

## **Sandford Hill Primary School**

# **Safeguarding and Child Protection Policy and Procedures**



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**Key Contacts**

| <b>Role</b>  | <b>Name</b>   | <b>Contact details</b>   |
|--|---|--|
| Designated Safeguarding Lead                           | Mandy Allen   | 01782 235781   |
| Deputy Designated Safeguarding Lead                    | David Wardle  | 01782 235781   |
| Deputy EYFS Designated Safeguarding Lead               | Diane Powell  | 01782 235781   |
| Deputy Designated Safeguarding Lead                    | Michelle Brennan  | 01782 235781   |
| Early Help Champion                                    | Mandy Allen/Michelle Brennan                                    | 01782 235781   |
| Lead Person for Online Safety                          | Ian Walford   | 01782 235781   |
| Lead Person for Looked After Children (LAC)            | Mandy Allen   | 01782 235781   |
| Manager responsible for allegations made against staff | David Wardle  | 01782 235781   |
| Local Authority Designated Officer (LADO)              | John Hanlon   | 01782 233342   |
| Early Intervention Partnership Lead                    | Christopher Phillips  | 01782 237175<br><a href="mailto:early.help@stoke.gov.uk">early.help@stoke.gov.uk</a>       |
| Senior Social Worker for Child Sexual Exploitation     | Angela Davenport  | 101 Ext.3616<br>07769 238950   |
| Stoke-on-Trent Children's Social Care – for referrals  | Safeguarding Referral Team (SRT)                                | 01782 235100   |
|  | Emergency Duty Team – after hours, weekends and public holidays | 01782 234234   |
| Staffordshire Children Social Care – for referrals     | First Response  | 0800 1313126   |
| Police   | Non-emergency   | 101  |
|  | Emergency   | 999  |
| Safeguarding Education Development Officer             | Dawn Casewell   | 01782 235897<br><a href="mailto:dawn.casewell@stoke.gov.uk">dawn.casewell@stoke.gov.uk</a> |

| <b>Terminology and Acronyms</b> |  |
|---------------------------------|--|
| Child or young person           | Anyone who has not yet reached their 18th birthday   |
| Parent                          | Birth parents or adoptive parents i.e. those with parental responsibility. It is recognised, however, that other adults may be in a parenting role, for example step parents and foster carers.  |
| Staff                           | All those working for or on behalf of the school, including paid and unpaid staff, full time or part time staff, temporary, casual, agency staff, self-employed people and contractors   |
| Abuse                           | A form of maltreatment which includes physical, sexual and emotional harm or neglect. A person may abuse a child by inflicting harm or by failing to act to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely by a stranger. |
| Early help                      | Providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.  |
| Initial Early Help Assessment   | A means of providing families with the help and support they need to prevent issues from escalating (and avoid involvement from Children's Social Care.)   |
| Early Help Assessment (EHA)     | A way of identifying the strengths and needs within a family in order to provide the right help and support at the right time.   |
| Safeguarding                    | The action we take to promote the welfare of all children and prevent them from coming to any harm.  |
| Child protection                | The activity undertaken to protect specific children who are identified as suffering, or likely to suffer, significant harm. Child protection is one element of safeguarding.  |
| Harm                            | The ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.  |
| Significant harm                | The threshold that requires compulsory intervention in the family for the best interests of the child.   |
| DSL                             | Designated Safeguarding Lead   |
| Deputy DSL                      | Deputy Designated Safeguarding Lead  |
| LADO                            | Local Authority Designated Officer   |
| (L)SCB                          | (Local) Safeguarding Children Board  |
| CIN / CIN Plan                  | Child in Need / Child in Need Plan (under s.17 Children Act 1989)  |
| CP / CP Plan                    | Child Protection / Child Protection Plan (under s.47 Children Act 1989)  |
| LAC                             | Looked After Child   |
| CSE                             | Child Sexual Exploitation  |
| CET                             | Child Exploitation Team (within Staffordshire Police)  |
| FGM                             | Female Genital Mutilation  |
| CME                             | Children Missing from Education  |
| MASH                            | Multi Agency Safeguarding Hub  |
| CSC                             | Children's Social Care   |
| SRT                             | Safeguarding Referral Team (Stoke-on-Trent)  |
| WRAP                            | Workshop to raise awareness of 'Prevent' which is part of the Governments counter terrorism strategy.  |

# Child Protection and Safeguarding Policy

## 1. INTRODUCTION

- 1.1. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
- 1.2. Our school is a community and all those directly connected with it - staff members, volunteers, governors, parents, families and pupils; have an essential role to play in making it safe and secure.
- 1.3. The governing body will ensure that Sandford Hill Primary School has arrangements in place to safeguard and promote the welfare of its pupils and will work together with other agencies to identify, assess and support those children who are suffering or likely to suffer harm.
- 1.4. This policy applies to all children (i.e. those who have not yet reached their 18th birthday) who are pupils at this school or who visit /come into contact with our school community.
- 1.5. This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

## 2. PURPOSE and AIM OF THIS POLICY

- 2.1. To promote and prioritise the safety and welfare needs of pupils.
- 2.2. To protect pupils from maltreatment and prevent the impairment of their mental and physical health and development.
- 2.3. To ensure that pupils grow up in circumstances consistent with the provision of safe and effective care, enabling them to have the best outcomes in life.
- 2.4. To support pupils' development in ways that will foster security, confidence, resilience and independence.
- 2.5. To provide an environment in which pupils feel safe, secure, valued, respected, listened to, and confident to approach trusted adults if they are in difficulties.
- 2.6. To raise the awareness of all teaching and non-teaching staff and volunteers of their responsibilities to safeguard children.
- 2.7. To ensure that all members of the school community respond to cases of suspected abuse or neglect consistently, sensitively, professionally and in ways which best support the needs of the child.

## 3. OUR ETHOS

- 3.1. Our pupils' welfare is our paramount concern and we will always act in the best interests of the child.
- 3.2. We accept that where safeguarding and child protection are concerned – 'it could happen here.'
- 3.3. We recognise the importance of providing a school environment where pupils feel safe and respected.
- 3.4. We encourage pupils to talk openly and to feel confident that they will be listened to.
- 3.5. We recognise that all adults within the school have a full and active part to play in protecting our pupils from harm and as such they will always exercise 'professional curiosity.'
- 3.6. We will work closely with parents and carers to ensure their understanding of the school's responsibilities to safeguarding and promote the welfare of their children, which may include the need to make referrals to other agencies in some situations.
- 3.7. We will work closely with other agencies to meet the needs of our pupils.

#### 4. LEGAL FRAMEWORK

- 4.1. This policy and the accompanying procedures have been developed in accordance with the following legislation, statutory guidance and local safeguarding procedures:
- 4.2. **Section 175 of the Education Act 2002** places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.
- 4.3. **Section 157** of the same Act places the same duty on non-maintained and independent schools, including free schools and academies.
- 4.4. **Section 17 of the Children Act 1989** applies to children who have highly complex needs (for example a child with a disability) or a child who may be experiencing compromised parenting and require Children's Social Care involvement to ensure their needs are met through a Child in Need Plan.
- 4.5. **Section 47 of the Children Act 1989** applies to children who are suffering or likely to suffer significant harm and require Children's Social Care involvement in order to ensure that they are protected from harm. A Child Protection plan is required which will be coordinated by a social worker.
- 4.6. **Section 10 of the Children Act 2004** requires all maintained schools, further education colleges and independent schools, including free schools and academies, to cooperate with the local authority to improve the well-being of children in the local authority area.
- 4.7. **Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children** (July 2018)
- 4.8. **Keeping Children Safe in Education 2020: Statutory Guidance for Schools and Colleges** (Sept 2019)
- 4.9. **Information Sharing** – Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- 4.10. **What to do if You're Worried a Child is Being Abused** (March 2015)
- 4.11. **Stoke-on-Trent Safeguarding Children Board Procedures**  
<http://www.safeguardingchildren.stoke.gov.uk/ccm/portal/>

#### 5. ROLES and RESPONSIBILITIES

- 5.1. **Designated Safeguarding Lead (DSL)** – This is the lead person with overall responsibility for safeguarding and child protection in our school. The DSL's responsibilities are described in **Appendix 1**.
- 5.2. The DSL is on our school's leadership team and their role as DSL is explicit in their job description. This person has the appropriate authority and is 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.
- 5.3. **Deputy Designated Safeguarding Leads** - We have 3 **Deputy DSLs** to ensure there is appropriate cover for this above role at all times.
- 5.4. **Early Help Champion** - Our Early Help Champions (**Michelle Brennan and Mandy Allen**) are responsible for leading on, and supporting other staff to lead on, early help assessments and early help plans for children and their families requiring help and support that does not meet the threshold for involvement with Children's Social Care.

