Safeguarding and Child Protection Policy and Procedures 2019

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Chair of Governors : Gill Howell

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Role	Name	Contact details
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Deputy Designated Safeguarding Lead	Lucy Patten	01782 234979
Deputy Designated Safeguarding Lead	Sherin Vorajee	01782 234979
Deputy Designated Safeguarding Lead	Sophie cox	01782 234979
Deputy Designated Safeguarding Lead	Nicky Bloor	01782 234979
Early Help Champion	Nicky Bloor	01782 234979
Lead Person for Online Safety	Nicky Bloor	01782 234979
Lead Person for Looked After Children (LAC)	Hayley Sutton	01782 234979
Lead Person for CSE	Hayley Sutton	01782 234979
Lead Person for PREVENT	Louise Irving	01782 234979
Senior Manager responsible for allegations made against staff	Louise Irving	01782 234979
Local Authority Designated Officer (LADO)	Linda Hancock	01782 235100
Early Help Coordinator	Samantha Schofield	01782 231964/232200 early.help@stoke.gov.uk
Early intervention	Advice and Access Team	01782 232200 CW@stoke.gov.uk
Senior Social Worker for Child Sexual Exploitation	Angela Davenhill	101 Ext.3616 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 234567
Staffordshire Children Social Care – for referrals	First Response	0800 1313126
Police	Non-emergency – 101	Emergency - 999
Prevent Education Officer	Sarah Dyer	01782 233239 m: 07900 135606 sarah.dyer@stoke.gov.uk
Safeguarding Education Development Officer	Dawn Casewell	01782 235897 Dawn.casewell@Stoke.gov.uk
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Terminology and Acronyms

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 Forest Park Primary School has arrangements in place to safeguard and promote the welfare of 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 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 2018***:* A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children

4.8. **Keeping Children Safe in Education 2019**: Statutory Guidance for Schools and Colleges

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 – Please refer to Stoke on Trent and Staffordshire Local Safeguarding Children Board Procedures**

Stoke-on-Trent Safeguarding Procedures
Staffordshire Safeguarding Procedures

5. ROLES and RESPONSIBIITIES

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 5 Deputy **DSLs** to ensure there is appropriate cover for this above role at all times.

5.4. **Early Help Champion** - Our Early Help Champion is 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 responsible for safeguarding who will champion good practice, liaise with the head teacher 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. **Senior Manager for Dealing with Allegations** – The head teacher/principal is the person responsible for dealing with allegations of abuse made against school staff. The Manager for dealing with allegations against the head teacher is the chair of governors. The procedure for managing allegations is detailed in **Appendix 14.**

5.7. **Head Teacher / Principal** - 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. Our school will support all pupils by:-

6.4. ensuring the content of the curriculum includes social and emotional aspects of learning;

6.5. 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;

6.6. 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;

6.7. ensuring access to a number of appropriate adults to approach if they are in difficulties;

6.8. building confidence, resilience and independence;

6.9. encouraging development of self-esteem and assertiveness while not condoning aggression or bullying;

6.10. ensuring repeated hate incidents, e.g. racist, homophobic, gender or disability-based bullying, are considered under child protection procedures;

6.11. liaising and working together with other support services and those agencies involved in safeguarding children; and

6.12. 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 and Staffordshire 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 in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse or neglect.

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 and Staffordshire Safeguarding Children Board guidance.

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: 2019.*

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 address allegations against members of staff and volunteers in line with *Keeping Children Safe in Education: 2019* and *Stoke-on-Trent and Staffordshire Safeguarding Children Board Procedure:* ***Managing Allegations against Adults Working with Children and Young People*****.** This procedure is detailed in **Appendix 14**.

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, and Part 1 of Keeping Children Safe in Education: 2019.

10.2. The induction will be proportionate to staff members' roles and responsibilities.

10.3. The DSL will undergo updated relevant safeguarding training every two years (**not** L1 or L2 safeguarding training every 2 years, but a relevant course to expand the knowledge and understanding of various safeguarding issues locally and nationally. This is in line with LSCB guidance.)

