
<b>3. Details of incident(s) or reason(s) why you have concerns</b>			
<p>Please give as much detail as possible of why you are concerned of the person(s) who you feel maybe vulnerable to extremism or involved in extremism. Include any facts or evidence you feel are relevant to support your concerns.</p>			
<b>5 Acknowledgement of consent to share information</b>			
<p>By sending this form you are giving permission to allow West Midlands Police to share information with other agencies to safeguard the individual who you are concerned about. In certain circumstances information may not be shared with you considering feedback regarding this initial concern report.</p>			

This Policy applies to the whole school including the EYFS

Thank you for sharing your concerns

Please email this form to [ct\\_western\\_prevent@west-midlands.pnn.police.uk](mailto:ct_western_prevent@west-midlands.pnn.police.uk)

**PLEASE NOTE:**

If you have any safeguarding concerns about a child or young person then a referral must also be made to the Central Referral Hub by either completing a Multi Agency Referral Form or telephoning (01902) 555392 or (01902) 552999 for emergency out of hours referrals. The referral form can be accessed by clicking on the link below:

[www.wolvesscb.org.uk/files/marf\\_for\\_referrals.doc](http://www.wolvesscb.org.uk/files/marf_for_referrals.doc)

**Always call 999 or anti-terrorist hotline on 0800 789 321 to report an immediate threat to life or property**

## **JOB DESCRIPTION FOR ROLE OF THE DESIGNATED SAFEGUARDING LEAD**

Board of Directors, proprietors and management committees should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

### **Deputy designated safeguarding leads**

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

### **Manage referrals**

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### **Work with others**

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the headmistress or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a school) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and

This Policy applies to the whole school including the EYFS

- act as a source of support, advice and expertise for all staff.

### Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent Awareness training.

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

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff **through**

#### **Induction:**

- Safeguarding and Child Protection Policy
  - Behaviour and Sanctions Policy
  - Staff code of conduct
  - Safeguarding response to children who go missing from education (CME policy)
  - School policy – role and identity of DSL and deputies, (Quick Guide)
  - KCSIE part one (all staff),
  - KCSIE Annex A (leaders and those who work directly with children)
  - Online safety
- are alert to the specific needs of children in need, those with special educational needs and young carers;
  - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
  - understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners.
  - are able to keep detailed, accurate, secure written records of concerns and referrals;
  - understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
  - are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;

This Policy applies to the whole school including the EYFS

- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

### **Raise Awareness**

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum – usually in March alongside Audit) and the procedures and implementation are updated and reviewed regularly, and work with Board of Directors or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

### **Child protection file**

Where children leave the school the designated safeguarding lead should ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in schools, are aware as required.

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

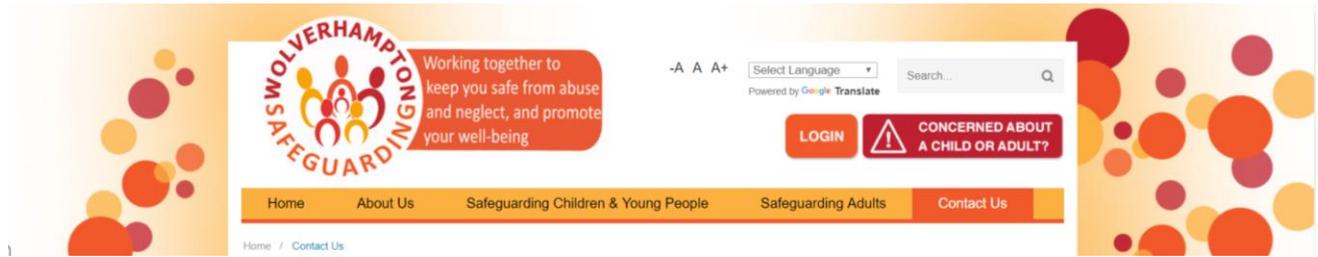
### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

This Policy applies to the whole school including the EYFS

This Policy applies to the whole school including the EYFS



### **1. Concerned about an adult or a child / young person?**

**Children Safeguarding concerns** - tel: **01902 555392** (Mon-Thurs 8:30am - 5pm {4:30pm on Fridays}) or **01902 552999** (out of hours)

**Adult Safeguarding concerns** - tel: **01902 551199** (Mon-Thurs 8:30am - 5pm {4:30pm on Fridays}) or **01902 552999** (out of hours)

[Click here for full details](#)