- 5.5. **Safeguarding Governor** – We have a nominated governor (**Anne-Marie Jackson**) responsible for safeguarding who will champion good practice, liaise with the Headteacher/DSL to provide support and challenge, ensure that safeguarding arrangements are audited and quality assured, and to provide information regarding safeguarding to the governing body.
- 5.6. **Manager for Dealing with Allegations** – The Headteacher is the person responsible for dealing with allegations of abuse made against school staff. The Manager for dealing with allegations against the Headteacher is the chair of governors. The procedure for managing allegations is detailed in **Appendix 13**.
- 5.7. **Headteacher** - will ensure that the policies and procedures adopted by the governing body are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
- 5.8. **The Governing Body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- 5.9. **All staff members, governors, volunteers and external providers** understand their responsibility to safeguard and protect children, know how to recognise signs and symptoms of abuse and neglect, how to respond to pupils who disclose, and what to do if they are concerned about a child.

## **6. SUPPORTING CHILDREN and YOUNG PEOPLE**

- 6.1. We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and have some sense of blame. Our school may be the only stable, secure and predictable element in their lives.
- 6.2. In these circumstances, a pupils' behaviour may range from that which is perceived to be 'normal' to behaviour which may be aggressive or withdrawn.
- 6.3. All staff at Sandford Hill are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 6.4. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the DSL, the Deputy DSL or the Headteacher.
- 6.5. We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.
- 6.6. Our Inclusion team provide emotion coaching support for our children who are looked after by the local authority and other children who have a social worker. They are carefully tracked and monitored, emotionally and academically. We believe that strong relationships are key to supporting these children as a priority our Home-School Link, DSL and Senior Inclusion support worker build relationships with the families to ensure the best all round support for the children.
- 6.7 **Our school will support all pupils by:-**
  - ensuring the content of the curriculum includes social and emotional aspects of learning;
  - ensuring a comprehensive curriculum response to e-safety, enabling pupils and parents to learn about the risks of new technologies and social media and how to use these responsibly;
  - ensuring that child protection is included in the curriculum to help pupils stay safe, recognise when they do not feel safe, identify who they can talk to and where they can get help from;
  - ensuring access to a number of appropriate adults to approach if they are in difficulties;
  - building confidence, resilience and independence;

- encouraging development of self-esteem and assertiveness while not condoning aggression or bullying;
- ensuring repeated hate incidents, e.g. racist, homophobic, gender or disability-based bullying, are considered under child protection procedures;
- liaising and working together with other support services and those agencies involved in safeguarding children; and
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

## **7. CHILD PROTECTION and SAFEGUARDING PROCEDURE**

- 7.1. We have developed a structured procedure in line with Stoke-on-Trent Safeguarding Children Board Procedures which will be followed by all members of the school community in cases of suspected abuse. This is detailed in Appendix 8.
- 7.2. The name of the DSL is clearly advertised on the staff noticeboard, with a statement explaining the school's role in referring and monitoring cases of suspected abuse or neglect. The names and photographs of the DSL are advertised for children on a specific Safeguarding display board.
- 7.3. We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.
- 7.4. In line with the procedures, the Safeguarding Referral Team (SRT) will be notified as soon as there is a significant concern (or the relevant Children's Social Care Team if there is already a social worker involved).

## **8. RECORD KEEPING**

- 8.1. All child protection and welfare concerns will be recorded and kept in line with the Stoke-on-Trent Safeguarding Children Board guidance using the Child Protection Online Monitoring System (CPOMS).
- 8.2. We will continue to support any pupil leaving the school about whom there have been concerns, by ensuring that all appropriate information, including child protection and welfare concerns, are forwarded under confidential cover to the pupil's destination school as a matter of priority.

## **9. SAFER WORKFORCE and MANAGING ALLEGATIONS AGAINST STAFF and VOLUNTEERS**

- 9.1. We prevent people who pose risks to children from working in our school by ensuring that we undertake safeguarding checks in line with the statutory guidance - Keeping Children Safe in Education: September 2020.
- 9.2. We ensure that agencies and third parties supplying staff provide evidence that they have made the appropriate level of safeguarding checks on individuals working in our school.
- 9.3. Every job description and person specification has a clear statement about the safeguarding responsibilities of the post holder.
- 9.4. We ensure that at least one member of every interview panel has completed safer recruitment training.
- 9.5. We have a procedure in place to handle allegations against members of staff and volunteers in line with Keeping Children Safe in Education: Sept 2020 and Stoke-on-Trent Safeguarding Children Board Procedure: Managing Allegations against Adults Working with Children and Young People. This procedure is detailed in **Appendix 13**.

## **10. STAFF INDUCTION, TRAINING and DEVELOPMENT**

- 10.1. All new members of staff, including newly-qualified teachers, teaching assistants and supply staff, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding and child protection policy, staff code of conduct (Staff Handbook) and Part 1 of Keeping Children Safe in Education: 2020, including Annex A.
- 10.2. The induction will be proportionate to staff members' roles and responsibilities.
- 10.3. The DSL has attended Advanced Safeguard Training in March 2020 and will continue to undergo updated relevant safeguarding training every two years.
- 10.4. All staff members of the school will undergo level 1 face to face safeguarding and child protection training (whole-school training) at least every three years.
- 10.5. In addition to level 1 safeguarding training every 3 years, all staff will also receive annual safeguarding and child protection updates (for example via e-mail, e-bulletins, staff meetings; briefing sessions or training) as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard pupils effectively. This may be provided by the DSL or other member of the senior leadership team.
- 10.6. Staff members who miss the whole-school training will be required to join another school's whole-school training or attend an 'open session.'
- 10.7. Governors will undergo face to face 'Introduction to Safeguarding for Governors' training, prior to or soon after appointment to the role.
- 10.8. We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
- 10.9. The school will maintain accurate records of staff induction, training and annual updates.

## **11. CONFIDENTIALITY, CONSENT AND INFORMATION SHARING**

- 11.1. We recognise that all matters relating to child protection are confidential.
- 11.2. The Headteacher or DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- 11.3. Staff members cannot promise a pupil to keep 'secrets' which might compromise their safety or well-being, or the safety and well-being of others.
- 11.4. All staff members have a professional responsibility to share information with other agencies in order to safeguard children, and the Data Protection Act is not a barrier to this.
- 11.5. All our staff members who come into contact with pupils will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 11.6. We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in **Appendix 10**.

## **12. INTER-AGENCY WORKING**

- 12.1. We will develop and promote effective working relationships with other agencies, including agencies providing early help services, as well as the police and Children's Social Care.

- 12.2. We will ensure that relevant staff members participate in multi-agency meetings, including early help meetings, child protection conferences and core groups.
- 12.3. We will participate in serious case reviews, other reviews and file audits as and when required to do so by Stoke-on-Trent Safeguarding Children Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

### **13. CONTRACTORS, SERVICE / ACTIVITY PROVIDERS and WORK PLACEMENT PROVIDERS**

- 13.1. We will ensure that contractors and providers are aware of our school's safeguarding and child protection policy and procedures. We require that employees and volunteers provided by these organisations use our procedure to report concerns.
- 13.2. We will seek assurance that employees and volunteers provided by these organisations and working alongside our pupils have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education: Sept 2020*. If assurance is not obtained, permission to work with our children or use our school premises will be refused.
- 13.3. When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement, along with the requirement for them to have undertaken safeguarding training appropriate to their role.

### **14. WHISTLE-BLOWING and COMPLAINTS**

- 14.1. We cannot expect pupils to raise concerns in an environment where staff members fail to do so.
- 14.2. Therefore we will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the Headteacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).
- 14.3. We have a Confidential Reporting (Whistleblowing) Procedure which is available to all staff.
- 14.4. We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.
- 14.5. We will actively seek the views of children, parents and carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

### **15. SITE SECURITY**

- 15.1. All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting any issues or concerns that may come to light.
- 15.2. We check the identity of all visitors coming into school. Visitors are expected to sign in and out of the school and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.
- 15.3. The school will not accept the behaviour of any individual, (parent, professional or anyone else) that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse that person access to the school site.

### **16. QUALITY ASSURANCE**

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

- 16.2. We will complete a safeguarding audit of the school's safeguarding arrangements at frequencies specified by Stoke-on-Trent Safeguarding Children Board and using the audit tool provided by them for this purpose.
- 16.3. The school's senior leadership team and the governing body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

## **17. POLICY REVIEW**

- 17.1. This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.
- 17.2. The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

## **18. ASSOCIATED POLICIES and PROCEDURES**

- 18.1. The following policies and procedures are relevant to the child protection and safeguarding policy and procedure.
  1. First Aid, Short and Long Term Medical Need Policy (includes administration of medicine)
  2. Anti-Bullying Policy
  3. Attendance Policy
  4. Behaviour Policy
  5. Complaints procedure
  6. Drug and Alcohol Education Policy
  7. E-safety Policy
  8. Equalities Policy
  9. Health and Safety Policy and other linked policies and risk assessments
  10. ICT Acceptable Use Policy
  11. Offsite Activities and Educational Visits Policy and risk assessments
  12. Physical Education and Sports Guidance
  13. Premises Inspection Checklist
  14. PSHE Policy
  15. RE Policy & Collective Worship Policy
  16. Recruitment and Selection Policy and procedures
  17. Sex and Relationship Education Policy
  18. Social Media Policy
  19. Special Educational Needs and Disabilities Policy
  20. Staff code of conduct/behaviour within Staff Handbook

## APPENDIX 1 - The role of the Designated Safeguarding Lead

### 1 MANAGING REFERRALS – the Designated Safeguarding Lead:-

- 1.1. Has a good understanding of Stoke-on-Trent's Guide to Levels of Need to ensure that children and families get the right support and intervention at the right time.
- 1.2. Refers all cases of suspected abuse and neglect to Stoke-on-Trent's Safeguarding Referral Team (SRT) and to the Police if a crime may have been committed.
- 1.3. Liaises with the Headteacher about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.
- 1.4. Acts as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- 1.5. Liaises with agencies providing targeted early help services and coordinates referrals from the school to early help services for children and families in need of support.