10.4. All staff members of the school (including volunteers and governors) will undergo level 1 face to face safeguarding and child protection training (whole-school training) 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. The nominated governor for safeguarding will undergo face to face 'Introduction to Safeguarding for Governors' training, (as provided by the governor support unit and which includes level 1 training ;) prior to or soon after appointment to the role. Level 1 safeguarding training should be updated every 3 years.

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 head teacher 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 11.**

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, Health 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 the Stoke-on-Trent and Staffordshire 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 checks in line with *Keeping Children Safe in Education: 2019.* 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 head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).

14.3. We have a Whistle Blowing Policy 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 the Stoke-on-Trent and Staffordshire 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**. [This is a guide only. Please insert/delete/amend policy list as appropriate].**

- Administration of Medicines Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Children Missing from Education Policy and Procedures
- Complaints procedure
- Drug and Alcohol Education Policy
- Equalities Policy
- Health and Safety Policy and other linked policies and risk assessments
- ICT Acceptable Use Policy
- Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges
- Offsite Activities and Educational Visits Policy and risk assessments
- Online Safety Policy
- Pastoral Care Policy
- Physical Education and Sports Guidance
- Positive Handling and Physical Intervention Policy and Guidance
- Premises Inspection Checklist
- Preventing Extremism and Radicalisation Policy
- PSHEe Policy
- Pupil Images Policy
- Recruitment and Selection Policy and procedures
- Sex and Relationship Education Policy
- Social Media Policy
- Special Educational Needs and Disabilities Policy
- Spiritual, Moral, Social and Cultural Development Policy
- Staff code of conduct/behaviour policy

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 and Staffordshire Safeguarding Children Board's Threshold Guide to Levels of Need (2019) 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 the Stoke-on-Trent's Safeguarding Referral Team (SRT) and to the Police if a crime may have been committed.

1.3. Liaises with the head teacher (if DSL is not the head teacher) 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 early intervention services and coordinates referrals from the school to early help services for children and families in need of support.

1.6. Refer cases to the Channel Panel where there is a concern regarding radicalisation/extremism.

2. RECORD KEEPING – the Designated Safeguarding Lead:-

2.1. Keeps written records of child protection and welfare concerns in line the Stoke-on-Trent and Staffordshire Safeguarding Children Board guidance.

2.2. Creates a stand-alone file for pupils with safeguarding concerns.

2.3. Maintains a chronology of significant incidents for each pupil with safeguarding concerns.

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.

2.7. Where a parent elects to remove their child from the school roll to home educate, the educational establishment will make arrangements to pass any safeguarding concerns to the local authority.

3. MULTI-AGENCY WORKING and INFORMATION SHARING – the Designated 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 Childrens 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 line with *Keeping Children Safe in Education* 2019 and guidance from the SSSCB, 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 and Staffordshire 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;
- 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. Ensure each member of staff has access to and understands the educational establishment's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.

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

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

4.5. 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.

4.6. Links with the Stoke-on-Trent and Staffordshire Safeguarding Children Board to identify appropriate training opportunities for relevant staff members.

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

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

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

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

Level of training	Course title	Frequency	Notes
Level 1	Safeguarding Children Face to face session delivered by SSOTSCB approved trainer	Every 3 years as part of whole school update	This must be completed irrespective of any other training undertaken. If you commission a level 1 course that is NOT APPROVED by Staffordshire & Stoke-on-Trent SCB, it may not be sufficiently in depth for Ofsted. SCB Level 1 workbook accompanying the course should be retained for Ofsted.
Level 2	Level 2 Working Together to Safeguard Children – multi agency (full 2 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. DSLs who wish to refresh this course need undertake day 1 only. (NB level 2 training to be compliant, it cannot be done online or as a whole school.)
Level 3	Subject specific courses relevant to needs of school community. Suggested :- • Child sexual exploitation • Female genital mutilation • Prevent/challenging extremism • E-safety • Forced marriage	No requirement to renew level 3 courses providing some safeguarding training is undertaken every 2 years.	See SCB Training Prospectus for additional relevant courses
Level 4	• Designated Safeguarding Lead training	No requirement to renew level 4 courses providing some	

	• Managing Allegations against Staff and Volunteers training	safeguarding training is undertaken every 2 years.	
ANNUAL UPDATES	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. - Keeping Children Safe in Education 2019		
IMPORTANT	DSLs are **NOT** 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 **SOME RELEVANT** 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 them.