### **2. Safeguarding Board Business Unit**

Victoria Bowles – Interim Safeguarding Board Manager

Tel: 01902 550640

Email: [Victoria.Bowles@wolverhampton.gov.uk](mailto:Victoria.Bowles@wolverhampton.gov.uk)

Secure email (where personal information is included e.g. names and details of situation)

:[WSCB.GCSX@wolverhampton.gcsx.gov.uk](mailto:WSCB.GCSX@wolverhampton.gcsx.gov.uk)

**Beverley McCalla – Business Administrator**

Tel: 01902 550645

Email: [WSB@wolverhampton.gov.uk](mailto:WSB@wolverhampton.gov.uk)

**Gill Hateley – Child Death Administrator**

Tel: 01902 558650

Email: [gill.hateley@wolverhampton.gov.uk](mailto:gill.hateley@wolverhampton.gov.uk)

### FOR MULTI-AGENCY TRAINING QUERIES

**Caroline Lane – Training Officer**

Tel: 01902 551369

Email: [WSCBTraining@wolverhampton.gov.uk](mailto:WSCBTraining@wolverhampton.gov.uk)

### **3. Concerned about inappropriate or harmful behaviour by someone in a Position of Trust? e.g. a colleague / manager / carer / trustee / governor**

**Wolverhampton's Local Authority Designated Officer : Paul Cooper**

**Tel: 01902 550661**

**Secure email:** [paul.cooper@wolverhampton.gcsx.gov.uk](mailto:paul.cooper@wolverhampton.gcsx.gov.uk) - when personal or confidential information inc. names of individuals) needs to be sent to the Designated Officer

**Non-secure email:** [Paul.Cooper@wolverhampton.gov.uk](mailto:Paul.Cooper@wolverhampton.gov.uk) - when no confidential information is being sent / general enquiries

[Click here for full details about managing allegations in relation to children / young people](#)

[Click here for details about managing allegations in relation to adults with care and support needs](#)

**Any allegation made against a person who works with adults with care and support needs and is employed by the local authority must be referred to the Local Authority Designated Officer using the referral form below -**

**[LOCAL AUTHORITY DO Referral Form](#)**

This Policy applies to the whole school including the EYFS

#### **4. Comments, Compliments or Complaints**

If you wish to pass on any compliments or comments, or wish to make a complaint in relation to the Safeguarding Adults Board, the Safeguarding Children Board, or the Adults / Children's Safeguarding Service, or any Board employee – contact **Dawn Williams** (Head of Service: Safeguarding (adults and children)

Email: [dawn.williams@wolverhampton.gov.uk](mailto:dawn.williams@wolverhampton.gov.uk) or tel: **01902 550477**

**5. Deprivation of Liberty Safeguards and Mental Capacity Act queries** in relation to Safeguarding Adults with care and support needs

**Contact:** on **01902 551199**

**Secure email** (where personal information is included e.g. names and details of situation)

:

[dols@wolverhampton.gcsx.gov.uk](mailto:dols@wolverhampton.gcsx.gov.uk) - remember to send from your own secure email account if you have one.

**Non-secure email** (for general enquiries / non-sensitive information): [dols@wolverhampton.gov.uk](mailto:dols@wolverhampton.gov.uk)

**or write to:** DoLS, Safeguarding Services, Priory Green Building, Whitburn Close, Wolverhampton, WV9 5NJ

#### **6. City of Wolverhampton Council Safeguarding Service contacts (01902 550477)**

**Head of Service: Safeguarding**

Dawn Williams - responsible for both adults' and children's safeguarding services

**Safeguarding Manager - Children**

Mandy Lee - Manager of Child Protection & Review Service

**Safeguarding Manager - Adults**

Paula Morris - Manager of Strategic Adults Safeguarding activity

# What is the Wolverhampton Multi Agency Safeguarding Hub?



## WHAT IS THE MASH?

The Multi Agency Safeguarding Hub (MASH) is the single point of contact for all safeguarding and early intervention concerns/requests for support regarding children and young people in Wolverhampton. It brings together expert professionals, from services that have contact with children, young people and families, making the best possible use of their combined knowledge and information to keep children safe from harm.

## WHAT DOES THE MASH DO?

The MASH:

- Is a 'front door' to manage all safeguarding referrals and early intervention requests for support.
- Provides a secure and confidential environment for professionals to share information.
- Enables early identification of potential safeguarding concerns and facilitates access to timely and effective interventions.
- Prioritises referrals using Red, Amber & Green (RAG) rating.
- Refers cases to other agencies where appropriate.
- Where necessary, activates 'immediate response' social work services to provide protection for a child or young person(s).

## THE MASH TEAM

The MASH is split into two elements:

- 1 Initial Contact and Triage
- 2 The MASH Information Gathering Hub

The following staff will be in each element:

Initial Contact and Triage	The MASH Information Gathering Hub
Initial Referral Officers - both for Early Intervention/Social Care	Social Work Unit Managers (covers both elements)
Early Intervention Professional Lead	Early Intervention
Social Work Unit Manager (covers both elements)	Police
	Health
	Housing
	Recovery Near You
	Probation
	Wolverhampton Homes

The MASH is made up of staff from different teams and partner agencies. Children's Social Care staff are managed and supervised by the Social Work Unit Manager. Early Intervention staff are managed and supervised by an Early Intervention Professional Lead.

## GLOSSARY OF TERMS

**RAG** - Red/Amber/Green risk rating (see Page 2)

**Referral** - when a professional or member of the public reports a concern about a child or young person's welfare to the MASH.

**Initial Referral Officers** - the Early Intervention or Social Care Officers who will take the initial referral and undertake some initial checks/information gathering.

**Information Gathering Hub** - MASH professionals who will research information to inform a decision and jointly discuss action to MASH referrals

**Safeguarding Children** - Protecting children and young people from maltreatment; preventing impairment of their health or development; and ensuring that they are growing up in circumstances consistent with the provision of safe and effective care.

## HOW DOES THE MASH PROCESS WORK?

When the MASH receives a referral, the MASH Screening Officers first check if the child is already known to a CYP Service e.g. Social Care, Early Intervention and Youth Offending.

If it is an open case, or a case that has been closed within the last 28 days, the allocated worker is considered to be the best person to support the child or young person, so the case is referred directly to them.

If there is no allocated worker, then the MASH Screening Officers will collate any relevant information, which may include, accessing other systems such as Housing information and present this to the Lead Professional for Social Care and Early Intervention within the MASH. The Lead Professionals for Social Care & Early Intervention will then review the information and apply a threshold/RAG.

The following will then apply:

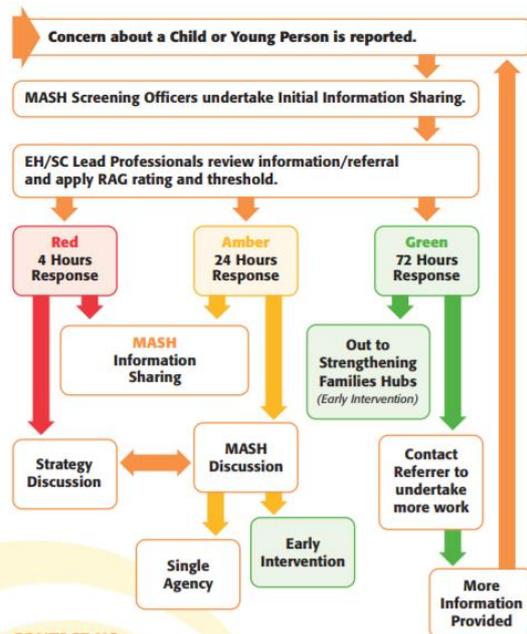
**RED** - There is a potential child protection issue (e.g. serious injury to the child). To be dealt with in 4 hours (or immediate if required) – straight to Strategy Discussion. In some cases information will still be collated from agencies within the MASH to inform future decisions/plans.

**AMBER** - There are significant concerns but immediate action is not required. To be dealt with in 24 hours. – Referred into MASH for information gathering and a MASH discussion to inform action.

**GREEN** - There are concerns regarding a child's wellbeing but these do not meet statutory requirements (e.g. poor school attendance). To be dealt with in 72 hours – straight to Early Intervention for action.

For reds and ambers the Social Work Unit Manager will decide what agency information is required and then trigger an information request using the MASH Guardian System. This will include the referral information and the RAG rating that has been applied.

The Social Work Unit Manager may change the RAG rating as new information comes to light. Similarly, where referrals have gone direct to Early intervention, if more information is received that indicates the risk may be higher, this will be stepped back up to the MASH to reassess the threshold.



## CONTACT US:

If you would like to find out more visit the website at [www.wolverhampton.gov.uk/MASH](http://www.wolverhampton.gov.uk/MASH)

If you are concerned about a child's welfare, please contact the MASH using the phone number below.

Daytime 8.30-5.00pm (Mon-Thurs) and 4.30pm (Fri)

**01902 555392**