### 2. RECORD KEEPING – the Designated Safeguarding Lead:-

- 2.1. Keeps written records of child protection and welfare concerns in line with Stoke-on-Trent Safeguarding Children Board guidance.
- 2.2. Creates a stand-alone file for pupils with safeguarding concerns using CPOMs.
- 2.3. Maintains a chronology of significant incidents for each pupil with safeguarding concerns using CPOMs.
- 2.4. Ensure such records are kept confidentially and securely and separate from the pupil's educational record.
- 2.5. Ensure arrangements to hand over the child protection file of a pupil transferring to another school, are made without delay. The DSL will verbally advise the DSL of the destination school of the concerns and make arrangements to securely and confidentially hand over the file.
- 2.6. Where the destination school is too far for the DSL to do a personal handover, the file will be sent separate from the pupils education file and by secure courier. The DSL will retain evidence to demonstrate how the file has been transferred, and will require a receipt from the destination school.

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

- 3.1. Cooperates with Children's Social Care for enquiries under section 17 and section 47 of the Children Act 1989.
- 3.2. Attends, or ensures other relevant staff members' attendance at early help meetings, child protection conferences, core group meetings, child in need meetings and other multi agency meetings as required.
- 3.3. Liaises with other agencies working with the child, shares information as appropriate and contributes to assessments.
- 3.4. Ensures each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.
- 3.5. Makes the safeguarding and child protection policy and procedures available publicly.
- 3.6. Raises awareness of parents and carers of the existence of the safeguarding and child protection policy, in particular that information may be shared with other agencies, cases of suspected abuse and neglect will be referred to Children's Social Care, and the role of the school in any investigations that ensue.

**4. TRAINING – the Designated Safeguarding Lead:-**

4.1. Undertakes appropriate safeguarding training every two years, in order to:-

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

4.2. Organises whole-school SCB level 1 safeguarding training for all staff members at least every three years.

4.3. Ensures staff members who miss the training receive it by other means, e.g. by joining an open session or another school's training.

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

4.5. Links with Stoke-on-Trent Safeguarding Children Board to identify appropriate training opportunities for relevant staff members.

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

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

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

4.9. **Designated Safeguarding Lead is required to undertake the following training :-**

| Level of training | Course title  | Frequency   | Notes  |
|-------------------|---|---|--|
| <b>Level 1</b>    | Safeguarding Children<br>Face to face session delivered by SCB approved trainer | Every 3 years as part of whole school update.   | This must be completed irrespective of any other training undertaken.<br><br>If you commission a level 1 course that is NOT APPROVED by Stoke-on-Trent SCB, it may not be sufficiently in depth for Ofsted.<br><br>SCB Level 1 workbook accompanying the course should be retained for Ofsted. |
| <b>Level 2</b>    | Level 2 Working Together to Safeguard Children – multi agency (full 3 days)     | No requirement to renew providing some safeguarding training is undertaken every 2 years. | This course can only be delivered face to face in a multi-agency setting to be compliant.<br><br>DSLs who wish to refresh this course need undertake day 1 only.<br><br>(NB level 2 training to be compliant, it cannot be done online or as a whole school.)                                  |

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|-----------------------|--|---|---|
| <b>Level 3</b>        | Subject specific courses relevant to needs of school community.<br>Suggested :- <ul style="list-style-type: none"> <li>• Child sexual exploitation</li> <li>• Female genital mutilation</li> <li>• Prevent/challenging extremism</li> <li>• E-safety</li> <li>• Forced marriage</li> </ul>                               | No requirement to renew level 3 courses providing some safeguarding training is undertaken every 2 years. | See SCB Training Prospectus for additional relevant courses |
| <b>Level 4</b>        | <ul style="list-style-type: none"> <li>• Designated Safeguarding Lead training</li> <li>• Managing Allegations against Staff and Volunteers training</li> </ul>  | No requirement to renew level 4 courses providing some safeguarding training is undertaken every 2 years. |   |
| <b>ANNUAL UPDATES</b> | DSLs must update their knowledge and skills regularly and at least annually (via e-bulletins, meeting other DSLs or taking time to read and update themselves) on safeguarding developments relevant to their role.<br><br>Keeping Children Safe in Education 2016,  |   |   |
| <b>IMPORTANT</b>      | DSLs are <b><u>NOT</u></b> required to undertake level 1 or level 2 safeguarding training every 2 years. They are required to undertake the comprehensive SCB level 1 course every 3 years, and <b>SOME RELEVANT</b> safeguarding training every 2 years, in order to expand and diversify their safeguarding knowledge. |   |   |

**5. AWARENESS RAISING**

- 5.1 Review the safeguarding and child protection policy and procedures annually and liaise with the educational establishment's governing body to update and implement.
- 5.2 Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the educational establishment in any investigations that ensue.
- 5.3 Provide updates to the educational establishment on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews, at least annually.

**6. QUALITY ASSURANCE – the Designated Safeguarding Lead:-**

- 6.1 Reviews the safeguarding and child protection policy and procedures annually and liaises with the school's governing body to update and implement them.
- 6.2 Monitors the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concern files (at least once a year).
- 6.3 Completes an audit of the school's safeguarding arrangements at frequencies specified by Stoke-on-Trent Safeguarding Children Board.
- 6.4 Remedies any deficiencies and weaknesses identified in child protection arrangements.
- 6.5 Provides regular reports to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

## APPENDIX 2 - Categories of abuse

1. Abuse and neglect are forms of maltreatment. Someone may abuse or neglect a child by inflicting harm, by failing to act to prevent harm or by failing to meet a child's basic needs. Children may be abused within the family or in an institutional or community setting; by those known to them or by strangers; and increasingly, via the internet. They may be abused by an adult or adults or another child or children.
2. **EMOTIONAL ABUSE**
  - 2.1. Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development.
  - 2.2. Some level of emotional abuse is involved in all types of maltreatment, although it may also occur alone.
  - 2.3. Emotional abuse may involve:-
    - making a child feel worthless, unloved, inadequate, or valued only insofar as they meet the needs of another;
    - inappropriate age or developmental expectations;
    - overprotection and limitation of exploration, learning and social interaction;
    - seeing or hearing the ill treatment of another, e.g. domestic abuse;
    - high criticism and low warmth;
    - serious bullying (including cyberbullying)
    - exploitation or corruption
3. **NEGLECT**
  - 3.1. Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
  - 3.2. Neglect may occur during pregnancy as a result of maternal substance misuse.
  - 3.3. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
  - 3.4. Once a child is born, it 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); and
    - provide access to appropriate medical care or treatment.
4. **PHYSICAL ABUSE**
  - 4.1. Physical abuse is deliberately hurting a child, causing physical harm and injuries such as bruises, broken bones, burns or cuts.
  - 4.2. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.
  - 4.3. Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.
5. **SEXUAL ABUSE**
  - 5.1. 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.
  - 5.2. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts.

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- 5.3. They may include non-contact activities, such as involving children in looking at or in the production of sexual images including on the internet, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.
- 5.4. Sexual Exploitation is also sexual abuse – see **appendix 4** (specific safeguarding issues.)