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 the Stoke-on-Trent and Staffordshire 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 - Guide to Levels of Need

1. THE STOKE-ON-TRENT and STAFFORDSHIRE SAFEGUARDING CHILDREN BOARD (SSSCB) THRESHOLD GUIDE TO LEVELS OF NEED, EARLY HELP & SAFEGUARDING THRESHOLD CRITERIA 2019.

1.1. Forest Park 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.

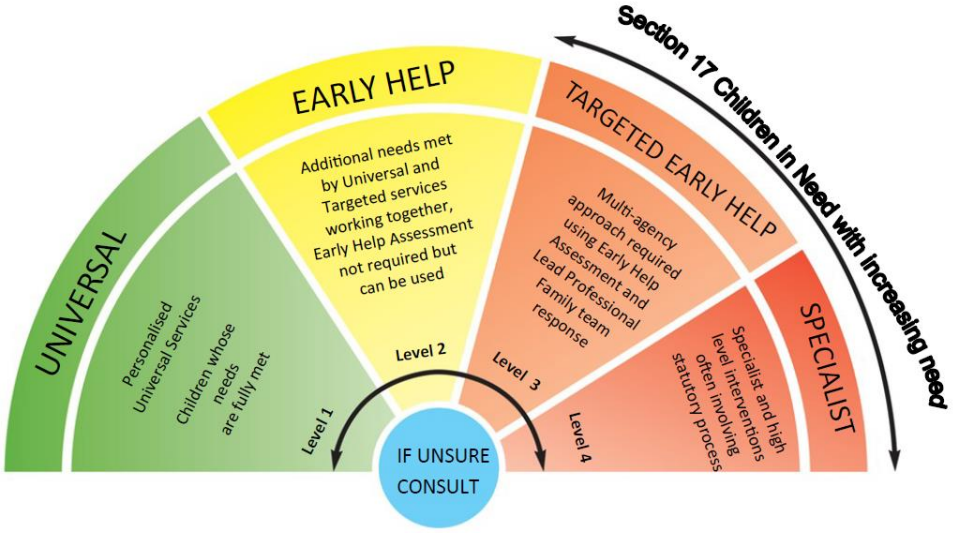
1.3. Providing help early is more effective in promoting the welfare of children, than reacting later.

1.4. As such, we are committed to working collaboratively with other agencies and with the Early Intervention Teams to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2019* and local guidance.

1.5. We use Stoke-on-Trent's and Staffordshire'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/assessment required for the child and family. And when this should be 'stepped up' or 'stepped down'.

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

Stoke on Trent and Staffordshire 'The Windscreen Threshold Model'



1.7. Level 1 – Universal Services - Children do not have additional needs

- Children are achieving expected outcomes.
- Their needs are met by their parents alongside universal services.
- No additional support is required as there are no concerns about health and development, parenting capacity or environmental factors.

1.8. Level 2 – Initial Early Help - Children have 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 that is able to provide that 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:

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

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

1.9. 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

1.10. Level 4 – Safeguarding - 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 47 , 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 8 for the referral procedure.

1.11. Signs of Safety (SoS)

'Signs of Safety' is a new model of working adopted by children's social care. We will follow this model in our assessment processes from Initial Early Help (Level 2) and through all each level until case closure. Signs of Safety (SoS) encourage us to reflect upon what is working well, what our concerns are, what we have done to support the child/family so far, and what needs to happen next. It also emphasizes the need to seek the views of the family and child.
Further information regarding SoS can be found on the SCB website:-

http://www.safeguardingchildren.stoke.gov.uk/ccm/navigation/professionals/signs-of-safety/

APPENDIX 3 - 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:-

- seeing or hearing the ill treatment of another, e.g. domestic abuse;
- 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;
- 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;)
- 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.

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. Child sexual Exploitation is also sexual abuse. It involves children receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet – see **appendix 4** (specific safeguarding issues.)

APPENDIX 4 – Signs and indicators of abuse

1.1. The most important sign/indicator of abuse or neglect is a disclosure from a pupil, and this will always be taken seriously.