## APPENDIX 3 – Signs and indicators of abuse

- 1.1. The most important sign/symptom of abuse or neglect is a disclosure from a pupil, and this will always be taken seriously.
- 1.2. Signs and symptoms can often appear in a cluster. Serious case reviews have found that parental substance misuse, domestic abuse and parental mental health problems (known collectively as the 'toxic trio') coexisting in a family can increase the risks to children.
- 1.3. Pupils may show symptoms from one, all, or none of the categories, but staff will be vigilant to anything unusual displayed by the pupil. Many of the indicators below may be caused by other factors not connected to any form of abuse. However, if concerned, staff will always exercise professional curiosity and will share concerns with the DSL.
- 1.4. We are aware that in an abusive relationship, the child may:-
  - Appear frightened of their parent/carer
  - Act in a way that is inappropriate to their age and stage of development (whilst taking into account the different patterns of development and different ethnic groups).
- 1.5. We are aware that in an abusive relationship, the parent or carer may:-
  - persistently avoid child health services and treatment of the child's illnesses
  - have unrealistic expectations of the child
  - frequently complain about or to the child and fail to provide attention or praise
  - be absent
  - be misusing substances
  - persistently refuse to allow access on home visits by professionals
  - be involved in domestic violence and abuse
  - be socially isolated
- 1.6. Staff are constantly mindful that pupils with **special educational needs and disabilities** can face additional safeguarding challenges including:-
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
  - children with special educational needs and disabilities are particularly vulnerable to bullying and may show no outward signs
  - communication issues can be a barrier to effective safeguarding
- 1.7. The following table gives some examples of what staff may see or hear, but this is not an exhaustive list and should not be used as a checklist.

|  |  |
|--|--|
| <b>Signs of potential PHYSICAL ABUSE</b> | <ul style="list-style-type: none"> <li>• Bruise marks consistent with either straps or slaps</li> <li>• Undue fear of adults - fear of going home to parents or carers</li> <li>• Aggression towards others</li> <li>• Unexplained injuries or burns – particularly if they are recurrent (and especially in non-mobile babies)</li> <li>• Any injuries not consistent with the explanation given for them</li> <li>• Injuries that occur on parts of the body which are not normally exposed to falls, rough games</li> <li>• Injuries to the side of the face, the ear, the neck</li> <li>• Black eyes, particularly bilateral</li> <li>• Reluctance to change for, or participate in games or swimming</li> </ul> |
|--|--|

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|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Bruises, bites, burns, fractures etc. which do not have an accidental/ satisfactory explanation</li> <li>• Cuts/scratches in areas that would be difficult to do accidentally</li> <li>• Injuries to the soft tissue area</li> <li>• Hitting (with the hand or implement) smacking, punching, kicking, slapping, twisting/pulling ear, hair or fingers, holding/squeezing with a tight grip, biting, and burning</li> <li>• Fabricated or induced illness</li> </ul>   |
| <b>Signs of potential NEGLECT</b>         | <ul style="list-style-type: none"> <li>• Exposure to danger</li> <li>• Lack of supervision</li> <li>• Under nourishment and subsequent failure to grow and thrive</li> <li>• Constant hunger</li> <li>• Stealing or gorging food</li> <li>• Untreated illnesses</li> <li>• Inadequate care</li> <li>• Injuries that have not received medical attention</li> <li>• Non-attendance for health appointments</li> <li>• Inadequate/inappropriate clothing</li> <li>• Poor standards of hygiene</li> <li>• Unsafe home environment</li> <li>• Persistent lack of attention, warmth or praise</li> </ul>   |
| <b>Signs of potential EMOTIONAL ABUSE</b> | <ul style="list-style-type: none"> <li>• Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging.</li> <li>• Depression / aggression, extreme anxiety</li> <li>• Nervousness, frozen watchfulness</li> <li>• Obsessions or phobias</li> <li>• Sudden under-achievement or lack of concentration</li> <li>• Inappropriate relationships with peers and/or adults</li> <li>• Attention-seeking behaviour</li> <li>• Persistent tiredness</li> <li>• Running away / stealing / lying</li> <li>• Parent humiliating, taunting or threatening child</li> <li>• Persistent lack of attention, warmth or praise.</li> <li>• Shouting / yelling at a child</li> <li>• Copying or role playing abuse seen in the home (ie domestic violence)</li> <li>• Radicalisation – use of inappropriate language, violent extremist literature, the expression of extremist views, advocating violent action</li> </ul> |
| <b>Signs of potential SEXUAL ABUSE</b>    | <ul style="list-style-type: none"> <li>• Use of language that is inappropriate for age / stage of development</li> <li>• Sexual knowledge inappropriate for their age / stage of development</li> <li>• Child with excessive preoccupation with sexual matters</li> <li>• Regularly engages in age inappropriate sexual play</li> <li>• Wariness on being approached</li> <li>• Soreness or unexplained rashes or marks in the genital areas</li> <li>• Pain on urination</li> <li>• Difficulty in walking or sitting</li> <li>• Stained or bloody underclothes</li> <li>• Recurrent tummy pains or headaches</li> <li>• Bruises on inner thigh or buttock</li> </ul>   |

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|  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Any allegations made by a child concerning sexual abuse</li><li>• Sexual activity through words, play or drawing</li><li>• Child displaying 'sexually inappropriate' behaviour towards adults</li><li>• Inappropriate bed-sharing arrangements at home</li><li>• Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations</li><li>• Eating disorders - anorexia, bulimia</li><li>• Telling you about being asked to 'keep a secret'</li><li>• Dropping hints or clues about abuse.</li><li>• Unaccounted sources of money or gifts</li><br/><li>• See also Sexual Exploitation at appendix 4</li></ul> |
|--|---|

## APPENDIX 4 – Specific safeguarding issues

- 1.1. School staff members need to be aware of specific safeguarding issues and be alert to any risks.
- 1.2. Stoke-on-Trent Safeguarding Children Board Procedures, Section D has detailed information about specific issues such as child sexual exploitation, fabricated or induced illness, female genital mutilation, private fostering etc. and the local procedures for responding to risks.

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

- 1.3. The government website, GOV.UK has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website and Stoke-on-Trent Safeguarding Children Board Procedures for advice on other issues:-

- Bullying including cyberbullying
- Children missing from home or care
- Children missing from education
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults strategy
- Peer-on-Peer Abuse
- Private fostering
- Preventing radicalisation and the Prevent duty
- Teenage relationship abuse
- Sexting
- Trafficking

### 2. CHILDREN MISSING FROM EDUCATION

- 2.1. Sandford Hill Primary School recognise the need to ensure that pupils attend school regularly and protect those who may go missing from education. The school will follow the policy and guidance issued by Stoke-on-Trent City Council on Children Missing from Education (CME) which can be found at:-  
[www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/education/education.en](http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/education/education.en)
- 2.2. All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We have a duty to work with local authorities to establish the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect.
- 2.3. We have an admission and attendance register and all pupils are placed on both registers.
- 2.4. We will work collaboratively with the local authority (and other agencies where appropriate) to share information about attendance.
- 2.5. If a registered pupil is continuously absent for two weeks without explanation, or fails to return from a holiday, the school will follow the normal procedures for investigating pupil absence (i.e. telephone calls, letters, invitations to meetings at the school etc. If, after further enquiries, the child has not returned to school after a total of no more than two weeks, the matter will be referred to the Local Authority.

- 2.6. If a pupil suddenly ceases to attend without prior warning, and their whereabouts cannot be established, the school will immediately notify the Local Authority. If there are any reasons to be concerned for the child's safety, including any past history of concern, this will be raised immediately as a referral under Safeguarding Children Board procedures.
- 2.7. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

### 3. CHILD SEXUAL EXPLOITATION (CSE)

- 3.1. Sandford Hill Primary School recognises the need to protect children and young people from sexual exploitation. Education staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. Therefore we are key to identifying children at risk and will raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun.
- 3.2. We will follow the Safeguarding Children Board procedure which can be found at:-  
[http://webapps.stoke.gov.uk/uploadedfiles/D14\\_Child\\_Sexual\\_Exploitation\\_Sept\\_14.pdf](http://webapps.stoke.gov.uk/uploadedfiles/D14_Child_Sexual_Exploitation_Sept_14.pdf)
- 3.3. The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017) and Keeping Children Safe in Education 2020 page 83. The definition is:
- 3.4. '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.'
- 3.5. **Children cannot consent to being abused.** Irrespective of the child's age and even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them, it is not uncommon for children not to realise that they are being exploited Indicators of child sexual exploitation may include:
  - Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
  - Gang-association and/or isolation from peers/social networks;
  - Exclusion or unexplained absences from school, college or work;
  - Leaving home/care without explanation and persistently going missing or returning late;
  - Excessive receipt of texts/phone calls;
  - Returning home under the influence of drugs/alcohol;
  - Inappropriate sexualised behaviour for age/sexually transmitted infections;
  - Evidence of/suspicious of physical or sexual assault;
  - Relationships with controlling or significantly older individuals or groups;
  - Multiple callers (unknown adults or peers);
  - Frequenting areas known for sex work;
  - Concerning use of internet or other social media;
  - Increasing secretiveness around behaviours; and
  - Self-harm or significant changes in emotional well-being.

## 3.6. Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

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

More information can be found in:

'Child sexual exploitation: Definition and a guide for practitioners' (DfE 2017)

- 3.7. **Consent cannot ever be given**, irrespective of the child's age and even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. It is not uncommon for children and young people not to realise that they are being exploited.
- 3.8. What marks out sexual exploitation is an imbalance of power in the relationship, which may involve varying degrees of coercion, enticement or intimidation, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.
- 3.9. Where a member of staff sees one or more of these indicators, or otherwise has cause for concern, this information will be recorded and passed, without delay, to the DSL following usual safeguarding procedures.
- 3.10. We will use the Sexual Exploitation Risk Factor Matrix to identify pupils at low, medium or high risk of sexual exploitation. The Matrix can be found at section 14 – link below:-  
[www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en](http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en)
- 3.11. Pupils will be referred to the CSE Panel if deemed appropriate, following completion of the Risk Factor Matrix.
- 3.12. We will also share information with Staffordshire Police Child Exploitation Team to contribute to their intelligence gathering to prevent and detect cases of CSE; so even apparently minor pieces of information should be given to the DSL.
- Staffordshire Police CSE Information Report form can be found at **appendix 15**.
- 3.13. Where we identify that a child under the age of 13 is involved in sexual activity, this will always be immediately reported to the police.
- 3.14. The following local agencies may be contacted to support children and young people:-
- Base 58 - a specialist project supporting children at risk of, or experiencing sexual exploitation. Tel:- 01782 286862 or email: [info@brighter-futures.org.uk](mailto:info@brighter-futures.org.uk)
  - Savanna - a specialist project supporting people of all ages who have experienced or been affected by any sort of sexual violence. Tel:- 01782 433204 or email: [info@savana.org.uk](mailto:info@savana.org.uk)

#### **4. CRIMINAL EXPLOITATION OF CHILDREN, INCLUDING 'COUNTY LINES'**

##### **4.1. County Lines, 'going country' and criminal exploitation**

County Lines takes the form of urban gangs supplying drugs to suburban areas and market and coastal towns using mobile phone lines or "deal lines". It involves criminal exploitation with gangs who use children and vulnerable adults to move drugs (primarily heroin and crack cocaine) and money. It involves violence, intimidation and the offer of money or drugs.

[www.safeguardingchildren.stoke.gov.uk](http://www.safeguardingchildren.stoke.gov.uk)

- 4.2. "The key characteristic of this criminality involves the exploitation of a vulnerability – usually drug dependency, attachment/emotional issues, poverty or mental health. This is a very lucrative business model and increasingly we are hearing how the groups are utilising violence as a control mechanism in order to maintain discipline with their workforce and distribution network (with debt servitude used initially to maintain a degree of leverage against the customer base and/or workforce), or as a way to maintain market share against business rivals."

["County lines – a national summary & emerging best practice" – Violence and Vulnerability Unit May 2018](#)

- 4.3. The statutory definition of Child Criminal Exploitation (CCE) can be found in Keeping Children Safe in Education 2020 page 83. The definition is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.'

- 4.4. Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

- 4.5. We will follow the Safeguarding Children Board procedure which can be found at:-

<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/f-vulnerable-cyp.en>

#### **5. DOMESTIC ABUSE**

- 5.1. The definition of Domestic Abuse is:

- 5.2. 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.

- 5.3. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. 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.

(See KCSIE (2020) page 86)

## 6. FEMALE GENITAL MUTILATION (FGM)

- 6.1. Sandford Hill Primary School recognises its duty to protect children and young people against the practice female genital mutilation and to immediately report to the police, under section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) where it is known that FGM has been carried out on a child.
- 6.2. We will follow the Safeguarding Children Board procedure which can be found at:- <http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/f-vulnerable-cyp.en>
- 6.3. Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
- 6.4. Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally; they may appear anxious, depressed and emotionally withdrawn; present a sudden decline in her performance, aspirations or motivation.
- 6.5. Signs that may indicate FGM is planned:-
  - Child talking about getting ready for a special ceremony, procedure or celebration either abroad or in the UK;
  - Family taking a long trip abroad;
  - Child's family being from one of the 'at risk' communities for FGM (examples include Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
  - Knowledge that the child's sibling has undergone FGM;
  - Child talks about going to be 'cut'
  - Child talks about preparing for marriage or preparing to become a woman;

*(N.B. – families travelling abroad for long holidays is not in itself unusual, and not all families from the above named countries will practice FGM.)*
- 6.6. Signs that may indicate a child has undergone FGM:
  - Prolonged absence from school and other activities;
  - Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
  - Bladder or menstrual problems;
  - Finding it difficult to sit still and looking uncomfortable;
  - Complaining about pain between the legs;
  - Mentioning something somebody did to them that they are not allowed to talk about;
  - Secretive behaviour, including isolating themselves from the peers;
  - Reluctance to take part in physical activity;
  - Repeated urinal tract infection;
  - Disclosure.
- 6.7. Where a member of staff sees one or more of these indicators, or otherwise has cause for concern, this information will be recorded and passed on without delay to the DSL following usual safeguarding procedures.
- 6.8. Multi-agency statutory guidance on female genital mutilation can be found at:- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)
- 6.9. NSPCC FGM helpline can be contacted on 0800 028 3550 or use the NSPCC email address to request support at: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

## 7. FORCED MARRIAGE

- 7.1. Sandford Hill Primary School recognises the need to protect children and young people against forced marriage.

- 7.2. We will follow the Safeguarding Children Board procedure which can be found at:-  
<http://www.safeguardingchildren.stoke.gov.uk>
- 7.3. A clear distinction must be made between a forced marriage and an arranged marriage. A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties (and is therefore very different to an arranged marriage.)
- 7.4. A forced marriage may be between children, a child and an adult, or between adults, and both males and females can be forced to marry against their will.
- 7.5. In referring to children, we refer to both primary and secondary school age children.
- 7.6. A forced marriage is considered to be domestic violence.
- 7.7. One Chance Rule - Where there are concerns about forced marriage, we will not speak to the family as professionals may only have one chance to speak to a potential victim and we therefore must ensure that the appropriate intervention, response and support is initiated.
- 7.8. Staff will pass any concerns immediately to the DSL and child protection procedures will be activated.
- 7.9. Further guidance advice and support can be found at:  
 Forced Marriage Unit - Telephone: 020 7008 0151 or e-mail: [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk)

## **8. PREVENTING RADICALISATION**

- 8.1. Sandford Hill Primary School recognises the need to protect children and young people against the messages of all violent extremism including that linked to Far Right / Neo Nazi / White Supremacist, Al Qaeda / ISIS ideologies; Irish Nationalist and Loyalist paramilitary groups, and that linked to Animal Rights movements.
- 8.2. We also recognise the statutory duty placed upon us by s26 of the Counter-Terrorism and Security Act 2015, in having due regard to preventing people from being drawn into terrorism, referred to as the "Prevent Duty".
- 8.3. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.
- 8.4. Extremism is defined as a vocal or active opposition to fundamental British values of democracy; the rule of law; individual liberty and mutual respect for different faiths and beliefs.
- 8.5. There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals.
- 8.6. Our curriculum is broad and balanced, promoting respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.
- 8.7. We actively promote the spiritual, moral, social and cultural development of our pupils, in line with Promoting Fundamental British Values as part of SMSC in Schools DfE 2014
- 8.8. All 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, sharing their concerns with the DSL, deputy DSL or Headteacher, which may include the designated safeguarding lead (or deputy) making a Prevent referral.
- 8.9. Potential indicators of a child is at risk of being radicalised or exposed to extreme views might include:-
- Spending increasing time in the company of other suspected extremists.
  - Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
  - Loss of interest in friends and activities not associated with the extremist ideology, group or cause.
  - Possession of materials or symbols associated with an extremist cause.
  - Attempts to recruit others to the group/cause.

- Communications with others that suggests identification with an extremist group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person, which may include physical or verbal assault; provocative behaviour; derogatory name calling; prejudice related ridicule or name calling; refusal to co-operate; attempts to recruit to prejudice-related organisations; or condoning or supporting violence towards others.

- 8.10. If staff become aware that a child is vulnerable to being radicalised or exposed to extreme views, (including peer pressure, pressure from family members or other people, or via the internet) this will be reported directly to the DSL.
- 8.11. The DSL will liaise with other appropriate agencies, and make referrals directly to the Channel Panel if deemed necessary, at [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)
- 8.12. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Engagement with the programme is entirely voluntary but we will encourage and support engagement at all stages.

## **9. 'HONOUR-BASED' ABUSE (HBV)**

- 9.1. Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.
- 9.2. So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

## **10. PRIVATE FOSTERING**

- 10.1. Sandford Hill Primary School recognises its duty to notify Children's Social Care if a child is living in a private fostering arrangement.
- 10.2. Private fostering refers to a situation where a child or young person under 16 years of age (under 18, if they are disabled) is being cared for by someone other than a parent or close relative for 28 days or more. (Close relatives are defined as grandparents, aunty, uncle or older sibling.) Carers may be members of the extended family (e.g. cousin, great aunt), friends of the family, or someone the child doesn't know.
- 10.3. This can include children sent from abroad to stay with family members, teenagers who may be living with the family of a friend, boyfriend or girlfriend and those living short term with host families while they take a course of study.
- 10.4. All staff are responsible for asking questions to clarify family arrangements if there is a change of living arrangements / person caring for the child; of if the relationship between the child and carer of the living arrangements are unclear, confusing or concerning.
- 10.5. Staff should also follow up any discussion with pupils about living arrangements which are unclear, confusing or concerning.
- 10.6. If a member of staff becomes aware that a pupil may be living in a Private Fostering arrangement, they will report this without delay to the DSL.
- 10.7. The DSL will encourage the parent/ carer to inform the Local Authority. Additionally we will report the private fostering arrangements to the Local Authority by contacting the Safeguarding Referral Team on 01782 235100.