1.2. Signs and indicators 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.**

Signs of potential PHYSICAL ABUSE	• Bruise marks consistent with either straps or slaps • Undue fear of adults - fear of going home to parents or carers • Aggression towards others • Unexplained injuries or burns – particularly if they are recurrent (and especially in non-mobile babies) • Any injuries not consistent with the explanation given for them • Injuries that occur on parts of the body which are not normally exposed to falls, rough games • Injuries to the side of the face, the ear, the neck • Black eyes, particularly bilateral • Reluctance to change for, or participate in games or swimming • Bruises, bites, burns, fractures etc. which do not have an accidental/ satisfactory explanation • Cuts/scratches in areas that would be difficult to do accidentally • Injuries to the soft tissue area • 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 • Fabricated or induced illness
Signs of potential NEGLECT	• Exposure to danger • Lack of supervision • Under nourishment and subsequent failure to grow and thrive • Constant hunger • Stealing or gorging food • Untreated illnesses • Inadequate care • Injuries that have not received medical attention • Non-attendance for health appointments • Inadequate/inappropriate clothing • Poor standards of hygiene • Unsafe home environment • Persistent lack of attention, warmth or praise
Signs of potential EMOTIONAL ABUSE	• Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. • Depression / aggression, extreme anxiety • Nervousness, frozen watchfulness • Obsessions or phobias • Sudden under-achievement or lack of concentration • Inappropriate relationships with peers and/or adults • Attention-seeking behaviour • Persistent tiredness • Running away / stealing / lying • Parent humiliating, taunting or threatening child • Persistent lack of attention, warmth or praise. • Shouting / yelling at a child • Copying or role playing abuse seen in the home (ie domestic violence) • Radicalisation – use of inappropriate language, violent extremist literature, the expression of extremist views, advocating violent action

Signs of potential SEXUAL ABUSE	• Use of language that is inappropriate for age / stage of development • Sexual knowledge inappropriate for their age / stage of development • Child with excessive preoccupation with sexual matters • Regularly engages in age inappropriate sexual play • Wariness on being approached • Soreness or unexplained rashes or marks in the genital areas • Pain on urination • Difficulty in walking or sitting • Stained or bloody underclothes • Recurrent tummy pains or headaches • Bruises on inner thigh or buttock • Any allegations made by a child concerning sexual abuse • Sexual activity through words, play or drawing • Child displaying 'sexually inappropriate' behaviour towards adults • Inappropriate bed-sharing arrangements at home • Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations • Eating disorders - anorexia, bulimia • Telling you about being asked to 'keep a secret' • Dropping hints or clues about abuse. • Unaccounted sources of money or gifts, or multiple mobile phones • **Refer also to Sexual Exploitation at appendix 5**

APPENDIX 5 – Specific safeguarding issues

1.1. School staff members need to be aware of specific safeguarding issues and be alert to any risks.

1.2. The Stoke-on-Trent and Staffordshire Safeguarding Children Board Procedures, has detailed information, policy and procedure on many of the specific issues identified below. We will follow 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
https://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx

1.3. The government website, GOV.UK also 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 the *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)
- Contexual Safeguarding
- 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 crime
- 'Honour-based' violence
- Mental health
- Online safety
- Peer on Peer Abuse
- Private fostering
- Preventing radicalisation and the Prevent duty
- Serious Violence
- Sexual Harassment
- Sexting
- Self-harm and suicidal behaviour
- Teenage relationship abuse
- Trafficking
- Voyeurism

2. CHILDREN MISSING FROM EDUCATION

2.1. Forest Park 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 and Staffordshire County Council on Children Missing from Education (CME) which can be found at:-
www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/education/education.en
https://www.staffsscb.org.uk/Search.aspx?search_keywords=cme

2.2. 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.

3. CHILD SEXUAL EXPLOITATION (CSE)

3.1. Forest Park 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://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en
https://www.staffsscb.org.uk/Search.aspx?search_keywords=cse

3.3 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. (DfE 2017.)

3.3. **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.