## **11. ANTI BULLYING**

- 11.1. Sandford Hill Primary School has zero tolerance with regards to bullying and we have an Anti-Bullying Policy which is set out in a separate document. This policy relates to all forms of bullying including cyber, racist, homophobic and gender related bullying.
- 11.2. The subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum and anti-bullying assemblies.
- 11.3. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.
- 11.4. Staff members will neither allow nor condone bullying. To do so may lead to consideration under child protection and disciplinary procedures.

## **12. E-SAFETY**

- 12.1. Sandford Hill Primary School recognise our responsibility for online safety and we have an E-Safety Policy which is set out in a separate document and explains how we try to keep pupils safe in school.
- 12.2. Most of our pupils will use mobile phones and computers at some time. Whilst the internet can be a fantastic place for them to talk to friends, be creative and have fun, we know that some people will use these technologies to harm others. This can range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography, sexting or face-to-face meetings.
- 12.3. Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school.
- 12.4. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.
- 12.5. We have systems in place to prevent pupils being exposure to harm online. We have filters and monitoring systems in place in school which are regulated and risk assessed.
- 12.6. If we become aware that a pupil may be accessing materials inappropriate to their age, (including Facebook if under 13 years of age) sending inappropriate e-mails, texts or images; or playing on games that are unsuitable (for example, games which have an 18 certificate;) we will contact parents to discuss our concerns and to raise parents awareness about the potential risk to their children and our duties to safeguard, which may involve referral to other agencies.
- 12.7. If staff become aware that a pupil is vulnerable to harm online, this will be reported immediately to the DSL and safeguarding procedures will be implemented.

## **13. PEER-ON-PEER ABUSE**

- 13.1. Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:
  - bullying (including cyberbullying);
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence and sexual harassment;
  - gender-based violence
  - sexting (also known as youth produced sexual imagery); and
  - initiation-type violence and rituals.
- 13.2. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.
- 13.3. At Sandford Hill Primary we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

- 13.4. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.
- 13.5. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.
- 13.6. The allegation:
- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
  - is of a serious nature, possibly including a criminal offence
  - raises risk factors for other pupils in the school
  - indicates that other pupils may have been affected by this student
  - indicates that young people outside the school may be affected by this student
- 13.7. At Sandford Hill Primary we will support the victims of peer on peer abuse by following the school's safeguarding procedures (see Section 6 and 7).
- 13.8. In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

## 14. SERIOUS VIOLENCE

- 14.1. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
- increased absence from school,
  - a change in friendships or relationships with older individuals or groups,
  - a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.
  - Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 14.2. All staff are aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance:  
<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

## 15. DOMESTIC ABUSE

- 15.1. The definition of "domestic violence and abuse" was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The latest definition from the Home Office is as follows:

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
- Emotional

- 15.2. Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.
- 15.3. The domestic violence and abuse policy can be found at :-  
<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en>

## **16. CONTEXTUAL SAFEGUARDING**

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. 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. We understand the importance of providing as much information as possible as part of the referral process to allow assessments to consider all the available evidence and the full context of any possible abuse.

For further information see **Keeping Children Safe in Education 2020**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## APPENDIX 5 – Allegations of abuse made against other pupils

- 1.1. Sandford Hill Primary School believe that all pupils have a right to attend school and learn in a safe environment, free from harm by adults or other pupils.
  - 1.2. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Behaviour Policy.
  - 1.3. Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding allegations may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.
  - 1.4. To be considered a safeguarding allegation against a pupil, it is likely that some of the following features will be found:-  
The allegation:-
    - is made against a pupil in relation to their behaviour towards a more vulnerable pupil;
    - is of a serious nature, possibly including a criminal offence;
    - raises risk factors for other pupils in the school;
    - indicates that other pupils may have been affected by this pupil and their actions;
    - indicates that children/young people outside the school may be affected by this pupil.
  - 1.5. Examples of a safeguarding allegation against a pupil could include (but are not limited to):-
    - Physical Abuse – for example, violence (particularly pre-planned) or forcing others to use drugs or alcohol;
    - Emotional Abuse – for example, blackmail or extortion, threats and intimidation;
    - Sexual Abuse – for example, indecent exposure, indecent touching or serious sexual assault, forcing others to watch pornography or take part in sexting;
    - Sexual Exploitation – for example, encouraging other children to attend inappropriate parties; encouraging, photographing or filming other children performing sexual or indecent acts.
  - 1.6. Where pupils are involved in gang activity, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people.
- 2. Minimising the risk of safeguarding concerns presented by a pupil.**
- 2.1. On occasions, a pupil may present a safeguarding risk to other pupils.
  - 2.2. When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.
  - 2.3. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
  - 2.4. The DSL may contact the locality social worker or other relevant agency to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person.
  - 2.5. The DSL will follow through the outcomes of the discussion and make any referrals necessary, keeping a record of the concern, the discussion and any outcome in the files of both pupils.
  - 2.6. If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
  - 2.7. Where neither Children's Social Care nor the police accept the complaint, a thorough school investigation will take place into the matter using the school's usual disciplinary procedures.
  - 2.8. In situations where the school considers a safeguarding risk is present, a risk assessment should be undertaken and an individual risk management plan will be put in place to ensure that other pupils are kept safe and that the pupil concerned does not become a target for malicious allegations.
  - 2.9. The plan will be reviewed continuously and a date set for a follow-up evaluation with everyone concerned.

## APPENDIX 6 - Guide to Levels of Need

### 1. STOKE-ON-TRENT GUIDE TO LEVELS OF NEED, EARLY HELP & SAFEGUARDING THRESHOLD CRITERIA 2019

- 1.1. Sandford Hill Primary School recognises the importance of identifying issues early, and providing early help children and families in order to prevent issues from escalating.
- 1.2. Most parents can look after their children without needing help from anyone other than their family or friends. However, some parents may need additional help from our school or from other services such as the NHS.
- 1.3. Providing help early is more effective in promoting the welfare of children, than reacting later.
- 1.4. As such, we are committed to working collaboratively with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2020* and local guidance.
- 1.5. We use Stoke-on-Trent's Guide to Levels of Need, Early Help and Safeguarding Threshold criteria (2019) to support us in our discussions with colleagues from other agencies, and to make decisions about the right level of support required for the child and family and when this should be 'stepped up' or 'stepped down'.

### Guide to Levels of Need - Early Help and Safeguarding 2016



- 1.6. The Guide to Levels of Need has four levels and every child living in Stoke-on-Trent will fit into one of these four levels.

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

**1.8. Level 1 – Universal Services Children do not have additional needs**

- Children are achieving expected outcomes.
- Their needs are met by their parents alongside accessing universal services.

**1.9. Level 2 – Initial Early Help - Children with some additional need**

- Parents require professional support or guidance to help them to meet their children's needs.
- We are able to provide that additional support or make a referral to an agency who is able to provide that additional support.
- We will undertake an initial early help assessment to enable us to provide the right support.
- The paperwork and registration details for initial Early Help can be found at:

Stoke - <http://www.safeguardingchildren.stoke.gov.uk/ccm/navigation/category.jsp?categoryID=667337>

Staffs - <https://www.staffsscb.org.uk/Professionals/Staffordshire-Early-Help-Strategy/Staffordshire-Early-Help-Strategy.aspx>

**1.10. Level 3 – Early Help - Children with multiple and complex needs**

- Needs cannot be met at previous levels and children and parents require coordinated, targeted, multi-agency intervention and support to meet the children's needs.
- The initial early help assessment will be the referral into the Early Intervention Team, if additional support is required.
- Needs are met through multi-agency support and the use of Early Help Plans.
- We will register with the Early Help Assessment/plan with the Early Help Co-ordinator

**1.11. Level 4 - Children with acute needs, including children in need of protection**

- Children and parents require multi-agency responses which include specialist intervention coordinated by Children's Social Care under section 17 or section 47 of the Children Act 1989.
- Risks and unmet needs have not been resolved through Early Help intervention.
- If there is an immediate risk of harm then the Police will be contacted.
- If there is a risk of significant harm, Section 4, or a child meets the threshold for Child in Need, Section 17, a referral will be made to Children's Social Care. Please see appendix 9 for the referral procedure.

## APPENDIX 7 – Dealing with disclosures made by a child

### 1. ADVICE FOR ALL MEMBERS OF STAFF

- 1.1. Sandford Hill Primary School will take seriously any disclosures of abuse or neglect made by a pupil.
- 1.2. When dealing with disclosures we don't 'lead pupils', make suggestions about what may have happened or who may be responsible, and we don't investigate what is being disclosed.
- 1.3. However, it may not always be clear from what a pupil first tells us, whether we are dealing with a safeguarding issue or not, and therefore we may need to clarify what is being said.
- 1.4. **TED QUESTIONS** are open questions that we will use to clarify or get a little more information about what has happened, so that we can initiate the right response, intervention and support:-
  - Tell me what happened
  - Explain to me what happened
  - Describe what happened
- 1.5. When talking to pupils, we will take account of their age, understanding and preferred language, (which may not be English) and consider how a child with a disability may need support in communicating.
- 1.6. The following guidance should be followed:-
  - Listen to what is being said without displaying shock or disbelief.
  - Allow the child to talk freely.
  - Accept what is being said.
  - Do not ask direct or leading questions – use only open questions, if necessary, to clarify what is being said or how something has happened (TED questions above).
  - Reassure the child that what has happened is not their fault and that they have done the right thing in telling you.
  - Do not criticise the alleged perpetrator.
  - Do not make promises that you may not be able to keep.
  - Do not give your personal opinion.
  - Do not talk about your own personal experiences.
  - Do not promise confidentiality – it may be necessary to tell the DSL and to refer the child to Children's Social Care or inform the police.
  - Do not ask the child to write anything down (this may be seen as a statement, and we are not trained to take statements).
  - Explain what has to be done next and who has to be told – **see Appendix 8**
  - Inform the DSL without delay.
  - Complete the child protection record of concern form on CPOMs.
- 1.7. Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

## APPENDIX 8 – Action to be taken if you have a concern about a child

| Staff member  | What action to take if you have concerns   |
|---|--|
| Any member of staff, governor, volunteer, contractor or activity provider | <ol style="list-style-type: none"> <li>1. Discuss your concerns with a member of the safeguarding team, David Wardle, Mandy Allen, Michelle Brennan, <b>as soon as possible, before the child leaves for the day</b>. It is important that the child is not sent home at the end of the day without taking the right protective action.</li> <li>2. Complete the <b>child protection record of concern form</b> using CPOMs.</li> <li>3. If the DSL or their deputy is not available, you can speak to another senior member of staff or you can contact the locality social worker yourself for a consultation about the action you need to take. However, if you are sure this is a safeguarding concern, then you should contact the Safeguarding Referral Team on 235100 and make the referral.</li> <li>4. Inform the DSL about your consultation and what actions you have taken. Ensure all actions and decisions are recorded.</li> </ol>  |
| Designated safeguarding lead or deputy DSL                                | <p><b>Using the Guide to Levels of Need, you are concerned that the child is at risk of significant harm (Level 4)</b></p> <ol style="list-style-type: none"> <li>1. Inform family of your intention to refer to Children's Social Care (unless to do so would increase the risk of harm; hinder the prevention or detection of a serious crime; lead to an unjustified delay in making enquiries about allegations of significant harm.)</li> <li>2. Contact the Safeguarding Referral Team (235100) without delay. Ensure you have all relevant details to hand and provide as much information as you can about your concerns.</li> <li>3. If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately.</li> <li>4. Confirm your referral by sending SRT a <b>Multi-agency Referral Form (MARF)</b> within 24 hours (on home page of SCB website)</li> <li>5. If SRT have not informed you within 1 working day, whether or not your referral has been accepted, contact them to ascertain their decision.</li> <li>6. SRT may decide, in consultation with you, that the child's needs are at Level 3 and that the school is best placed to provide support. See Early Help below.</li> <li>7. Record all your discussions and decision-making on the <b>child protection record of concern form</b> given by the staff member who contacted you originally. Add this, and a copy of the MARF to the child's child protection file. (If the child does not have a stand-alone child protection file, you will need to create one including a front sheet.)</li> <li>8. Update/start the chronology. Continue to update the child's file and chronology as the investigation and resulting work continues.</li> </ol> |

| Staff Member                                      | Using the Guide to Levels of Need, you believe the child is not at risk of significant harm, but the child or their family may need support for complex needs (Level 3)   |
|---|---|
| <b>Designated safeguarding lead or deputy DSL</b> | <ol style="list-style-type: none"> <li>1. Discuss your concerns with senior colleagues in another agency, if necessary.</li> <li>2. Contact the locality social worker for further advice if needed. If the locality social worker advises a referral into SRT, follow procedure outlined above.</li> <li>3. If consultation results in the decision that an Early Help Assessment is appropriate, agree who is the most appropriate agency to lead on this.</li> <li>4. If school is the most appropriate agency to take the lead, identify the best person (i.e. person with best relationship) within school to discuss this with the family and to be the lead professional.</li> <li>5. Work with the Early Help Champion or other appropriate person, to provide support in the school and/or refer the child / their family to the cooperative working team.</li> <li>6. Record all consultations and decision-making on the child protection record of concern form sent by the staff member who contacted you originally.</li> </ol> |
| <b>Early help champion</b>                        | <ol style="list-style-type: none"> <li>1. Identify the most appropriate person to gain consent from family and to undertake Early Help Assessment.</li> <li>2. Talk to the family about the early help assessment as a means of providing them with the help and support they need to prevent issues from escalating (and avoid involvement from statutory services.)</li> <li>3. Gain the family's consent for the early help assessment.</li> <li>4. Register the assessment with the Early Help Team.</li> <li>5. If the family does not consent to an early help assessment, we will log refusal with the Early Help Team, and we make a judgement about whether the needs of the child will escalate or the child will become unsafe without help.</li> <li>6. If our judgement is that the needs or concerns will escalate, then we will contact the locality social worker to make a shared decision about whether the level of concerns calls for a referral to Children's Social Care.</li> </ol>                                    |

## APPENDIX 9 – Making a referral to Children’s Social Care

- 1.1. It will almost always be the DSL, Deputy DSL or another member of the senior leadership team that makes referrals into Children Social Care.
- 1.2. However, all staff know how to make a referral should they ever need to.
- 1.3. Referrals to Children Social Care are made initially by telephone to the Safeguarding Referral Team (SRT) on 235100.
- 1.4. Before making the call, ensure that you have all of the information to hand so that you can provide detailed and accurate information and answer any questions.
- 1.5. **Give as much information as you can about the child and family, including:-**
  - Child's full name;
  - Parents names;
  - Full address and contact telephone number for parents;
  - Date of birth for the child;
  - Family's ethnic origin;
  - Does the child have a disability?
  - Are there any additional support needs? (Learning difficulties; communication needs)
  - Any information regarding the family composition; for example - other siblings in the household (how old and what school do they attend?) Who else lives at the house? Who usually looks after the child?
  - Do you have details of the GP or any other agencies involved with the family?
- 1.6. **Highlight the concerns with evidence:-**
  - What are your concerns?
  - What is the trigger for this referral?
  - What is your evidence?
  - Use the Guide to Levels of Need document to evidence your referral/concerns.
- 1.7. **Clarify that your information has been received and understood as intended.**
- 1.8. **Do the parents / carers have knowledge of this referral?**
  - Section 47 – Only inform the parent/carer once the SRT social worker has confirmed it is appropriate to do from the initial telephone call.
  - What is their response likely to be if professionals undertake a home visit?
  - Are there any risks to staff?
  - Are there further risks to child if the parents are made aware of the referral?
- 1.9. **Early Help Assessment Refusal?**
  - Has an Early Help Assessment been completed with the family? If so when?
  - Attach all assessment documentation where possible.
  - Have the family refused an Early Help Assessment?
- 1.10. Provide your details:
  - Your full name and job title;
  - Your contact details, including work mobile if you are unlikely to be in the office;
  - Your relationship to that child.
- 1.11. **Your telephone referral must be confirmed in writing within 24 hours:**
  - Use the Multi Agency Referral Form (MARF) to confirm your referral in writing.  
(This can be found on the homepage of SCB website and is the same for Stoke and Staffordshire)

## APPENDIX 10 – Information sharing and consent

### 1. INFORMATION SHARING AND CONSENT

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

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

- 1.2. We will exercise professional curiosity by proactively seeking out information as well as sharing it. This means checking with other professionals whether they have information, and speaking to pupils alone.
- 1.3. Keeping Children Safe in Education 2020 paragraph 85 states that the Data Protection Act 2018 and GDPR is not a barrier to sharing information for the purposes of keeping children safe. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.
- 1.4. We will share any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents must be clear that our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.
- 1.5. **It is expected that we will seek the consent of parents or carers to make a referral to Children's Social Care** (under s.17 Children's Act – Child in Need.) If parents refuse to give consent but we decide to continue with the referral, we will make this clear to Children's Social Care when we contact them.
- 1.6. Any decision to refer the pupil without the parents' consent, will be recorded in the pupil's child protection file with a full explanation for the decision.
- 1.7. **We do not need parents' consent to make a referral if we consider the child is in need of protection**, although in most cases we will inform them of the child protection referral.
- 1.8. **However we will not inform parents of referrals if we believe that:-**
- This would place the child or someone else at increased risk of harm;
  - It would prejudice the prevention or detection of a crime, or lead to loss of evidence for a police investigation;
  - It would lead to an unjustified delay in making enquiries into allegations of significant harm.
- 1.9. Any decision not to discuss concerns with a pupil's parents or carers will be recorded in the pupil's child protection file with a full explanation for the decision.
- 1.10. Consent is not necessary in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989 and therefore when contacted by Children's Social Care, we will comply with their requests for information without seeking consent. Staff members must record what information has been shared and why.
- 1.11. If you are in any doubt about the need to seek consent, get advice from the DSL or from the locality social worker.
- 1.12. Keep a record of your decision to share information, with or without consent, and record the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so.