3.4. Some of the following signs may be indicators of sexual exploitation:-

- Children with unexplained gifts or new possessions;
- Having multiple mobile phones and worrying about losing contact via mobile phone;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Inappropriate sexual or sexualised behaviour;
- Sexual activity/underage sexual activity;
- Sexually risky behaviour, 'swapping' sex;
- Seen at known places of concern;
- Involved in abusive relationships;
- Intimidated and fearful of certain people or situations;
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers or known perpetrators;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or don't take part in education;
- Injuries from physical assault, physical restraint, sexual assault.

3.5. Where a member of staff sees one or more of these indictors, or otherwise has cause for concern, this information will be recorded and passed, without delay, to the DSL following usual safeguarding procedures.

3.6. We will use the Sexual Exploitation Risk Factor Matrix (RFM) to identify pupils at low, medium or high risk of sexual exploitation. The Matrix can be found on the links below:-

http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en
https://www.staffsscb.org.uk/Search.aspx?search_keywords=risk%20matrix%20for%20cse

3.7. Pupils will be referred to the CSE Panel if deemed appropriate, following completion of the Risk Factor Matrix.

3.8. 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.**

3.9. 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.

4. PEER ON PEER ABUSE

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment
- voyeurism - upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals.

4.1 SEXTING

- Sexting among children can be a common occurrence in which the police may need to become involved, depending upon the circumstances.
- The DSL will record all incidents of sexting, and include both the actions taken and the actions not taken, together with the justifications for the decisions made.

In applying judgement to the sexting incident, the following will be considered:-

- Significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.
- If other knowledge of either the sender or recipient may add cause for concern.

4.2 This is not an exhaustive list, but presence of the above will escalate concern. We will manage cases of sexting in line with the LSCB policy – Responding to Sexting and Youth Produced Imagery, which is found at :-

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

5.0 SERIOUS VIOLENCE

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.

5.1 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**

6.0 DOMESTIC VIOLENCE

6.1 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"

6.2 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.

6.3 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

7.0 FEMALE GENITAL MUTILATION (FGM)

7.1 Forest Park 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.

7.2 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

7.3 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.

7.4 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.

7.5 **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;

(Nb – families travelling abroad for long holidays is not in itself unusual, and not all families from the above named countries will practice FGM.)

7.6 **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.

7.7 Where a member of staff sees one or more of these indictors, or otherwise has cause for concern, this information will be recorded and passed on without delay to the DSL following usual safeguarding procedures.

7.8 Staff should be aware of new mandatory reporting requirements with regards to *known* cases of female genital mutilation (FGM) which require teachers to personally report to the police (on the telephone number 101) cases where they discover that an act of FGM appears to have been carried out. Further details can be found Annex A of Keeping Children Safe in Education September 2019.

7.9 DFE multi agency practice guidelines for female-genital-mutilation (April 2016) :- https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation.

NSPCC FGM helpline can be contacted on 0800 028 3550 or use the NSPCC email address to request support at: fgmhelp@nspcc.org.uk

8.0 FORCED MARRIAGE

8.1 Forest Park Primary School recognises the need to protect children and young people against forced marriage.

8.2 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/d---cyp-specific-circumstances.en

8.3 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.

8.4 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.

8.5 In referring to children, we refer to both primary and secondary school age children.

8.6 A forced marriage is considered to be domestic violence.

8.7 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.

8.8 Staff will pass any concerns immediately to the DSL and child protection procedures will be activated.

8.9 Further information on the role of educational establishments can be found in Multi-agency guidelines: Handling cases of forced marriage. pages 32-36.

The Forced Marriage Unit – tel: 020 7008 0151 e-mail: fmu@fco.gov.uk for advice or information.

9.0 PREVENTING RADICALISATION

9.1 Forest Park 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.

9.2 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”.

9.3 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

9.4 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.

9.5 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.

9.6 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.

9.7 We actively explore the spiritual, moral, social and cultural development of our pupils, and promote fundamental British Values.

9.8 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.

9.9 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 from online;) this will be reported directly to the DSL.

9.10 The DSL will liaise with other appropriate agencies, and make referrals directly to the Chanel Panel if deemed necessary, at prevent@staffordshire.pnn.police.uk

9.11 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 extremism or terrorism. Engagement with the programme is entirely voluntary but we will encourage and support engagement at all stages.