### 2. RECORD KEEPING

- 2.1. Good record keeping is an important part of the school's accountability to pupils and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

- 2.2. Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.
- 2.3. The DSL will ensure that records are maintained appropriately for pupils with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

### **3. DISCUSSING CONCERNS WITH THE PUPIL, PARENTS OR CARERS**

- 3.1. Sandford Hill Primary School are committed to working openly and honestly with parents and carers in order to ensure that their child's needs are met.
- 3.2. This means that in most cases, any concerns the school may have about a pupil, will be discussed with parents or carers. This is because parents and carers need to know when we are worried about their child, so that we can work together to address any issues or concerns.
- 3.3. Professional curiosity will be exercised by staff, particularly where there is a concern about a pupil. This means that staff may ask questions of the pupil, parents or carers in order to clarify or ascertain the necessary facts to make a decision regarding what (if any) action to take.
- 3.4. We will abide by the principles set out above regarding information sharing and consent. When we make the referral, we will agree with Children's Social Care what the pupil and parents will be told, by whom and when.

## **APPENDIX 11 – Working with parents and carers**

- 1.1. Sandford Hill Primary School is committed to working in partnership with parents and carers to safeguard and promote the welfare of their child/ren and to support them to understand our statutory responsibilities in this area.
- 1.2. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.
- 1.3. When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Social Care or other agencies.
- 1.4. We will abide by the principles of information sharing and consent as outlined in Appendix 11. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral to the Safeguarding Referral Team in those circumstances where it is appropriate to do so.
- 1.5. In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:
  - Full names and contact details of all adults with whom the child normally lives;
  - Full names and contact details of all persons with parental responsibility (if different from above);
  - Emergency contact details (for the above and also for a responsible person(s) to contact in the event that parents/carers cannot be contacted);
  - Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
  - Any legal or criminal changes which effects parental responsibility e.g. Bail condition, court orders, MARAC arrangements (Multi-Agency Risk Assessment Conference).
- 1.6. The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

## APPENDIX 12 – Children’s Social Care response

### 1. CHILDRENS SOCIAL CARE RESPONSES TO CONCERNS ABOUT A CHILD

- 1.1. Once Children’s Social Care has accepted our referral as needing a social-care-led response (Level 4 on the Guide to Levels of Need), a social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.
- 1.2. The evaluation of concerns and risks involve deciding whether:-
  - the child needs immediate protection and urgent action is necessary; or
  - the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
  - the child is in need and should be assessed under section 17 of the Children Act 1989.
- 1.3. We will cooperate with Children’s Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child.
- 1.4. We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.
- 1.5. We will share information about the child and their family for section 47 enquiries and section 17 assessments undertaken by Children’s Social Care.
- 1.6. We will ensure that a relevant staff member participates in all initial and review child protection conferences, that we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome-focused child protection plan and will ensure that the child’s wishes and views are considered in their own right.
- 1.7. If we are members of the core group to implement a plan, we will ensure a relevant staff member participates in all core group meetings.
- 1.8. We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a child in need plan, in a timely way.
- 1.9. We will continue to monitor pupils once their plans are ended to ensure that they are supported and kept safe.

### 2. PROFESSIONAL CHALLENGE AND DISAGREEMENTS

- 2.1. Sandford Hill Primary School recognise that working with children and families, and in particular child protection work, can be stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another’s practice.
- 2.2. We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, actions and inactions by colleagues in respect of individual children.
- 2.3. If necessary, staff members can speak with the Designated Safeguarding Lead, the Headteacher, the chair of governors or with the Local Authority Designated Officer.
- 2.4. Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.
- 2.5. If there are any professional disagreements with practitioners from other agencies, that the staff member involved has been unable to resolve informally, the DSL or the Headteacher will raise concerns formally with the relevant agency’s safeguarding lead in line with LSCB escalation policy.
- 2.6. The escalation policy can be found at the link below:-

<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/g-appeals-and-disagreements.en>

## APPENDIX 13 – Managing allegations against staff and volunteers

- 1.1. Sandford Hill Primary School aim to provide a safe and supportive environment which secures the well-being and very best outcomes for pupils at our school.
- 1.2. We do recognise however, that sometimes the behaviour of adults, including governors, volunteers, supply teachers and agency staff may lead to an allegation of abuse being made.
- 1.3. Sandford Hill Primary School follow the local Safeguarding Children Board procedures - Managing Allegations against Adults Working with Children and Young People :-  
<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances/>
- 1.4. If an allegation is made, or information is received about an adult who works or volunteers in our school which raises concerns, the member of staff receiving the information should inform the David Wardle (Headteacher) immediately.
- 1.5. Should an allegation be made against the Headteacher, this will be reported to Tim Moss (Chair of Governors)
- 1.6. In the event that neither the Headteacher nor Chair of governors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of governors.
- 1.7. Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors can contact the Local Authority Designated Officer directly.
- 1.8. We also have a Whistle Blowing Policy which is accessible to all staff.
- 1.9. When a concern is raised about an adult in our school, the Headteacher (or other appropriate person, as above) will seek advice from the Local Authority Designated Officer (LADO) at the earliest opportunity (and certainly within 1 working day.) No one will undertake further investigations until they receive advice from the LADO.
- 1.10. The Local Authority Designated Officer will convene a strategy meeting when there are concerns that a person in a position of trust has:-
  - *behaved in a way that has harmed a child, or may have harmed a child;*
  - *possibly committed a criminal offence against or related to a child; or*
  - *behaved towards a child or children in a way that indicates they may pose a risk of harm to children.*
- 1.11. We will work closely with Children's Social Care and the police, if they are involved, to support with any assessment or investigation as required.
- 1.12. The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the strategy discussion/meeting with the LADO). HR will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
- 1.13. If the LADO deems that the referral does not meet the criteria for his involvement, we may still undertake our own investigation into the alleged events and if necessary, invoke disciplinary procedures.
- 1.14. The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person.
- 1.15. The guidance in Keeping Children Safe in Education 2020 (Part 4) will be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:
  - *Behaved in a way that has harmed a child*
  - *Possibly committed a criminal offence against or related to a child*
  - *Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children*
  - *Behaved or may have behaved in a way that indicates they may not be suitable to work with children*

*Thoughtfulness And Respect*

- 1.16. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and HR.
- 1.17. **FOR INFORMATION** - The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally.
- Telephone free: - 0800 028 0285 (line is available from 8am to 8pm, Monday to Friday.)
  - Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **APPENDIX 14 – Safer Recruitment**

- 1.1. Our school has robust recruitment and vetting procedures to help to deter, reject and prevent unsuitable people from working or volunteering within our school.
- 1.2. Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including clear statements in the job description and person specification about the staff member's safeguarding responsibilities.
- 1.3. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them or if there are gaps in employment.
- 1.4. All staff members who have contact with children, young people and families will have appropriate pre-employment checks (including Disclosure and Barring Service checks) in line with *Keeping Children Safe in Education, September 2020*.
- 1.5. At least one member on every short listing and interview panel will have completed safer recruitment training.
- 1.6. We maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. Guest visitors will also be checked in line with statutory requirements and risk assessed robustly. The Governing Body will check the SCR on a term basis and record accuracy and actions.



## APPENDIX 15 – Staffordshire Police CSE Information Report

### Staffordshire Police CSE Information Report

#### Gathering Intelligence about Child Sexual Exploitation

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

#### What to collect?

Information on child sexual exploitation includes details on:-

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

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

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

Intelligence can be reported from 3 perspectives:

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

Submit the completed intelligence form onto the Child Exploitation Team.

[childexploitation@staffordshire.pnn.police.uk](mailto:childexploitation@staffordshire.pnn.police.uk)

If you do not have a secure e-mail facility then please call CET on 101 ext 3604 to discuss

**Please note** – this form is **NOT** a referral form.

Agencies should refer to the CSE Policy document Staffs Section 4Ha, S-o-T Section D14 and follow the process outlined. Referrals should be made to First Response (Staffordshire) or the Safeguarding Referral Team (Stoke-on-Trent) or to the Police. This form is to collect intelligence only and may then be used to assist police in building a case.



## **Staffordshire Police – Child Sexual Exploitation Information Report**

**Date/Time of report:**

**Details of Professional submitting:**

|                           |  |                     |  |                             |  |
|---------------------------|--|---------------------|--|-----------------------------|--|
| <b>Name</b>               |  |                     |  |                             |  |
| <b>Post / Job Title</b>   |  |                     |  |                             |  |
| <b>Agency</b>             |  |                     |  |                             |  |
| <b>Contact Details</b>    |  |                     |  |                             |  |
| <b>Witnessed Incident</b> |  | <b>Professional</b> |  | <b>Member of the Public</b> |  |

**Details of Child/Young Person (if known):**

|                |  |
|----------------|--|
| <b>Name</b>    |  |
| <b>Age</b>     |  |
| <b>Address</b> |  |

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

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