10.0 PRIVATE FOSTERING

10.1 Forest Park Primary School recognises its duty to notify Childrens 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.

11.0 ANTI BULLYING

Forest Park 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.

11.1 The subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum and anti-bullying assemblies.

11.2 If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head teacher and the DSL will consider implementing child protection procedures.

11.3 Staff members will neither allow nor condone bullying. To do so may lead to consideration under child protection and disciplinary procedures.

12.0 ONLINE SAFETY

12.1 Forest Park Primary School recognise our responsibility for online safety. We have an Online-Safety Policy which is set out in a separate document and includes guidance for all pupils in relation to Online Safety and using the internet and social media.

12.2 Staff will report their concerns to the DSL if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the DSL will be contacted for advice on how to proceed with regards to talking to parents carers about Online Safety.

12.3 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.

12.4 We have systems in place to prevent pupils being exposure to harm online. We have filters and monitoring systems in place which are regulated and risk assessed.

12.5 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.

12.6 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.

12.7 In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media.

13.0 CONTEXUAL 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 contact of any possible abuse.

For further information see **Keeping Children Safe in Education 2019**

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

APPENDIX 6 – Allegations of abuse made against other pupils

1.1. Forest Park 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. **Peer on Peer abuse** - 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. We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

2.2. Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.

2.3. Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.

3. What to do

3.1. 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.

3.2. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

3.3. The DSL may contact their 'Better Together' social worker, Education Lead or Advice and Access team 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.

3.4. The DSL will follow through the actions from the discussion and make any referrals necessary,

3.5. Keeping a record of the concern, the discussion and any outcome in the files of both pupils.

3.6. 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).

3.7. 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.

3.8. 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.

3.9. The plan will be reviewed continuously and a date set for a follow-up evaluation with everyone concerned.

APPENDIX 7 – Dealing with disclosures made by a child

1. ADVICE FOR ALL MEMBERS OF STAFF

1.1. Forest Park 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:-

- **T**ell me what happened
- **E**xplain to me what happened
- **D**escribe 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 therefore translation services might need to be sought;) 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** (over page)
- Inform the DSL without delay, using your agreed system/protocol. This may mean completing a hand written record of concern form or logging onto an electronic system, recording what's happened and sending it to your DSL. (A template record of concern form can be found on the LSCB website.)

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

Action to be taken by:-	What action to take if you have concerns
Any member of staff (governor, volunteer, contractor, activity provider)	1. Discuss your concerns with the DSL Hayley Sutton or in their absence, with the Deputy DSL Louise Irving,Sherin Vorajee, Sophie Cox,Lucy Patten, Nicky Bloor **as soon as possible, before the child leaves for the day.** It is important that the child is not sent home at the end of the day without taking the right protective action. 2. Complete the record of concern and pass/send it to the DSL. 3. If the DSL or deputy is not available, you can speak to another senior member of staff. However, if you are unsure if this is a safeguarding concern, please contact the Better Together Social Worker, Advice and Access Team or Education Lead. If a referral to the Safeguarding Referral Team is required (SRT) please make the referral (see below) 4. Inform the DSL about your consultation with SRT and what actions you have taken. Ensure all actions and decisions are recorded.
Action to be taken by:-	**If you are concerned that the child is at risk of significant harm (Level 4)**
DSL or Deputy DSL	**CHILD AT RISK OF SIGNIFICANT HARM – SECTION 47** **Use the SSSCB Threshold Guide to Levels of Need 2019 and if you are unsure** contact your Better Together social worker, Advice and Access team or/and your Education Lead for advice. 1. If the child is at **risk of significant harm (Section 47**). 2. Contact the Safeguarding Referral Team (235100 option 3) without delay. Ensure you have all the relevant details to hand and provide as much information as you can about your concerns. **Only inform the parents of the referral once the SRT Social Worker has confirmed it is appropriate to do so.** Record this decision on the MARF thereafter. 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 on 999. 4. Confirm your referral by sending SRT a **Multi-agency Referral Form** (MARF) within 24 hours (on home page of LSCB website). 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. 6. SRT may decide, in consultation with you, that the child's needs are at Level 2 or 3 and that the school is best placed to provide support. See Early Help over page. 7. Record all your discussions and decision-making on the child protection record or system. 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.)

	8. Update/start the chronology. Continue to update the child's file and chronology as the investigation and resulting work continues.

Action to be taken by:-	**You do not think there is a risk of significant harm, but the child has highly complex needs and may be experiencing compromised parenting. Section 17 Child in Need (Level 4)**
DSL or Deputy DSL	**CHILD IN NEED – SECTION 17** **Use the Guide to Levels of Need and if you are unsure** contact your Better Together social worker, Advice and Access team or/and your Education Lead for advice. 1. Inform the family of your intention to refer to Children's Social Care, (SRT) ****With regards to Consent please refer to the SSSCB Threshold Framework 'Consent and Confidentiality' **** 2. Complete a Multi-Agency Referral Form (MARF) and email the SRT team at SRT.Referrals@stoke.gov.uk. **NO TELEPHONE CALL IS REQUIRED.** 3. If SRT have not informed you within 1 working day, whether or not your referral has been accepted, contact them to ascertain their decision. 4. SRT may decide, in consultation with you, that the child's needs are at Level 2 or 3 and that the school is best placed to provide support. See Early Help below. 5. Record all your discussions and decision-making on the child protection record or system. 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.) 6. Update/start the chronology. Continue to update the child's file and chronology as the investigation and resulting work continues
Action to be taken by:-	**You do not think there is a need for children social care to be involved but multi-agency support is required (Level 3)**
Early help champion **DSL or Deputy DSL** **Any staff member in conjunction with one of the above**	**1. You have used the SSSCB's Guide to Levels of Need 2019 , have completed an Initial Early Help Assessment but the family's needs are more complex and they would benefit from an early help assessment and multi-agency support. (Level 3)** 1. Identify the most appropriate person to discuss the reasons for the assessment, how it will benefit the child and family, and gain consent. 2. Register the Initial Early Help with the Early Help Coordinator on 231964 or early.help@stoke.gov.uk 3. Appoint a lead worker to complete the Early Help Assessment form with the parent/child.

	4. Engage with other professionals who will help to provide the multi-agency support and intervention that is required by the family. Refer to Early Intervention Service where appropriate (using your initial early help as the referral.) 5. If the family refuses to consent, we will log this with the Early Help Coordinator, and we make a judgement about whether the needs of the child will escalate or the child will become unsafe without help.
Action to be taken by:-	**You do not think there is a need for children social care to be involved and we can meet the additional needs of the family (Level 2)**
Early help champion **DSL or Deputy DSL** **Any staff member in conjunction with one of the above**	**1. You have used the SSSCB's Guide to Levels of Need 2019 and believe that we (the school) are able to meet the additional needs of the child /family through the use of an Initial Early Help Assessment. (Level 2)** 2. We will undertake an Initial Early Help Assessment as 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.) 3. Identify the most appropriate person to discuss the reasons for the assessment, how it will benefit the child and family, and gain consent. 4. Register the Initial Early Help with the Early Help Coordinator on 231964 or early.help@stoke.gov.uk 5. Appoint a lead worker to complete the Early Help Assessment form with the parent/child. 6. The lead worker will provide support in the school and/or refer the child / their family to the appropriate agency. 7. If the family refuses to consent, we will log this with the Early Help Coordinator, and we make a judgement about whether the needs of the child will escalate

Role of the Lead Worker in Early Help

The most appropriate professional to undertake the (Initial) Early Help Assessment is someone who has regular contact with the child/ren and has a relationship with them and their family. An Early Help Assessment is a holistic approach in identifying a family's needs and the support that is necessary to address their presenting needs.

The Lead Worker will be responsible for:-

- undertaking the (Initial) Early Help Assessment with the family;
- ensuring that the (Initial) Early Help Assessment considers both the needs and strengths of all family members; engaging with other agencies and professionals to provide the support required that has been identified through the (Initial) Early Help Assessment; and
- co-ordinating the Early Help Plan with the family, ensuring there is no duplication and that the support is manageable for the family.

All agencies/professionals will be responsible for:-

- providing the support that it identified through the Early Help Assessment;
- being flexible about the duration and intensity of support provided based on the needs of the family;
- offering practical 'hands on' support;
- challenging family members where necessary, so that things can improve for them in the long term;
- not giving up on families easily and persisting, even when things are difficult.

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. However, all staff know how to make a referral should they need to, in the absence of SLT.

1.2. Referrals to Children Social Care are made initially **by telephone only** if the child is '**At risk of significant harm'** to the Safeguarding Referral Team (SRT) on 235100 during office hours and outside of office hours Emergency Duty Team on 234234. Referrals made under Section 17 Child in Need do not require a telephone call. Please refer by completing a MARF and emailing the SRT team at: SRT.Referrals@Stoke.gov.uk.

1.3. 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.

1.4. **Give as much information as you can about the child and family, including:-**

- Childs 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?

1.5. **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.

1.6. **Clarify that your information has been received and understood as intended.**

1.7. **Do the parents / carers have knowledge of this referral?**

- 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?
- Have they refused to give consent?

1.8. **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?

1.9. **Provide your details:**

- Your full name, job title and relationship to the child.
- Your contact details, including work mobile if you are unlikely to be in the office.

1.10 **Confirm your referral in writing within 24 hours on a Multi-Agency Referral Form (MARF)**

APPENDIX 10 – Information sharing and consent

1.1. Forest Park 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.

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

1.3. 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.

1.4. The Data Protection Act 2018 is not a barrier to sharing information. 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.

1.5. 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.

1.6. **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 Childrens 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.

1.7. 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.

1.8. **We do not need parents' consent to make a referral if we consider the child is in need of protection**, under s.47 Childrens Act; although in most cases we will inform them of the child protection referral.

1.9. **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.

1.10. 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.

1.11. 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 Childrens Social Care, we can comply with their requests for information without seeking consent. Staff members must record what information has been shared and why.

1.12. If we are in any doubt about the need to seek consent, we will seek advice from the 'Better Together' social worker, the Advice and Access team or Education Lead.

1.13. Keep a record of your decision to share information, with or without consent, and 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 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. Forest Park 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. Forest Park 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 Childrens 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;
- The relationship between the child and the adults (as private fostering arrangements must be referred into Children's Social Care.)
- Full names and contact details of all persons with parental responsibility (if different from above);
- Where reasonably possible, a minimum of two emergency contact details for responsible people 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.

1.7. The school will share information with statutory agencies as outlined in appendix 11 and 13.

APPENDIX 12 – Children's Social Care response

2. CHILDRENS SOCIAL CARE RESPONSES TO CONCERNS ABOUT A CHILD

2.1. 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.

2.2. 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.

2.3. 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.

2.4. 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.

2.5. We will share information about the child and their family for section 47 enquiries and section 17 assessments undertaken by Children's Social Care.

2.6. 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.

2.7. 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.

2.8. 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.

2.9. We will continue to monitor pupils once their plans are ended to ensure that they are supported and kept safe.

2.10. PROFESSIONAL CHALLENGE AND DISAGREEMENTS

2.11. Forest Park 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.

2.12. 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.

2.13. If necessary, staff members can speak with the Designated safeguarding lead, the head teacher, the chair of governors or with the Local Authority Designated Officer.

2.14. 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.

2.15. **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 head teacher will raise concerns formally with the relevant agency's safeguarding lead in line with LSCB escalation policy**.

2.16. 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. Forest Park 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 may lead to an allegation of abuse being made.

1.3. Forest Park 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 Head teacher immediately.

1.5. Should an allegation be made against the Head teacher, this will be reported to the Chair of Governors.

1.6. In the event that neither the Head teacher 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 Head teacher 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 Head teacher 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 Head teacher (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. 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.

1.16. **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

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.

1.4. We do not accept testimonials and insist on taking up references prior to interview.

1.5. We will question the contents of application forms if we are unclear about them or if there are gaps in employment.

1.6. 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; 2019

1.7. At least one member on every short listing and interview panel will have completed safer recruitment training.

1.8. 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 if 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

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:

Name					
Post / Job Title					
Agency					
Contact Details					
Witnessed Incident		**Professional**		**Member of the Public**	

Details of Child/Young Person (if known):

Name	
Age	
Address	

If the information is from a 3rd 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.: