

Sandwell Children's Safeguarding Partnership (SCSP)



Child Protection Policy

Date of issue: September 2025

Updated: June 2025

Date of review: June 2026

This policy will be reviewed, in full by the Governing Body on an annual basis.

Safeguarding and Child Protection Policy

The Federation of Abbey Infant and Abbey Junior Schools

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*In conjunction with
Sandwell Children's Safeguarding Partnership*

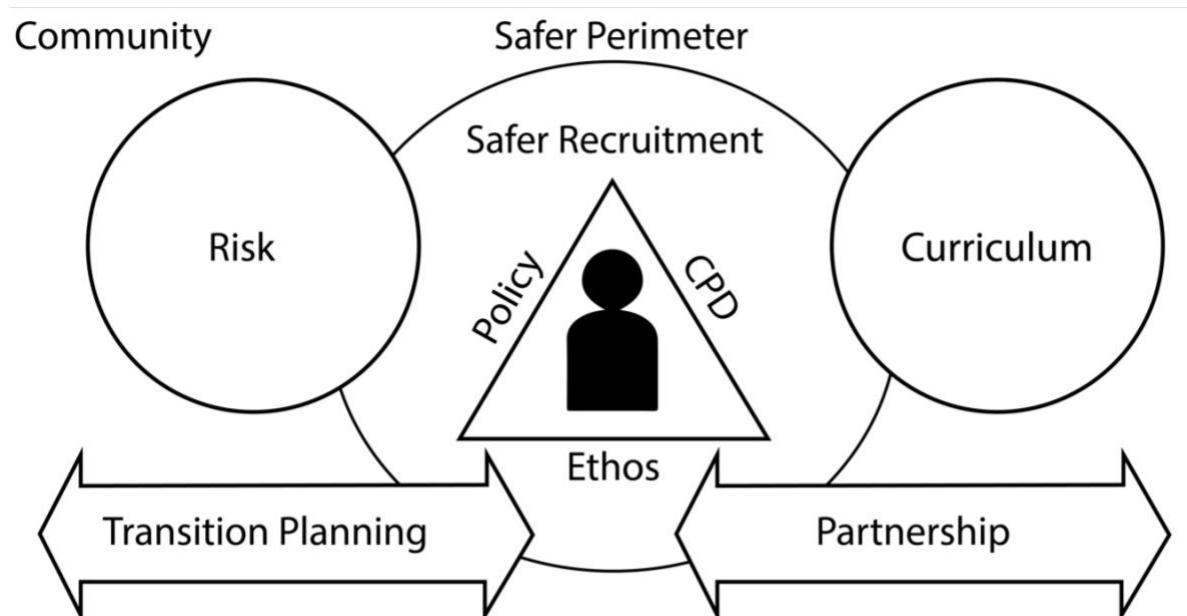
NOTE: At the time of review KCSIE 2025 had not been published

Safeguarding at Abbey

Safeguarding and Child Protection are not the same. Safeguarding is what we do for all of our children to keep them safe whilst in our care. Child Protection describes the policy and procedures specifically in place for those children who are at risk of harm or have been harmed. This policy outlines how Safeguarding and Child Protection are at the heart of our school. It sets out the statutory duties, details expectations and explains how concerns should be raised (see Appendix G)

At Abbey we aim to create a school where children can develop, grow and learn and because of this, children have a life of wider choices and imagine a bright future. We aim for our staff to feel that they are valued and trusted members of a team, who create an environment where children can thrive.

The diagram from Andrew Hall 2021 shows how the aspects of safeguarding link to each other, with the child at the center.



Ethos

At Abbey, children are at the heart of what we do. We will foster a love of learning and make learning fun. We will take sensible risks leading to memorable, challenging learning. We will help our children to learn to think, challenge and have confidence to shape their world. Our children will have a voice. We recognise that each child is unique and celebrate the successes of all. We will promote tolerance and mutual respect as part of a global community. We want all our children to thrive and lead happy, healthy lives (mission statement)

- We are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.
- Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

Policy

This policy sets out our statutory duties, sets our high expectations and details how concerns are raised.

NOTE: At the time of review KCSIE 2025 had not been published

Continued Professional Development

We will always ensure that all staff and governors receive high quality and regular safeguarding training, that ensures that all adults have the knowledge necessary to keep our children safe and how to report concerns. See Appendix G for flow chart for raising safeguarding concerns about a child.

Safer Recruitment

Trained staff ensure that safer recruitment practices are up-to-date and in place in our school. Our Staff Code of Conduct details our expectations for staff. At Abbey we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the Head Teacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the Head Teacher should go to the Chair of Governors who can be contacted through the school office. Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy. A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a **whistleblowing helpline** on behalf of the government, the number is 0800 028 0285.

KCSIE 2024 suggests that schools carry out online search on shortlisted candidates as part of their due diligence checks on shortlisted candidates, to help identify any issues that are publicly available online (para 220).

Staff Perimeter

We are committed to maintaining a safe and secure site. We promote safe parking around our school and teach road safety to our children. We have robust systems in place for visitors in school.

Community

We understand the wider, 'contextualised' risks that children face beyond school and consider this when safeguarding children. This is a feature of Child Protection. We recognise the risks in our local community that affect staff, pupils and parents.

Beyond Community

We recognise the risks to our children of the wider, online world. We adapt our curriculum to teach children about these risks and commit time to engaging with parents.

Risk

Risk assessments are appropriate, supportive and in place. Incident planning is reviewed regularly.

Curriculum – Our curriculum meets the needs of our community and enables our children to recognise, cope and develop resilience to the risks around them. At Abbey, pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, and through a broad and balanced curriculum. Safeguarding is a golden thread that weaves through all areas of our curriculum.

NOTE: At the time of review KCSIE 2025 had not been published

Relationship, Sex and Health Education became statutory from September 2020 and supports our programme of work, by providing a progressive education from Early Years to Year 6. We will support pupils to recognise when they are at risk and how to get help when they need it. Full guidance can be found through our curriculum statement and the document 'Safeguarding Across the Curriculum'. These and other useful policies are available on our website <https://www.abbeyfederation.co.uk/key-information/policies>

Partnership

We work with Sandwell Children's Safeguarding Partnership (SCSP) and other local and universal services to safeguard our children. We are a member of the Sandwell Early Help Partnership at Gold Level – July 2021 and continues today.

Transition Planning

We have robust systems in place to ensure that information is shared at key transfer points.

Monitoring and Evaluation

We complete regular reviews and audits around Safeguarding. We involve pupils, staff, governors and parents and their views are valued and shape our practice.

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

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1. Introduction

1.1 **This document is the Child Protection Policy** for the Federation of Abbey Infant and Abbey Junior Schools and any extended services that it provides including Abbey Play Den.

1.2 This policy **applies to all staff** (teaching and non-teaching), governors and volunteers, students, temporary staff, supply staff, visiting professionals, and contractors working in the school. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the school's Leadership and Management and the requirements of the Local Multi Agency Safeguarding Arrangements.

1.3 **The principles embedded in this policy link into other policies** relating to, but not exclusive to: Health and Safety, Behaviour and Anti-Bullying, Health, Relationship and Sex education policy, Equality Policy, Special Educational Needs, Confidentiality, Attendance, Low Level Concerns, Recruitment, Prevent, Staff code of conduct, Acceptable Use of Technologies, – see school website for full list of policies [The Federation of Abbey Infant & Junior School - Policies](#)

- Safeguarding and promoting the welfare of children is defined by the Department for Education, **Keeping Children Safe in Education (KCSIE)2024** Page 7 as:
- **Providing help and support to meet the needs of children as soon as problems emerge**
- **protecting children from maltreatment, whether that is within or outside the home, including online**
- **preventing the impairment of children's mental and physical health or development**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care**
- **taking action to enable all children to have the best outcomes.**

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

1.4 **Safeguarding and promoting the welfare of children is everyone's responsibility.** All those who come in to contact with children and their families have a role to play in keeping children safe. In order to fulfil this responsibility effectively all professionals should make sure their approach is child centred and have the best interests of the child at the heart of all action.

1.5 **ALL** staff have responsibility to provide a safe environment in which children can learn.

1.6 **No single practitioner can have a full picture of a child's needs and circumstances.** If children and families are to receive the right help at the right time, **everyone** who comes into contact

with them has a role to play in identifying concerns, sharing information and taking prompt action.

- 1.7 This Child Protection Policy forms one part of the schools safeguarding responsibilities and should be **read in conjunction with** the Safer Recruitment Policy, Behaviour Policy, Attendance Policy, Physical Intervention Policy, Anti-Bullying Policy, Mobile Phone Usage Policy and any other relevant policies as defined in the Annual Report to the Governing Body.
- 1.8 This policy considers the **RSHE content, that became statutory** in September 2020. We deliver the content through a programme of bespoke school resources and the government approved Jigsaw programme. We understand the needs of our children and teach to those needs, providing an optional sex-education lesson and working with expertise from outside agencies, such as DECCA.
- 1.9 Our Child Protection policy recognises the **additional barriers** that exist when recognising the signs of abuse and neglect for children who have special educational needs/disabilities. Additional support for communication and interpretation may be required and assistance from the SENCO, INCLUSION support and the CCAT team may be required. It is vital to be extra vigilant for children who fall into the category of special educational needs/disabilities.

Purpose of a Safeguarding and child protection Policy	To inform all members of staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and their responsibilities therein
Local Multi Agency Safeguarding Arrangements	The school follows the procedures agreed by Sandwell's Multi Agency Safeguarding Arrangements
School Staff & Volunteers	<p>School staff are well placed to observe the outward signs of abuse. The school ensure that all school staff and volunteers receive annual safeguarding training, to help identify concerns in accordance with What to do if you're worried a child is being abused – Advice for practitioners https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2and Keeping Children Safe in Education 2024 https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> <p>We ensure that all staff are aware of the Child Protection Policy and those relating to the safeguarding of children. That all staff know the changes to Keeping Children Safe in Education 2024.</p>
Principles and Expectations	<p>This school recognises its responsibility to protect and safeguard the welfare of the children entrusted to its care by establishing a safe and trusting environment in which children can learn and develop. The policy applies to all children whose care and education comes within the remit of this school.</p> <p>We operate a whole school approach to safeguarding where everyone adopts a zero tolerance to abuse and recognises their responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop. Staff are encouraged to exercise professional curiosity if they suspect a child is experiencing abuse, exploitation or neglect and are aware that a child may not be ready or able to TELL someone. Staff will talk to the DSLs or DDSLs and seek advice (KCSIE 2024 para 17).</p> <p>The staff and Governing Body of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. Children's wishes and feelings are always taken</p>

in to account when determining what action is taken and included in any referrals. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued and understanding that their voice will be heard.

Our policy extends to any establishment our school commissions to deliver education to our pupils on our behalf including **alternative provision settings**.

Our **Governing Body** ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Confirmation should be sought from the school that appropriate risk assessments are completed and ongoing monitoring is undertaken.

The school creates a culture of **safer recruitment** and has adopted robust recruitment procedures outlined in Keeping Children Safe in Education 2024 statutory guidance for schools. Key staff are trained on a regular basis in 'safer recruitment'.

In the 2024 KCSIE, paragraph 70 details information about **allegations and concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors**. This can be found on page 22. It requires schools to have their own procedures for dealing with a concern or allegation, understanding the local authority arrangements for managing allegations, including the contact details and what information the LADO would require.

Where there is an allegation about a supply teacher (see paragraph 381), KCSIE 2024 guidance says, 'Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. **In no circumstances** should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome'.

'The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant

information required by the LADO as part of the referral process.' (paragraph 382)

At Abbey **we promote our principles and expectations** to all staff through our annual safeguarding training and guidance for visitors, volunteers and contractors. This is supported by the 'Are you concerned about a child?' **signing in procedures, induction, posters, leaflets, emails, website and our policies.**

This school also recognises its duty **to work with other agencies** in protecting children from harm and in responding to concerns about possible abuse, including the Police, Sandwell Children's Trust, Strengthening Families, Child and Adolescent Mental Health Services, School Attendance Support Service, Inclusion Support Service and other agencies/services coming into school to support individual pupils/groups of pupils and into school to support individual pupils/groups of pupils. This includes providing a coordinated offer of early help, ensuring that all staff understand the **early help process** and recognise the factors that make children more at risk of poor outcomes including poverty, stigma and isolation which may be brought about by factors such as family members in prison or homelessness. We take timely action to assess, support and provide early intervention if we have concerns. Using our school website, we list all local support services. These can be easily referenced by staff and families. There is also support through Sandwell Family Lives offering a directory of universal services. From summer 2023 we began to use an ACES tracker (tally of different types of abuse, neglect and other adverse childhood experiences) to enable us to identify children and their families who may be at risk.

We ensure that children who are subject to multi-agency plans are supported by the school as defined in that plan.

We are fully compliant and promote **Operation Encompass**, which is a police and Education early intervention safeguarding partnership that supports children and young people exposed to **Domestic Abuse**. Our professionals will assess the situation and work with parents and offer support where needed. Operation Encompass It aims to ensure Schools are notified in a timely manner of any Domestic Abuse incident where child/ren are present. This includes ensuring all parents/carers

are aware we are part of this initiative via newsletters, prospectus, school website and induction.

All staff will receive annual safeguarding and child protection training and at induction; this includes temporary staff, governors, regular volunteers and students. Temporary staff, after school club providers, students and volunteers will be made aware of policies including child protection, staff code of conduct and acceptable use of technologies including social media as part of their induction. Training will be regularly updated to equip Governors with the knowledge to provide strategic challenge (KCSIE para 79 & 123). **Regular emails and staff briefings are provided through the year to support staff in keeping the requirements foremost in their minds.** Further training will be provided, where necessary, on a rolling basis (eg PREVENT, DVA, Online Safety, Low Level Concerns)

We ensure that all adults are clear about their **professional boundaries** and act within these boundaries, and in accordance with the ethos and values of the school. In KCSIE 2024 para 98, the term 'low level' concern is used in reference to staff behavior (para 360) which causes a sense of unease or 'nagging doubt'. Staff are asked to share their concerns responsibly and with the right person. This is shared during staff safeguarding training, outlined in our staff code of conduct and through our whistleblowing policy. Examples of such behaviour could include, but are not limited to:

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

It is crucial that any concerns are shared with the right person, recorded and dealt with appropriately.

In KCSIE 2024, there is further advice and support regarding child on child abuse. Staff will be reminded that any child on child abuse should be treated seriously and not as 'banter' or an inevitable part of growing. KCSIE states '**the training that staff receive, including online safety training,** is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.' (Paragraph 126).

Our CPD programme ensures that all the knowledge staff need is included and, perhaps more importantly, that they

understand how it is to be implemented. Annex A p144 says, **'All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues.**

Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. **Children can also abuse their peers online**, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Where there is a safeguarding concern, relating to child on child abuse the child's wishes and feeling are considered when determining what action to take and what services to provide. Children are encouraged to report abuse to a trusted adult, knowing that they will be listened to and that their concerns will be taken seriously.

To deliver the PSHE/RSHE curriculum from EYFS to Y6 to create opportunities for children to develop the skills they need to recognise and stay safe from harm including; Domestic Violence and Abuse (DVA), Child Exploitation including sexual (CSE) and criminal exploitation (CE), serious violence, trafficking, Gangs, and Knife Crime, Radicalisation, Female Genital mutilation (FGM) Honour based Violence (HBV) and Forced Marriage (FM), Online safety (social media safety), Child on child abuse an protecting our health – both physical and mental health. The examples of how these topics are covered in our school are seen in our document **'Safeguarding across the curriculum'**.

To ensure staff are aware **that wider environmental factors** could be present in a child's life that are a threat to their safety and/or welfare. **Extra-familial harms** (para 21) take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation) domestic abuse in their own intimate relationship (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation. (Para 21 KCSIE). This is known as [Assessment](#) of Risk outside the family Home and we will have due consideration for this when assessing risks to children and young people.

The school actively promotes strategies to combat **bullying**, promoting an anti-bullying message; Abbey Let's Start STOP, which helps children recognise bullying and consider how to deal with it (Several Times on Purpose - identify bullying and Start Telling Other People - what to do about it). It must also be

recognised that children and young people are capable of abusing their peers and this needs consideration alongside all other avenues. Staff should exercise professional curiosity if they suspect a child is experiencing bullying, abuse, exploitation or neglect but is not ready or able to TELL someone.

Online Safety is considered as a whole school approach. Children will be supported to calculate risk and be made aware of the range of support available to them. They will follow a progressive curriculum through our RSHE lessons and understand the mental health risks of being online. We will follow the advice and guidance as set out in the **Teaching Online Safety in School document June 2020** and use links in Annex B P 148 KCSIE to support online safety. Staff use a progressive computing curriculum and use trusted material from sources such as Be Internet Legends. We will use our SMART message at the start of every computing lesson. The school has a dedicated web-link for our parents to help them support their children at home and we encourage our parents to engage with Parent Zone. **When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems.** At Abbey we know that filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material.

At Abbey the Governing body has overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met. (more details on Filtering and Monitoring, as reflected in KCSIE 2024) can be in found in School Procedures). Governors and SLT review the effectiveness of school filters and monitoring systems and lead to staff to ensure that they are aware of the systems in place, manage them effectively and know how to escalate concerns when identified.

In KCSIE 2024 Paragraph 22 says, 'All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.' Interestingly, given the high-frequency sharing of nude and semi-nude images, KCSIE 2024 says 'Consensual image sharing, especially between older children of the same

age, may require a different response. It might not be abusive - but children still need to know it is illegal - whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos and this topic is discussed with our Y5 and Y6 pupils, through our RSHE provision, using information from UKCIS. Our policies and procedures ensure online safety is a 'running and interrelated theme'.

To encourage pupils to respect the **fundamental 'British Values'** of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. **We regularly** promote these values through our own school values, curriculum and wide range of enrichment activities. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils. Through our guidance document '**Promoting British Values at Abbey**' we detail how we achieve this.

To contribute to children being **healthy, safe, enjoying and achieving**, making a positive contribution and achieving economic well-being – this is done through well-being assemblies and the progressive Health, Relationship and Sex Education across the school (Jigsaw).

To support **the mental health and well-being** of children and be able to identify when there are needs and consider when they become a safeguarding issue. We will follow referral processes to gain the support required to help keep the child safe. We use in school support and wellbeing groups and make referrals to BEAM, KRUNCH and Murray Hall. We have a dedicated webpage of information for parents to support their own and their child's mental health and wellbeing. We use the PASS survey to give pupils a voice about their thoughts and feelings in school in addition to regularly quality assurance, pupil voice exercises and democratic exercises across the school.

The school will ensure that **parents** understand the responsibility placed on staff for child protection by setting out its obligations in the school guidance and we will encourage parental engagement. The school's home school agreement clearly sets out the expectations in our home and school partnership and echoing in our school's vision statement. The school's Child Protection Policy is made available to parents on

	<p>school website – paper copies can be provided on request. This school provides safeguarding advice and guidance on the website for parents which include a dedicated mental health and wellbeing page and an online safety area. The document called ‘Safeguarding Across the Curriculum’ – provides advice for parents and staff on how we teach safeguarding through different subject areas and activities.</p>
<p>Implementation, Monitoring and Review of the Safeguarding and Child Protection Policy</p>	<p>The DSLs/DDSL’s and SLT will ensure that the school’s child protection policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal.</p> <p>Abbey submits the Local Authority annual safeguarding audit (\$175/157 Education Act 2002 audit) to evidence compliance with current legislative requirements, including any implications and learning from local, regional or national safeguarding issues.</p> <p>In this way the Governing Body authorises the DSL for Child Protection to carry out their responsibilities as outlined in the statutory Guidance.</p> <p>In KCSIE 2024 Paragraph 94 says, 'governing bodies and proprietors should ensure they facilitate a whole school or approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.'</p>

2. Statutory Framework

2.1 In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance. Each of these titles contains a hyperlink for further reading.

[The Education Act 2002](#) (section 175/157) Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to **make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.** Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

- [The Children Act 2004](#)
- [Sandwell Safeguarding Children's Board - Inter Agency Procedures – regional Procedures](#)
- [Working Together to Safeguard Children](#)
- [Keeping children safe in education 2024](#)
- [Sexual violence and sexual harassment between children in schools and colleges 2021](#) Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. **sexual violence** refers to sexual offences under the Sexual Offences Act 2003 and includes rape and sexual assault. **Sexual harassment** is any 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. We should consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment (KCSIE 2024 paragraph 482)

- [What to do if you're worried a child is being abused: advice for practitioners](#)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Information sharing advice for safeguarding practitioners](#)

- [Human Rights Act 1998](#)

- [Equality Act 2010](#)

KCSIE 2024 sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:

- must not unlawfully discriminate against pupils because of their protected characteristics
- must consider how they are supporting pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these pupils face.

For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment. It also looks at the implications of the Public Sector Equality Duty (PSED) for education settings. This includes a need to be conscious that pupils with protected characteristics may be more at risk of harm and integrate this into safeguarding policies and procedures.

- [Public sector equality duty – April 2011](#)

- [Mental Health and Behaviour in Schools: Departmental Advice](#)

- [Children Missing from Education 2016](#)

- [Section 26 of the Counter-Terrorism and Security Act \(2015\)](#)

- [The Prevent Duty](#) The UK faces a severe and continuing threat from international terrorism. The Government is taking tough security measures to keep people safe but action at a local level is also essential to stop people becoming or supporting terrorists or violent extremists. Local authorities and the police need to take a lead in ensuring that local partnerships have been clearly tasked with driving delivery of a jointly agreed programme of action. From 1 July 2015 all schools must have regard to the statutory guidance around the Prevent Duty (this also applies to registered early years' childcare providers and registered later year's childcare providers). They are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

- [Section 5B of the Female Genital Mutilation Act 2003](#) (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face

disciplinary sanctions. From October 2015, there is a 'mandatory reporting duty' for all education providers.

- [Children Missing from Education 2016](#) This statutory guidance sets out key principles to enable local authorities in England to implement their legal duty under section 436A of the Education Act 1996 to decide to identify, as far as it is possible to do so, children missing education (CME). Local authorities should be able to demonstrate that they have considered this statutory guidance and where it is not followed, the local authority should have reasonable grounds for not doing so. This advice is not exhaustive and local authorities will need to consider the circumstances of individual cases.
- [Child and Social Work Act 2017](#) An Act to make provision about looked after children; to make other provision in relation to the welfare of children; and to make provision about the regulation of social workers.
- [Relationships and Health Education 2020](#) The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools
- [Working together to safeguard children.](#)

‘To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support’ Page 8

By the end of primary school pupils will have taken part in a whole school, age appropriate, **Health, Relationship and Sex Education** curriculum where they have considered;

Relationships Education:

- Families and people who care for me
- Caring relationships
- Respectful relationships
- Online relationships
- Being safe
-

Physical health and mental wellbeing Education:

- Physical Health and Fitness

- Healthy Eating
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic First Aid
- Changing adolescent body
- Mental Health and Well-being

Our school plays a crucial role in preventative education (KCSIE 2024 paragraph 130). This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, bi-phobic and sexual violence/harassment. This will be underpinned by: Our behaviour policy, our pastoral support system and our progressive, planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment.

- [Working Together to Safeguard Children 2023](#) requires all schools to follow the procedures for protecting children from abuse which are defined by Sandwell Multi Agency Safeguarding Arrangements and have appropriate procedures in place for responding to all concerns of actual or suspected abuse including allegations against members of staff in a position of trust. The best way to safeguard a child is through effective early help and prevention so it is important to carry out effective early help assessment and take on the role of the Lead Professional. Sandwell’s multi-agency Threshold Document explains early help and expectations more in depth.
- [Keeping children safe in education 2024](#) This is statutory guidance from the Department for Education (‘the Department’) issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015, and the Education and Training (Welfare of Children) Act 2023. Schools and colleges in England **must** have regard to it when carrying out their duties to safeguard and promote the welfare of children.

This document details why schools and their staff play an important part to safeguard children. It provides information about agreed procedures to follow in school and how to identify concerns early, provide help for children and promote children’s welfare to prevent concerns from escalating. It is agreed that all **staff have the responsibility to provide a safe environment in which children can learn.**

All staff to read Part 1 for schools and colleges as part of training and induction.

3. The Designated Safeguarding Lead

The DSL for child protection will co-ordinate action on child protection within our school. This includes ensuring that all staff, teaching and non-teaching (including temporary, supply staff) know who the designated members of staff are, and that they are aware of their individual responsibility to be alert to the signs of abuse and should consider the context within which specific safeguarding issues within the wider environment (contextual safeguarding) and discuss

any concerns with the DSL. Also, that they are aware of what happens once a concern has been raised.

DSLs need to take into account the learning from the following review: [Help, protection, education: concluding the Children in Need review June 2019](#) (see especially page 38).

The relevant paragraph about the DSL role is below (KCSIE 2024, para 102 and Annex C which describes the broad areas of responsibility and activities related to the role):

‘Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. It is not appropriate for the proprietor to be the designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder’s job description. Para 102

Governing bodies and proprietors should ensure the designated safeguarding lead has the appropriate status and authority within the school or college to carry out the duties of the post. The role carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Para 103

Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children’. Annex C

- 3.1 **NAMES: Mrs Sukhbir Kaur is our DSL for Child Protection. Mrs Sharp is the Executive Assistant Head teacher, SENCo and a member of the senior leadership team.**
- 3.2 Deputy DSLs have been appointed to support the DSL and act in the absence/unavailability of the DSP. Activities of the safeguarding lead can be delegated to appropriately trained deputies.
- 3.3 **The Deputy Designated Safeguarding Persons for Child Protection currently, in this school are:**

NAMES: Mrs Jade Yale and Dr. Richard Kentish

During term time the DSLs are available during school hours for staff in the school to discuss any safeguarding concerns. DSLs/Deputies will excuse themselves from any meeting to support with any child protection or safeguarding matters. They are also available for telephone support if off-site: these numbers are available to staff and also held in both school offices. Out of hours and out of term time, the DSL/Deputies are on a rota and their details are held by the local authority.

‘It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same

standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this responsibility should not be delegated Page 170'

3.4 In the event of any absence of the DSLs and the deputy DSLs the most senior trained persons in school will assume responsibility for any child protection matters that arise. In addition to these members of staff you may also contact members of our school mentor team and our inclusion and safeguarding team:

NAME: Additional Safeguarding Officer for Playden will be the senior manager

In the absence of the senior trained persons, the most senior roles in the school will assume responsibility:

NAMES - ASSISTANT/HEAD TEACHERS: Miss N Rockett (UPKS2) and Mr M McGowan (LKS2), Mrs Claire Johnson (KS1) and Miss Sally Harwood (EYFS).

3.5 Early Years provision run by the school (Abbey Play Den) will refer to the named DSLs above.

3.6 **It is the role of the Designation Safeguarding Leads (DSL) and Deputy Designated Safeguarding Lead for Child Protection to:**

- **Manage referrals** to the correct teams; local authority children' social care, or to the Channel programme where radicalisation is concerns, to the DBS where a person is dismissed or left due to risk/harm to a child, to the Police where a crime has been committed.
- **Working with others:** act as a source and advice for staff, as a point of contact, to liaise with the HT regarding section 47 and police investigations, to liaise with the LADO, liaise with a range of agencies and staff on matters if safety, safeguarding and welfare, liaise with the Mental Health Support Team, promote engagement with parents/carers, work with strategic lead for promoting education outcomes, ensure that staff know which children have a social worker and support teaching staff to make reasonable adjustments.
 - Complete/oversee all necessary paperwork and correspondence including request forms to the Early Help team or MASH in regard to safeguarding and child protection referrals
 - Ensure that the school is represented by a Designated Person for Child Protection at child protection conferences, core groups and multi-agency meetings about 'Children in Need'. It is the Designated Person for Child Protection who should attend Child Protection Conferences rather than another representative. If this is not possible, the Deputy Designated Person

should attend. If neither can attend apologies must be given and a written report must be submitted prior to the conference.

- Compile and submit a written report regarding children who are subject to child protection conferences. This should be shared with parents before the conference takes place –Ensure there is appropriate representation on Core Groups when a child is on a child protection plan. If the most appropriate person is a class teacher, there must be joint working with the Designated Person – consider appropriate safeguarding supervision arrangements.
- **Information sharing and managing the child protection file.** The DSL is responsible for ensuring that child protection files are kept up to date, kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. **Files should only be accessed by those who need to see it.** Records should include:
 - a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome

Where a child leaves the school or transfers to secondary the DSL should transfer the file to the new school as soon as possible and within 5 days for an in-year transfer, or within the first 5 days of the start of the new term. This should be a separate safeguarding file, securely transferred and with confirmation of receipt. In addition to the file, the DSL should also consider if it would be appropriate to share any additional information that support the welfare and educational outcomes of the child.

- **Raising Awareness;** the DSL should ensure that; each member of staff knows the CP policy and procedures, that the CP policy is reviewed annually, share it publicly with parents, link with the SCT to ensure staff are aware of training opportunities, promote educational outcomes through information sharing with social worker and teachers.
- **Training, knowledge and skills;** the DSL and deputies should complete training, including PREVENT awareness training to provide them with the knowledge and skill required to carry out the role. This should be every 2 years so that they; understand the assessment process for providing early help and statutory intervention, have a working knowledge of how LA conduct an ICPC and RCPC, understand the importance of the DSL in sharing information, understanding the lasting impact that adversity and trauma can have and what is needed in responding to the this, are alert to the needs of children including SEND and those with health conditions, understand the requirements of the PREVENT duty and provide advice and support to staff, are able to understand the risk associated with online safety and be confident that they have the relevant knowledge and up-to-date capability to keep children safe whilst online, can recognise the additional risk that children with SEND face online (bullying, grooming, radicalisation), obtain access to resources and attend any relevant or refresher training courses: and, encourage a culture of listening to children and taking account of their wishes and feelings. In addition to this they should refresh their skills via meetings, e-bulletins and taking the time to read and digest safeguarding developments.
- **Providing support to staff;** Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. Further staff support includes:

- Make sure that concerns are raised by staff/volunteers when necessary
 - Offer support and guidance to all adults working within the school on matters of safeguarding and child protection.
 - Ensure that the telephone number for the Contact Centre is available and easily accessible to staff in case, for any reason, the DSL and Deputy are not contactable, in order to ensure there is no unwarranted delay in referral.
 - Ensure that staff are supported during the referrals processes
 - Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
 - Ensure that all staff who work with children undertakes appropriate training to equip them to carry out their responsibilities for safeguarding children at least every two years with regular updates at least annually which will enable them to recognise the signs and symptoms of abuse including Online abuse/Grooming, Domestic Violence and Abuse (DVA) with knowledge of what is controlling behaviours and coercive control, Child to Parent Domestic abuse, Child to child (peer to peer) abuse, Child exploitation, Spiritual abuse, Female Genital Mutilation (FGM), Honour based Violence (HBV) and Forced Marriage (FM).
 - Ensure that all staff understand the statutory duty to report to police when they suspect a child has had FGM carried out on a girl under 18.
 - Ensure all staff understand the PREVENT Duty.
 - Ensure there are effective induction in safeguarding and child protection for all adults working in the school, be they staff or volunteers, including supply agency.
 - Ensure there is appropriately trained staff to lead on Targeted support and that all staff are aware of the Early Help process and their role within it
 - Ensure that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan.
- **Understanding the views of the children;** encourage a culture of listening to children and considering their wishes and feelings.
 - **Holding and sharing information;** know and understand the critical importance of recording, holding, using and sharing information as set out in KCSIE. Understand the importance of information sharing, understand the relevance of data protection regulations and be able to keep detailed, accurate and secure records of concerns and referrals and includes:
 - Ensure that safeguarding and child protection records are chronologically recorded, with significant incidents or events clearly highlighted. These records should be reviewed regularly and focus on outcomes for the child/children.
 - Ensure that records are transferred when a child changes school.
 - Ensure mechanisms are in place to support the Designated Persons for Child Protection in specific regard to their welfare responsibilities e.g.

weekly/monthly one to one meeting between the Designated and Deputy Designated Persons to offer mutual support.

- Keep the school's SMT, Governors, Local Authority and SCSP informed about safeguarding and child protection issues as requested.
- **Working with families:** Provide guidance to parents, children and staff about obtaining suitable support. Discuss with new parents the role of the DSL and the role of safeguarding in the school. Make parents aware of the safeguarding procedures used and how to access the safeguarding and child protection policy.

To arrange adequate and appropriate cover arrangements for any out of hours/out of term activities including onsite day care provision.

4. The Governing Body

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility.

The current **nominated governor** for child protection is: **NAME: Dr P Jones**

4.2 In particular, the Governing Body must ensure that:

- Safeguarding and child protection policy and procedures are in place and reviewed annually
- Safe recruitment procedures are in place and reviewed annually
- Position of trust procedures are in place and reviewed annually
- All staff (paid and unpaid) have an up to date enhanced Disclosure and Barring service (DBS) certificate. All those carrying out teaching roles will require an additional check to ensure they are not prohibited from teaching.
- Our Governing Body will be subjected to an enhanced DBS check and 'Section 128' check.
- A Single Central register is monitored to ensure it meets statutory requirements
- Position of trust procedures are in place and reviewed annually
- DSLs who are a senior member of school leadership team are appointed and notify the LA of any changes in personnel to this role
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- Relevant safeguarding/child protection training is accessed by all school staff/volunteers according to their role and responsibilities

- That they receive an annual report from the DSL/DDSLs regarding safeguarding/child protection work including details of early help involvement and the lead professional role which has been undertaken in the year which is shared with the LA or other appropriate body (See Head Teacher Reports)
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required
- The governors support the Designated Members of Staff for Child Protection in carrying out his/her responsibilities as outlined in 'Keeping Children Safe in Education' (2024) and role in Job Description.

There is a dedicated teacher for **Looked after Children** who have been appropriately trained (Mrs J Sharp). This staff member has a key role in promoting the educational achievement of Looked after Children and engaging with the DSP. **NAME: Mrs Sukhbir Kaur (DSL, SENCO and Executive AHT)**

The mental health lead at Abbey is Mrs Sukhbir Kaur (DSL, SENCO and Executive AHT)

The Department is providing funding to support costs of a significant training program for senior mental health leads and the national rollout of the Link Program. Training for senior mental health lead, will be completed by 2025, to help introduce or develop the whole school approach to mental health.

The senior mental health lead role is not mandatory and different senior leads will inevitably have different levels of knowledge and skills to promote wellbeing and mental health, and different responsibilities, as roles are locally defined to fit in with other relevant roles and responsibilities. A senior mental health lead in our school will be a member of, or supported by the senior leadership team, and could be the pastoral lead, SENCO, or designated safeguarding lead.

5. School Procedures – Staff Responsibilities

- 5.1 The DSL/DDSLs ensure that all school staff and volunteers need to be alert to the potential abuse of children both within their families and from other sources including members of the school community.
- 5.2 The DSL/DDSLs will ensure all staff are aware of the school's reporting and referral procedure (as seen in Appendix E, F and G) and the need for timely reporting.
- 5.3 The school ensures that they have systems in place to regularly update contact numbers for parents/carers and that there are at least two emergency contact numbers on file for every child on roll.
- 5.4 If any member of staff is concerned about a child the Designated Safeguarding Leads (or the rep in their absence) must be informed immediately. There is an absolute responsibility for all members of the school to respond to any suspected or actual abuse of a child in accordance with these procedures.

- 5.5 The member of staff must record information regarding the concerns and ensure the written record is passed to the DSP on the same day. The recording must be a clear, precise, factual account of the observations. A record of concern record is available on the school system, paper copies in the staff room, school offices, available from DSLs/DDSs and in an electronic form the shared area for DSLs. A copy of the form can be seen in Appendix F.
- 5.6 There may be emerging needs or adversities faced by children and their families that could be addressed through early help. Sandwell 's Multi Agency Threshold document. It will guide you on what is the most appropriate level of support for families based on their level of need. The COG Teams are available for early advice and support prior to getting to the point when things need to go to MASH.
- 5.7 The DSL will decide whether the concerns should be referred to children's social care via the MASH team. If it is decided to make a referral to children's social care this will be discussed with the parents and consent sought, unless to do so would place the child at further risk of harm, place a vulnerable adult at risk or compromise any enquiries that may need to be made.
- 5.8 When concerns have been raised regarding a child or they are subject to any multi-agency work a written record will be kept securely and separately from the child's main pupil record.
- 5.9 Whenever a child transfers to another school all school records, including safeguarding/child protection files will be sent to the receiving school in a secure manner and relevant agencies will be informed of the new school that the child has moved to.
- 5.10 The Designated Safeguarding Leads are responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.
- 5.11 All staff and volunteers should be aware that the main categories of abuse are Physical Abuse, Emotional Abuse, Sexual Abuse and Neglect. In addition to these types of abuse and neglect, members of staff will also be alert to Specific Safeguarding Issues – please see section in this document.
- 5.12 All staff will be informed of the of the risks posed by adults or young people who use the internet to bully, groom or abuse children.
- 5.13 All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – See Appendix A
- 5.14 A child missing from education can act as a warning sign to a range of safeguarding issues and is a potential indicator of abuse and neglect, including sexual exploitation. It is important that staff respond to and identify children who are at risk and present the risk of their going missing in the future, in accordance with KSIE 2024, consideration should be given if a referral to children services if there are safeguarding concerns or there has

been no contact with school. If a child stops attending altogether this will be reported to attendance and prosecution service with information regard off rolling the child.

- 5.15 **The school will robustly monitor the attendance of children on roll in the school in line with the Attendance Policy.** When a safeguarding/child protection concern is raised, attendance concerns will be shared with partner agencies in accordance with local information sharing protocols. Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children. It is the school's duty to follow the statutory guidance <https://www.gov.uk/government/publications/children-missing-education>

We monitor attendance and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change. In response to the guidance in Keeping Children Safe in Education (2024) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM, CSE, CCE and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school for Elective Home Education (EHE) (KCSIE para 179)
 - move away from the school's location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards); or
 - are permanently excluded

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

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date. Any safeguarding files will be transferred and a receipt obtained. There will be a discussion with the receiving school and our DSL or Deputy DSL.

When a parent chooses to Electively Home Educate, we will hold a meeting with parents, LA and any other agencies. DFE guidance sets out the roles and responsibilities of LA's and their powers to engage with parents <https://www.gov.uk/government/publications/elective-home-education>

- 5.16 **A private fostering arrangement** is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

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

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

The school will ensure they have systems in place to regularly update contact numbers for parents/carers and that there are at least two emergency contact numbers on file for every child on roll.

- 5.17 **When schools should call the police.** The following advice may help schools decide when to engage the Police; 'When to call the police' produced by the National Police Chiefs Council (NPCC). (This NPCC advice does not cover safeguarding incidents. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.) **When to call the police (NSPCC) can be downloaded here: [When to call the police \(NPCC\)](#)**

- 5.18 **Mental Health** If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the DSL. Public Health England have produced a range of resources to promote positive health, wellbeing and resilience among children <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

Staff have training to identify children where there is a mental health concern. Through trauma and ACE's training and through our annual safeguarding training, LSP development training and additional training; Survival in Schools and Emotion Coaching, staff **understand how children's experiences impact on their behavior, mental health and education.**

The school website has a dedicated on 'Mental Health and Well-being' for children, parents and staff to access; Link <https://www.abbeyfederation.co.uk/page/?title=Mental+Health+%26amp%3B+well%2Dbeing&pid=54>

Mental Health KCSIE 2024, Para 43 states:

- **All** staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behavior suggests that they may be experiencing a mental health problem or are at risk of developing one. Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behavior, attendance and progress at school’. P148
- Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE guidance; [Mental Health and Behaviour in Schools 2014](#)

5.19 **Domestic Abuse KCSIE 2024. The Domestic Abuse Act 2021 On 29th April 2021, introduces the first ever statutory definition of DA and recognizes the impact of DA on children, as victims in their own right, if they see, hear or experience the effects of abuse.** The definition captures a range of different abusive behaviours, including physical, psychological, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

5.20 **Types of domestic abuse include** intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. **Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.** In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). KCSIE 2024 (Para 43) states:

- Children who witness domestic abuse are also victims
- Witnessing domestic abuse can have a lasting impact on children

- Children can be victims in their own relationships too

As with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced during 2021-2023. These will be read, understood and acted on in our school.

Abbey works with Operation Encompass to ensure that the school and the WM Police work together to provide emotional and practical help for children. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in the school before the child arrive at school the following day. The school has up-to-date and relevant information about the child's circumstances. The school will contact families and offer support following a notification of Domestic Abuse. Relevant staff will know if the children are involved.

'All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.'

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National Domestic Abuse Helpline 0808 2000 247 – Refuge runs a helpline, which can be called free of charge and in confidence 24 hours a day. The website provides guidance and support for victims. Additional advice on identifying children are affected by domestic abuse and how they can be helped is available on page 146 of KCSIE 2024.

5.21 **Contextual Safeguarding** - all staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside these environments. **ALL staff**, but especially the designated safeguarding lead and deputy should consider whether children are at risk of abuse or exploitation in situations outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

- **Child Sexual Exploitation (CSE) and Child Criminal Exploitation KCSIE 2024** Staff know about CSE and CCE. Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. **Child criminal exploitation (CCE)** is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity, in exchange for something the victims wants and/or for the financial or other advantage of the perpetrator. CCE can include children being forced into cannabis factories, being coerced into moving

drugs or money across the country (county lines) forced to shoplift or pickpocket, or to threaten other young children.

- **Child sexual exploitation (CSE)** occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim wants or for the financial benefit of the perpetrator. CSE does not always involve physical contact and it can occur through the use of technology.
- **County lines** – this is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more area. Exploitation is an integral part of this model with children and vulnerable adults used to store and move money and drugs between locations.

5.22 **Child on child Harms** The school ensures that the child protection policy and level 1 safeguarding training includes reference to the following areas, providing staff with an understanding of the harm and how to tackle it:

- **Bullying** (including cyberbullying) – advice, training, resources (physical and online) dedicated assemblies and teaching units ensure that this is addressed.
- **Physical abuse;** which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm – this is fully understood by staff during training.
- **Sexual violence and harassment** – training to ensure that staff know how to respond and report
- **Up skirting;** 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 or distress – staff have training during the annual training session. Staff understand how this connects with the **Voyeurism Act**.
- **The law on child-on-child abuse** is there to protect victims and not criminalise them.

In KCSIE 2024, there is further advice and support regarding child on child abuse. Staff will be reminded that any child on child abuse should be treated seriously and not as ‘banter’ or an inevitable part of growing. KCSIE states ‘**the training that staff receive, including online safety training,** is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.’ (Paragraph 123).

Our CPD programme ensures that all the knowledge staff need is included and, perhaps more importantly, that they understand how it is to be implemented.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. **Children can also abuse their peers online,** this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Where there is a safeguarding concern, relating to child on child abuse the child’s wishes and feeling are considered when determining what action to take and what

services to provide. Children are encouraged to report abuse to a trusted adult, knowing that they will be listened to and that their concerns will be taken seriously.

5.20 **Children who need a social worker p47 KCSIE.** Staff understand that children who need a social worker (Child in Need and Child Protection Plans) are children who are potentially at a greater risk of harm:

- Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
- Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.
- Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

5.21 Preventing radicalisation. Children are vulnerable or susceptible to extremist ideology and radicalisation. At Abbey we have regular PREVENT training and understand these vulnerabilities and are alert to the changes in children's behaviour, which could indicate that they may need help or protection. Protecting children from this risk is part of our school's safeguarding approach. The specific definition of terrorism in KCSIE 2024 p 156:

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

5.22 **Online safety** - The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers our school to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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

- **Content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;

- **Contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

The training staff receive about online safety is considered part of our safeguarding approach as it impacts our curriculum planning for online safety. Our CPD ensures that staff have the knowledge to help children reduce the risks associated with being on line and understand how our curriculum implements this. Our progressive curriculum (from EYFS to Y6) is delivered using the Jigsaw programme, coupled with our own online safety lessons, Be Internet Legends, assemblies and the SMART message prepares our children for the risks our children face online. Our school ethos is one where staff recognise the importance of listening to children and taking account of their wishes and feelings and building trusted relationships with trusted adults. The children are taught about how to report online abuse and in Year 5/6 how to protect themselves from seeing inappropriate material online and how to remove semi-nudes and nudes from the internet.

Annex B – Online Safety – Parent Support can be found on page 148 KCSIE 2024. There is a wealth of information to support schools and parents/carers to keep children safe online. The list in KCSIE is not exhaustive but provides a useful starting point.

Further useful links for parents can be found on the school website. All staff know how to access the information on the website and signpost parents to the ‘trusted’ advice from organization such as CEOP, NSPCC and Parent Zone
<https://www.abbeyfederation.co.uk/page/?title=Keeping+Safe+Online&pid=376>

Children at Abbey are regularly taught **the SMART** message to help them have a critical mind when operating online. <https://www.childnet.com/young-people/primary/get-smart>



The school provide regular communication with parents, reminding and advising parents to operate good levels of safety at home on all devices in the form of emails, newsletters and meetings.

To support online learning at home, the government have provided advice and support for parents. <https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online>

Resources that supports our school include:

- **Be Internet Legends** developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- **Childprotectioncompany.com** provides instructional and informative videos for discussion <https://www.abbeyfederation.co.uk/page/?title=Keeping+Safe+Online&pid=376>
- **CEOP** <https://www.ceop.police.uk/safety-centre/>
- **Netaware and the NSPCC** - <https://www.net-aware.org.uk/networks/>
- **Disrespectnobody** is Home Office advice and includes resources on healthy relationships, including sexting and pornography <https://www.gov.uk/government/collections/disrespect-nobody-campaign>
- **Education for a Connected World Framework** from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety. <https://www.gov.uk/government/publications/education-for-a-connected-world>
- Material from the **PSHE Association** provides guidance for our school
- Content from the 'Jigsaw' HRSE/PSHE programme is used across the school with a progressive curriculum from Reception through to Year 6
- 'Teaching Online Safety in School' is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- **Resources from ChildNet** support online safety activities that can be completed in the classroom or at home: <https://www.childnet.com/resources>
- Online sexual bullying advice for parents (leaflets) and lesson plans for the classroom can be found at <https://www.childnet.com/resources/online-sexual-bullying-advice-for-parents-and-carers-of-9-12-year-olds>
- The DFE in partnership with the CISE and Samaritans have developed advice for schools to help teach children about online safety specifically online hoaxes and harmful online challenges (; [Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes))
- **Education for a Connected World** (UK Council for Internet Safety) has age appropriate material and resources [Education for a Connected World \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/education-for-a-connected-world). Focuses on self-image and identity, online relationships, online reputation, online bullying, managing online information, health, wellbeing and lifestyle, privacy and security and copyright and ownership. Hyperlinks to resources are found in the document.
- Staff can use the **professionals' online safety helpline 0344 381 4772** to discuss any online safety issue they may be having.

Filtering and Monitoring

In March 2023 the DFE published a document '[Meeting digital and technology standards in schools and colleges](#)'. It states that schools and colleges should provide a safe environment to learn and work, including when online. At Abbey we know that filtering and monitoring are both

important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material. Clear roles, responsibilities and strategies are in place for delivering and maintaining effective filtering and monitoring systems.

At Abbey the Governing body has overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met. To do this, they identify and assign:

- a member of the senior leadership team and a governor, to be responsible for ensuring these standards are met
- the roles and responsibilities of staff and third parties, for example, external service providers

The senior leadership team are responsible for:

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why
- reviewing the effectiveness of your provision
- overseeing reports

They are also responsible for making sure that **all staff**:

- understand their role
- are appropriately trained
- follow policies, processes and procedures
- act on reports and concerns

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL should work closely together with IT service providers to meet the needs of your setting. You may need to ask filtering or monitoring providers for system specific training and support.

The DSL should take lead responsibility for safeguarding and online safety, which could include overseeing and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems

The IT service provider should have technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

The IT service provider should work with the senior leadership team and DSL to:

- procure systems
- identify risk

- carry out reviews
- carry out checks

Monitoring our provision will be done at least annually. Furthermore, the Department for Education’s statutory guidance [‘Keeping Children Safe in Education’](#) 2024 has additional paragraphs, which include filtering and monitoring. It emphasises:

- the importance of staff having ‘an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring’.
- A clear school approach to online safety (see policy)
- Appropriate filtering and monitoring on all school devices and networks
- Awareness of access to mobile phone networks (Para 137)
- Governing bodies should consider the number of age range of the children who are potentially at greater risk of harm and how often they access the IT systems. They should review the standards and discuss with IT service provider what more needs to be done to support schools in meeting the standard.
- Links to PREVENT and how the DFE filtering and monitoring standards should:
 - Identify and assign roles and responsibilities to manage filtering and monitoring systems.
 - Review filtering and monitoring provision at least annually
 - Block harmful and inappropriate content without unreasonably impacting on teaching and learning
 - Have effective monitoring strategies in place that meet their safeguarding needs.

Actions for school 2024-2025 – not solely the responsibility of school’s IT provider, to include DSL:

Use policy and procedures to respond to issues of safeguarding and PREVENT

Regularly check filtering and monitoring procedures

Articulate to Governors who is responsible for the filtering and monitoring

Provider would complete regular checks on and respond to any attempted breaches of the filtering systems?

DSL, Head and IT provided decides what is inappropriate and harmful content

IT provider checks the filtering systems are up to date and the monitoring for appropriate words

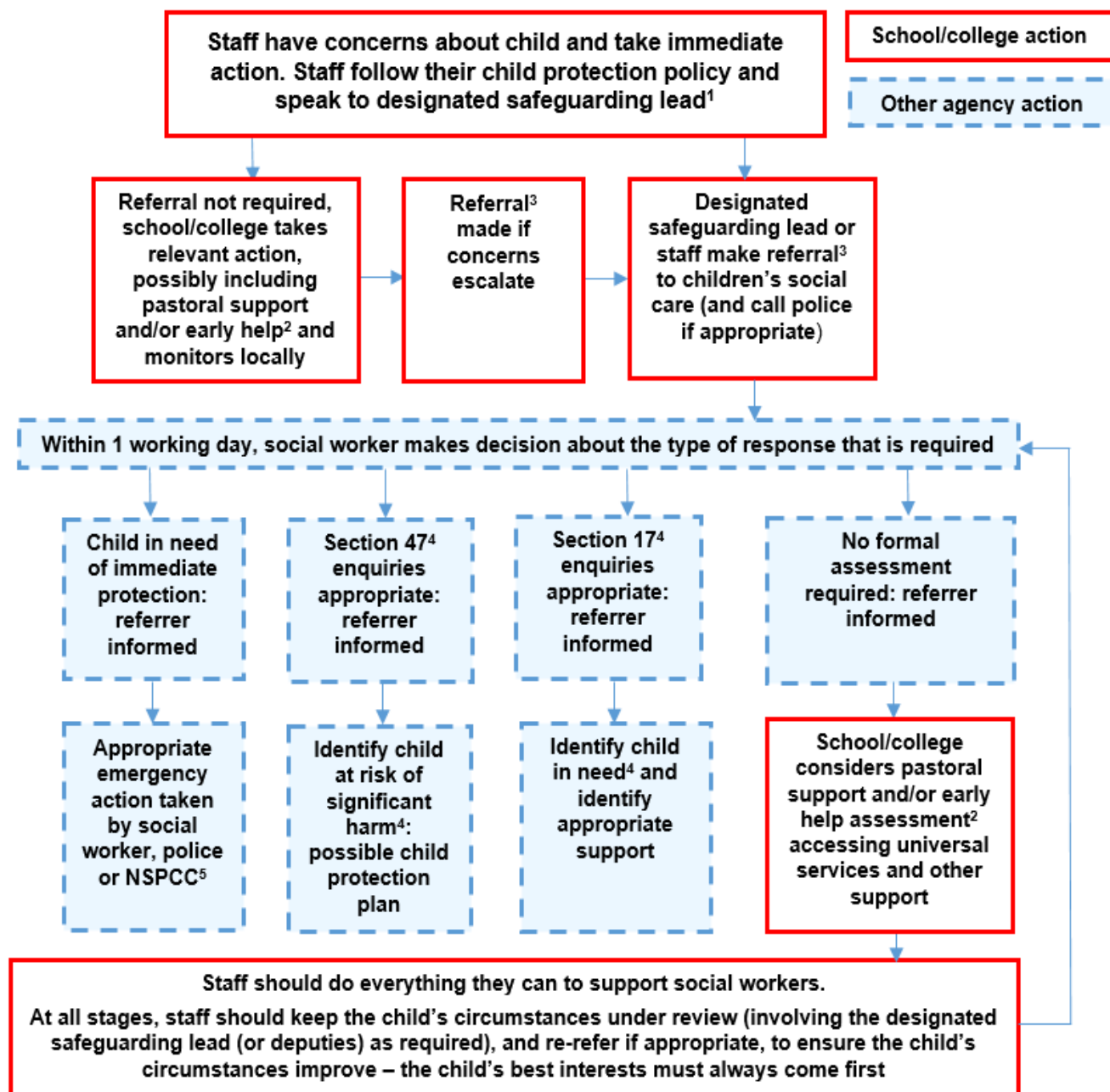
Check all staff complete cyber security training and any annual updates

IT provider, Head and DSL to check that the cyber security is robust and appropriate

6. What school staff should do if they have concerns about a child

Staff working with children are advised to maintain a ‘it could happen here’ attitude, where safeguarding is concerns. Staff should always act in the best interests of the child and follow the

correct process as outlined here on Para 49 KCSIE. This will involve following our CP policy and speak to a DSL or Deputy DSL. Options will include managing the support for the family internally via the schools' own pastoral support processes, undertaking an early help assessment or making a referral to children's services.



Dealing with a Disclosure – good practice

Where a pupil actually discloses that he/she has been abused the following guidelines must be followed:

RECEIVE

If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.

Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.

Listen carefully to the child. Do not stop a child who is freely recalling information.

Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

REACT

If you need to clarify information, ask open-ended questions e.g. "Is there anything you'd like to tell me?", "Can you explain to me..." "Can you describe to me...?"

Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'

Never ask 'accusing' questions e.g. "Why didn't you tell someone earlier?"

Never criticise the alleged perpetrator, it may be someone that they will continue to live with.

Never ask the pupil to repeat their disclosure for any other member of staff; it is your responsibility to share the information

These four factors may compromise enquiries that need to be made later by children's social care or Police.

REASSURE

Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.

If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

RECORD – use the Abbey ROC found in Appendix F with Body Map

Make notes as soon as possible afterwards using the words that the child has used.

Do not record your assumptions and interpretations, just what you heard and saw.

Do not destroy original notes even if you later write things up more neatly and fully.

Record the date, time and place of the disclosure.

Sign any written records and identify your position in the school setting.

Do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.

REFER - Immediately inform the Designated Safeguarding Lead for child protection (Mrs Sukhbir Kaur) or the Deputy Designated Safeguarding Lead for child protection (Mrs Jade Yale or Dr. Richard Kentish) who will be responsible for following the appropriate procedures. In the absence of the DSLs or Deputy DSP being in school contact the most senior trained person - you should go to a senior member of staff - Assistant Head Teacher (Miss Harwood, Miss N Rockett, Mr M McGowan or Mrs C Johnson) who will work with you to contact the Community Operating Group Social worker for advice. For Playden see Manager.

To consult with your Designated Safeguarding Leads for child protection does not mean a referral has been made. This decision is the responsibility of the Designated Safeguarding Leads for child protection who will contact the appropriate agency as and when required.

If you are unhappy about the response you receive from your Designated Safeguarding Leads for child protection contact the Locality Community Operating Group (COG) for your area (numbers below) or, in their absence, contact the Sandwell Children's Trust Contact Centre on 0121 569 3100 where you may be put through to speak to a qualified social worker.

UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE

7. Making a Referral

- 7.1 A referral involves sharing information in line with the Multi Agency Threshold Document to either the Targeted Services Team, with the consent of the parents/carers, Multi Agency Safeguarding Hub (MASH) or the Police in matters of immediate risk (see Appendix C).
- 7.2 Parents/carers should be informed if a referral is being made except in the circumstances outlined in communication with parents (it puts a child at further risk of harm)
- 7.3 However, inability to inform parents for any reason should not prevent a referral being made to children's social care via the MASH Service. It would then become a joint decision with Sandwell Children's Trust about how and when the parents should be approached and by whom.
- 7.4 If low level multi agency support is required for a child and/or their family, the Designated Safeguarding Lead for child protection will, with consent of the parent/carer, refer to the Early Help Team to enable the most appropriate services and support to be identified. This may be targeted multi-agency support to help the family resolve any identified concerns.
- 7.5 If the concerns are more complex and require statutory intervention, then the Designated Safeguarding Leads for child protection will refer the matter to children's safeguarding services via the MASH service where a decision will be made whether any enquiries are

needed under Section 17 (child in need enquiry) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at Appendix D detailing the referral procedure.

How to make a referral to Children's Safeguarding Team if a child is at risk of significant harm

- 7.6 **Step 1** - Complete a Multi-Agency **Request** Form (MARF) including any relevant body map and/or Child exploitation Screening Form and send in to the MASH via the secure email address on the front of the form. Be prepared to give as much of the following information as possible using the SAFER guidelines (see Appendix B). If the child is aged 10-17 and there are any Child Sexual Exploitation (CSE) concerns, then a CSE screening tool should also be completed and submitted.
- 7.7 **Step 2** - If a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a MARF is completed) the referrer should consider telephoning West Midlands Police on 999 or 0845 113 500 and the Sandwell Children's Trust contact centre (MASH- SPOC) on 0121 569 3100. You may want to contact the MASH Education Officer, Lisa Harvey 0121 569 8144 or 07747 118 729. A MARF will also need to be completed within an hour of the concern being reported. The FGM Helpline is 0800 028 3550. You may want to talk to the NSPCC 0808 800 5000 for advice and guidance.
- 7.8 Accurately record the action agreed following the referral or that no further action is to be taken and the reasons for this decision noting with whom discussions were held and who made the decisions on the appropriate school form.
- 7.9 **Concerns re: Terrorism/Radicalisation**

School will refer any incidents of suspected radicalisation or children deemed at risk on a Multi-agency request form (MARF) to the MASH marked as PREVENT referral.

For information, support or guidance on Prevent in Sandwell, you can email

Prevent_Inbox@sandwell.gov.uk

or contact the Prevent Education Officer, justin_nixon@sandwell.gov.uk

07790396643.

If you would like to talk to someone about any queries, concerns or a referral, then contact anyone from the Prevent team:

Strategic Prevent Coordinator: [Pardeep Brar@sandwell.gov.uk](mailto:Pardeep_Brar@sandwell.gov.uk)

07500 129348

or TYS Prevent Officer: Sarfraz_Khan@sandwellchildrenstrust.org

07768 818439

Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 and the DFE PREVENT Department for Education helpline: 020 7340 7264

You can [report suspected terrorism online](#) or contact the confidential Anti-Terrorism hotline on 0800 789 321.

Local Counter Terrorism Police Unit CTU_GATEWAY@west-midlands.pnn.police.uk

[Action Counters Terrorism](#) – Counter Terrorism Police's online reporting website

[ACT Early](#) – Advice, support and guidance for safeguarding the vulnerable and preventing terrorism

[Educate Against Hate](#) – UK Government micro site about tackling extremism and hate

West Midlands Police guidance on [radicalisation](#) and [terrorism](#)

[NSPCC](#) information pages about extremism

[Childline](#) – advice for children

- 7.10 **Position of Trust referrals** should be referred via the SPOC/MASH. A MARF for the child will be completed and a POT referral form for the person allegations have been made about. This should detail the alleged incident and have all relevant details regards the child and the adult who the allegations have been made about.

8. Confidentiality

- 8.1 Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers/students in schools.
- 8.2 All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly children's social care and the Police.
- 8.3 If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.
- 8.4 Staff/volunteers who receive information about children and their families in the course of their work should share that information within the expectations of the school's confidentiality policy and other relevant policies e.g. the safeguarding and safeguarding and child protection policy, SCT inter-agency procedures.

9. Communication with Parents

- 9.1 The school will always discuss concerns with parents/carers and consent for any referrals should be sought unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm.
 - place a vulnerable adult at risk of harm
 - compromise any enquiries that need to be undertaken by children’s social care or the police
- 9.2 The school will endeavour to ensure that parents understand the responsibilities placed on the school and staff for safeguarding children.
- 9.3 Through Operation Encompass the school will be contacted with DVA notifications and notified when a child has been present. Abbey will follow up with families, where advised and offer support. Relevant staff will be notified to care for the children in school and be responsive to their needs.

10. Information Sharing and record Keeping

- 10.1 The importance of effective information sharing and good Safeguarding and child protection record keeping has been highlighted in the learning from Child safeguarding Practice reviews (CSPR’s) previously known as serious case reviews. Timely information sharing and effective record keeping is central to safeguarding and promoting the welfare of our pupils.
- 10.2 Good up to date record keeping of concerns and action taken is essential for two main reasons:
- It helps schools identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating safeguarding or child protection concern.
 - It helps schools monitor and manage their safeguarding practices and provides evidence of robust and effective safeguarding policy and practice.
- 10.3 We follow the principles of effective record keeping with information being kept confidential and stored securely. Our records include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved. We record any action taken, decisions reached and the outcome.
- 10.4 A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour recording the disclosure using the child’s own words, what was said or seen and the location both of the abuse and the disclosure. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.
- 10.5 A record should be made of any visible marks or injuries to a child that give cause for concern, this may be completed on a body map. The child should not be examined intimately or pictures taken of any injuries/marks.

- 10.6 All records must be signed and dated clearly with the name of the signatory clearly printed.
- 10.7 When a child has made a disclosure, the member of staff/volunteer should:
- Make brief notes as soon as possible after the conversation using the appropriate form utilised by the school
 - Not destroy the original notes in case they are needed by a court
 - Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
 - Record statements and observations rather than interpretations or assumptions
 - Distinguish fact from opinion
- 10.8 Children **SHOULD NOT AND MUST NOT** be asked to make a written statement themselves or to sign any records.
- 10.9 All records of a child protection nature (handwritten or typed) are given to a DSL as soon as possible and without delay. These are acted upon and then filed in individual pupil files in chronological order. A chronology/note of significant events and the school's response is maintained by the DSLs. An electronic safeguarding tracker (My Concern) is used to ensure that information is readily available and up to date. Any report that is deemed as a NOC – Note of Concern (not safeguarding) is kept on record in alphabetical order in a NOC file. This is an observation of behaviour or incident that may or may not become relevant to a future safeguarding issue.
- 10.10 No copies should be retained by the member of staff or volunteer.
- 10.11 The Designated Safeguarding Lead/ Deputies will ensure that all safeguarding records are managed and transferred in accordance with the Data Protection Act 2018 and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.

11. Child on Child abuse including Sexual Violence and Harassment

All staff should recognise that children are capable of abusing their peers (including online). This may take different forms and include bullying, cyberbullying, physical abuse, sexual violence and harassment. While perpetrators of child on child abuse pose a risk to others they are often victims of abuse themselves. All children should be able to attend school and learn in a safe environment. When this is compromised by the actions or behaviours of their peers this will be dealt with through our behaviour policy.

Prevention is a fundamental method of minimising risks and we will do this by:

providing developmentally appropriate PSHE/RSHE and computing curriculum which develops students understanding of acceptable behaviour, risks associated with certain behaviours and keeping themselves safe, on and offline.

- having systems in place for any child to raise concerns with staff, knowing they will be listened to, believed and valued
- an understanding that there is a zero-tolerance approach to abuse and it should never be passed off as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’ as this can lead to a culture of unacceptable behaviour and an unsafe environment for children.
- that child on child abuse will be recorded, investigated and dealt with appropriately and promptly
- clear processes as to how victims and perpetrators will be supported - delivering targeted work on assertiveness/keeping safe to those pupils identified at risk
- developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils

We recognise that whilst perpetrators of child on child abuse pose a risk to others they are often victims of abuse themselves. We will work closely with alleged perpetrators to halt and prevent further occurrences

All children should be able to attend school and learn in a safe environment. When this is compromised by the actions or behaviours of their peers this will be dealt with through our behaviour policy.

Prevention is a fundamental method of minimising risks and we will do this by:

- Ensuring all staff have training on child on child abuse
- We will adopt the ‘whole school approach’ to tackling sexism.
- providing developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified at risk
- developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils

We fully understand that even if there are no reports of child on child abuse in school it may be happening. As such all our staff and children are supported to:

- be alert to child on child abuse (including sexual harassment);
- understand how the school views and responds to child on child abuse
- stay safe and be confident that reports of such abuse will be taken seriously.
- We will not tolerate instances of child on child abuse and will not pass it off as “banter”, or “part of growing up”.

We recognise that “child on child abuse” can occur between and across different age ranges.

Sometimes allegations are made of a specific safeguarding nature. These may include physical abuse, emotional abuse, sexual violence and harassment, sexual exploitation, up skirting, sexting or initiation/hazing type violence and rituals. Some of the features of these could include:

- Allegations against an older pupil's behaviour towards a younger child
- Is of a serious nature possibly related to a criminal offence, including cybercrime
- Bullying including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in personal relationships between peers
- Taking part in sexting or up-skirting or wider voyeurism/covert use of cameras – up-skirting is a criminal offence
- Photographing or videoing other children performing indecent acts, including the consensual and non-consensual sharing of nudes and semi-nude images and/or videos – it is a criminal offence to take an indecent picture of any child under the age of 18 or to share and distribute images.
- Forcing others to use drugs or alcohol

Procedure

All complaints and incidents will be taken seriously with a record of incidents and action taken.

An assessment of an incident between peers will be completed to consider:

- Has this been a deliberate or contrived situation for a young person to be able to harm another?
- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

Taking Action - What we do at Abbey:

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

Consideration will be given to whether the complaint raises a safeguarding concern and then report to the designated safeguarding lead or the safeguarding person on duty in the absence of the DSL.

- A factual record should be made but no attempt should be made to investigate at this stage
- The DSL can discuss the case with advisory personnel such as the Early Help (strengthening families) or the SPOC, or the Education safeguarding officer to determine if a referral to MASH is required. If there is an indication that a criminal offence has been committed, then the police may become involved. School may be advised to refer this case to the police or advise parents to do so.
- The DSP will speak to parents of the victim(S) and the alleged perpetrator to inform them of the referral as long as it does not put either parties at risk of further harm.
- Records of action and advice will be kept on both children's file
- Consideration will be given to whether the alleged perpetrator should be excluded from school according to the school's behaviour policy
- If children services decide there will be no further action a thorough investigation will be carried out in school using the school's usual disciplinary procedure
- If the school considers that a safeguarding risk is still present, then a full risk assessment will be carried out with a date set for follow up review.
- In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'
- We understand that children who have experienced sexual violence can display a wide range of responses, so we remain alert to possible challenges of detecting those sign and show sensitivity to their needs (para 534).
- A factual record should be made and guidance and procedures followed as set out in KCSIE. For sexual harassment and bullying follow the guidance <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

12. Allegations/Concerns Involving School Staff/Supply Staff/Work Placement /Students/Volunteers or Contractors including Low Level Concerns

- 12 An allegation relates to an adult who works with children (in a paid or unpaid capacity) and they have:
- behaved in a way that has harmed or may have harmed a child

- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (consideration for any transferrable risk (e.g. incidents at home, in the community))

13 In these circumstances, the allegation should be taken seriously and the Head Teacher, who has the responsibility for managing allegations against persons in a position of trust in school, should be informed immediately.

14 We are aware that there can be two levels of allegation/concern:

- Allegations that meet the harm threshold
- Allegations/concerns that do not meet the harm threshold – Referred to in KCSIE 2024 as ‘low level concerns’

When dealing with allegations/concerns we will ensure that we will; Apply a common-sense approach and judgement

- deal with them quickly, fairly and consistently
- provide effective protection for child/ren and support the person subject to the allegation
- Complete a risk assessment and make a justifiable decision on whether that person should be temporarily relieved from duties deployed elsewhere whilst an investigation is undertaken

Low level concerns are those concerns that do not meet the threshold for harm as detailed above but we always take them seriously. They will be dealt with as all allegations/concerns in a timely and appropriate manner. KCSIE 2024 adds clarity around low-level concerns, including that:

- Low-level concerns can arise in several ways and from a number of sources, e.g. suspicion, complaint or a disclosure made by a child, parent or other adult within or outside of the organization; or as a result of vetting checks undertaken (paragraph 428)
- Schools should have procedures in place for confidentially sharing low-level concerns and clarity around the role of the DSL and Head Teacher (paragraph 433). See the school’s Low Level Concerns Policy.
- Low level concerns raised about supply staff and contractors should be shared with their employers and the school will consult the LADO if unsure whether low-level concerns meet the harm threshold.

It is not the responsibility of the person receiving the allegation to make any enquiries or discuss the allegation with anyone other than the Head Teacher.

As with all other concerns about the welfare of children, the member of staff receiving the allegation should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what

was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

14.1 Under no circumstances should the informant be asked to make a written record of the allegation or asked to sign any documentation. This is the responsibility of the person receiving the allegation.

14.2 The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will Refer the incident, to Sandwell Children's Trust via the Safeguarding Hub. A MARF for the child will be completed and a POT referral form for the person allegations have been made about.

14.3 Appropriate support will be put in place for the member of staff who is facing the allegation and a named contact within the school will be provided.

14.4 If the Head Teacher is implicated in the concerns the Chair of Governors should be informed immediately or, in their absence, the vice chair.

14.5 The Chair of Governors in this school is:

NAME: Dr P Jones CONTACT NUMBER: Please see the office for telephone numbers 0121 429 2700 or 0121 429 1689

14.6 The same process will be followed by the chair or vice chair of governors as that followed by the Head Teacher.

14.7 To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document '[Guidance for safer working practice for those working with children and young people in an education setting](#)

14.8 If you have safeguarding or child protection concerns relating to the parents/carers of children and you are aware that they work with children, young people or vulnerable adults, you must inform the Designated Safeguarding Leads for child protection. This will allow for consideration to be given as to whether the position of trust process needs to be applied.

14.9 If it is decided that the allegation meets any of the three criteria outlined above, procedures will be followed in accordance with Sandwell's Inter-Agency Procedures

14.10 If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

14.11 The Head Teacher should, as soon as possible, and after consulting with the Local Authority Designated Officer inform the person against whom the allegation has been made of the concern.

14.12 The relationships and associations that staff have in school and outside (including on-line), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school.

- 14.13 At the conclusion of any case especially if concerns are substantiated school will review the circumstances of the allegation consider if any changes to processes in school need to be made.
- 14.14 Employment Law may not recognise that what happens in a person’s private life can impact on their professional life, however, where an individual has done something in their personal life that means they might be unsuitable to work in their role with children.
- We will risk assess and make a judgement on whether they pose a risk of harm to children.
 - We will seek our own legal advice on this to ensure we are compliant with employment law when dealing with any disciplinary action.
 - We will record all information and decisions to demonstrate our justification for decisions made. ¹

15 Physical Interventions (use of Reasonable Force) KCSIE Para 166-168

There are times when it is appropriate for staff in school to use reasonable force to safeguard a child. This could be using physical contact to restrain a child or guiding them by the arm. The use of force may be passive physical contact, such as standing between pupils or blocking a path or active such as leading a child by the arm out of the classroom. At Abbey we have a plan for positive and proactive behaviour support through our behaviour policy and the provision of good quality MAPA/NVCI training that looks at de-escalation techniques. Any incident of physical intervention is recorded and reported to a DSL and parent.

- 15.1 It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves or others), it may be necessary for some physical contact to take place. Relevant staff in our school are MAPA trained and will be used to support children to prevent them from hurting themselves or others.
- 15.2 Section 93 of the Education and Inspections Act 2006 enables school staff to use ‘reasonable force’ to prevent a pupil from:
- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
 - Causing personal injury to, or damage to the property of, any person (including the pupil himself); or

¹ *The Staffing and Employment advice for schools outlines the staffing and employment duties and also sets out that governing bodies should have their own procedures for dealing with disciplinary matters. The guidance can be found using this link.*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953345/Staffing_and_employment_advice_for_schools_-_January_2023.pdf

- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

The general guidance on Reducing the need for restraint and restrictive intervention (HMGovt., June 2019), Behaviour and discipline in schools Advice for Head Teachers and school staff (HMGovt January 2016), The Use of Reasonable force: Guidance for Head teachers, staff and Governing Bodies (2013) and continues to be supplemented by a specialist guidance document, namely 'Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders' (2012) and 'Guidance on the Use of Restrictive Physical Interventions for Pupil with Severe Behavioural Difficulties'. The circular entitled Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or Autism Spectrum Disorders applies to all special school settings. Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the Governing Body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

15.3 There is departmental advice for schools available at <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

16 Statutory School policies and other recommended policies and documents to support safeguarding can be found at:

16.1 <https://www.gov.uk/government/publications/statutory-policies-for-schools> .
Note that none of these policies relate to safeguarding and child protection.

16.2 The school is fully compliant with all statutory polices. Our policies and other recommended policies and documents to support safeguarding can be found on our school website: <http://www.abbeyfederation.co.uk>

17 Useful Telephone Numbers and contacts

Concerned about a child? Call Contact Centre (MASH- SPOC) – 0121 569 3100

West Midlands Police (child in immediate danger) – 999 or 0845 113 5000

All referrals should be emailed to the access_team@sandwellchildrenstrust.org

Lisa Harvey (MASH Education Officer) – 0121 569 8144

To make a referral to MARAC please contact: MARAC Co-Ordinator E-mail:
marac_referrals@west-midlands.pnn.police.uk

MASH STRAT Room 0121 569 6248

Care Management 0121 569 7220

LADO

Sandwell_LADO@sandwellchildrenstrust.org

to access a copy of the Partnership Referral Form visit

<https://www.sandwellcsp.org.uk/key-safeguarding-issues/allegations-against-staffladdo/>

Child Exploitation Team/Child Criminal Exploitation Team - 0121 569 2524/8391 email
CE_team@sandwellchildrenstrust.org

Attendance_service@sandwell.gov.uk

Alamin_kadir@sandwell.gov.uk

Alcie_legister@sandwell.gov.uk

Horizons Exploitation Team 0121 569 2644 0121 569 2524/8391

For information, support or guidance on Prevent in Sandwell, you can email
Prevent_Inbox@sandwell.gov.uk or contact 0121 569 2252

Prevent Education Officer, justin_nixon@sandwell.gov.uk
07790396643.

Strategic Prevent Coordinator: Pardeep_Brar@sandwell.gov.uk
07500 129348

or TYS Prevent Officer: Sarfraz_Khan@sandwellchildrenstrust.org
07768 818439

Anti-terrorist hotline – report anonymously – 0800 789 321

Counter Terrorism Helpline: 020 7340 7264 counter.terrorism@education.gov

Smethwick Strengthening Families – 0121 569 7297 – link to SF manager Barry
Cole Barry_cole@sandwellchildrenstrust.org

Smethwick MASH Team Manager Chenai Manchinjike 07917 218531 or Lisa Hampton
07584 541179

LAC 0121 569 5922

School Nurse Team - 0121 612 2974 or 2955 email swbh.shnsandwell@nhs.net

FGM Helpline – 0800 028 3550

Welfare Concerns welfare_checks@sandwell.gov.uk

Early Help System online <http://www.sandwellcss.org> Early Help 0845 351 0131

eCAF Urgent Requests 0121 569 8102

CAMHS Single Point of Access 0121 612 6620 email Black County Health Care
bchft.sandwellspa@nhs.net

Mental health support line 0800 008 6516

Sandwell Carers Service 0121 612 600

Black Country Minds website www.BlackCountryMinds.com

Mental Health contacts on school website

<https://www.abbeyfederation.co.uk/page/?title=Mental+Health+%26amp%3B+well%2Dbeing&pid=54>

Online Safety on school website: <https://www.abbeyfederation.co.uk/on-line-safety-information/>

Barnardos, Cape Hill Children's Centre - 0121 555 6756 – Nadine Sewdan

Nadine.sewdan@barnardos.org.uk

DECCA Holly Layton Holly_Layton@sandwellchildrenstrust.org

Sandwell Women's Aid/Black Country Women's Aid - 0121 552 6448

Adult DA Team Cheryl Pugh – 0121 553 0090

METSEC Centre, Broadwell Road, Oldbury B69 4HE - 0121 569 477

NRPF – No Recourse to Public Funds 0121 464 9159 0121 303 1888 Richard Mukasa Agency
Social Worker 07917 242 284

Homeless helpline 0121 368 1166 out of hours 0121 569 6883

Housing - 0121 569 2962 and Private Tenants helpline 0121 569 5232

Checking whether social workers were still registered – <http://www.hcpc-uk.co.uk/>

NSPCC Helpline - 0808 800 5000 NSPCC Whistleblowing Helpline 0800 028 0285

Birmingham Children's Services - 0121 303 1888 contact details for admissions:

admissions@birmingham.gov.uk

Appendix A: Definitions of Abuse and Neglect – including Specific Safeguarding Issues

Are forms of maltreatment – a person may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Child welfare concerns may arise in different contexts and can vary in terms

of extent and seriousness. Children can be abused by family members and strangers, in an institution or community setting including via the internet. In the case of Female genital mutilation children may be taken out of the country to be abused.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they have impaired capacity to avoid or resist abuse. There are also assumptions that indicators of abuse such as behaviour, mood and injury can relate to the child's disability without further exploration. Children with SEN and disabilities can be disproportionately impacted by bullying without showing outward signs. Children develop and mature at different rates so what appears to be worrying for a younger child might be normal for an older child. Parental behaviours may also be indicative of abuse or neglect so be alert to parent-child interactions and behaviours which are concerning. By understanding warning signs, you can respond to problems as early as possible and provide the right support/services for the child and their family.

There are 4 definitions of Abuse and Neglect detailed here. Followed by specific safeguarding issues.

1. Abuse (including physical abuse)

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. It must also be recognised that children and young people are capable of abusing their peers and this needs consideration alongside all other avenues.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention

- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness
- Possible effects of physical abuse
- Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

2. Emotional Abuse

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the illtreatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders

- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Possible effects of emotional abuse

If a child suffers sustained emotional abuse, there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

3. Sexual Abuse

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains

- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia

Possible effects of sexual abuse

Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem has all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse once recognised; can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

4. Neglect

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

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to

- Frequently hungry
- Overeating junk food

Possible effects of neglect

Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

For further information about neglect please see Sandwell's Neglect Strategy 2022-2024 follow this link [Sandwells-Tackling-Neglect-Strategy-2022.pdf \(sandwellcsp.org.uk\)](https://www.sandwellcsp.org.uk/Sandwells-Tackling-Neglect-Strategy-2022.pdf)

Specific Safeguarding Issues:

Honour Based Violence

So-called 'Honour Based' Violence is a crime or incident which may have been committed to protect or defend the honour of the family or community is often linked to family members or acquaintances (and can include multiple perpetrators) who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour-based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- being held against your will or taken somewhere you don't want to go
- forced marriage

Violence Against Women and Girls (VAWG)

VAWG is defined as any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. VAWG is the umbrella term which brings together multiple forms of serious violence such as crimes committed in the name of "honor"; domestic abuse (including Controlling behavior and coercive control); female genital mutilation (FGM); forced marriage; sexual violence, abuse, exploitation and rape; stalking; harassment; trafficking for sexual exploitation; prostitution. If members of

staff have a concern about or knowledge of any VAWG incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies.

Forced Marriage

It is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to. There is no religion that says it is right to force you into a marriage and you are not betraying your faith by refusing such a marriage.

Female Genital Mutilation (FGM)

FGM is a procedure where the female genitals are deliberately cut, injured or changed but where there is no medical reason for this to be done. It is also known as 'female circumcision' FGM is usually carried out on young girls between infancy and the age of 15 most commonly before puberty starts. It is illegal to perform FGM in England and Wales, assist a young girl to carry out FGM on herself in England and Wales and assist (from England or Wales) a non-UK person to carry out FGM outside the UK on a UK national or UK resident.

Some of the following signs may be indicators of risk of FGM or a child has undergone FGM

- Knowing that the family belongs to a community in which FGM is practised and is preparing for the child to take a holiday, arranging vaccinations or planning absence from school.
- The child may talk about a special procedure /ceremony is taking place.
- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with menstrual or bladder problems.
- Children finding it difficult to sit still and look uncomfortable or complaining about pain between the legs and/or spend longer in the bathroom or toilet
- Appear withdrawn, anxious or depressed
- Have unusual behaviour after and absence from school or college
- If a child suspects FGM is going to happen she may run away from home or miss school
- Talking about somebody doing something to them that they aren't able to talk about.

In Africa, FGM is known to be practiced among certain communities in 29 countries: Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Cote d'Ivoire, Democratic Republic of Congo, Djibouti, Egypt, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Somalia, Sudan, Tanzania, Togo, Uganda and Zambia.

Certain ethnic groups in Asian countries practice FGM, including in communities in India, Indonesia, Malaysia, Pakistan and Sri Lanka.

In the Middle East, the practice occurs in Oman, the United Arab Emirates and Yemen, as well as in Iraq, Iran, the State of Palestine and Israel.

In Eastern Europe, recent info shows that certain communities are practicing FGM in Georgia and the Russian Federation.

In South America, certain communities are known to practice FGM in Columbia, Ecuador, Panama and Peru.

And in many western countries, including Australia, Canada, New Zealand, the United States, the United Kingdom and various European countries, FGM is practiced among diaspora populations from areas where the practice is common.

Faith Abuse

Faith Abuse linked to a Belief in Spirit Possession whereby the perpetrators believe that an evil spirit has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is defined here as the belief that a child is able to use an evil force to harm others. Terms used may be black magic, kindoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases genuine beliefs can be held by families, carers, religious leaders, congregations and the children themselves that evil forces are at work. Abuse often occurs when an attempt is made to 'exorcise' or 'deliver' the child.

Some of the following signs may be indicators of this type of abuse but may also be common features in other kind of abuse

- Signs or marks such as bruises or burns
- A child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children
- A persons personal care deteriorating such as losing weight, being unkempt with dirty clothes and even faeces smeared on them
- Parent or carer does not show concern for or have a close bond with the child.
- Childs school attendance becoming irregular or the child being taken out of school altogether
- A child reporting, they are or have been accused of being 'evil' and/or that they are having the 'devil beaten out of them'

Child Sexual Exploitation (CSE) – see also section 5 responsibilities of teaching staff

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are

persuaded or forced in to exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation

- Children who appear with unexplained gifts or new possessions
- Children who associate with other children involved in exploitation
- Children who have older boyfriends or girlfriends
- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology;
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- 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

Serious Violence

Staff are made aware of the possible indicators which may signal a child/young person is involved in serious violent crime. Indicators may include but not limited to:

- Increased absence from school
- Changes in friendships groups
- Relationships with older individuals or groups
- Signs of self-harm
- Decline in academic performance

- Unexplained gifts or new possessions
- Changes in well being
- Signs of assault or unexplained injuries

There are a range of risk factors that increases vulnerability and likely involvement in serious violence. Risk factors may include (but not limited to):

- Being male
- Frequent absence or exclusion from school
- Experience of child maltreatment
- Previous involvement with offending behaviour

Further advice and guidance is available from [Preventing youth violence and gang involvement](#) and [criminal exploitation of children and vulnerable adults: county lines guidance](#)

Sexual Violence and Harassment between Children in schools and colleges

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. **Sexual violence** refers to sexual offences under the Sexual Offences Act 2003 and includes rape and sexual assault.

- **Sexual harassment** is any 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualized environment. Sexually inappropriate behaviour between peers should be challenged and not excused as banter or just growing up as this can lead to a culture of unacceptable behaviour and an unsafe environment for children. Sexual harassment is seen as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support.
- It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. Para 454 KCSIE 2024

Contextual Safeguarding – see also section 5 staff responsibilities Children and young people may be vulnerable to abuse or exploitation from outside their families. These threats may occur in educational establishments, within peer groups or more widely from within the community and/or online. Children can be vulnerable to multiple threats including exploitation by criminal gangs and organised crime groups, online grooming, extremist ideologies. Professionals should consider whether wider environmental factors are present that threaten a child’s safety and welfare. This is known as contextual safeguarding and is referred to in Working Together to Safeguard Children (2023) and KCSIE.

Child Criminal Exploitation: County Lines – see also section 5 staff responsibilities Criminal exploitation is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks and gangs groom and exploit children and young people to carry drugs and money within and from urban areas into suburban and rural areas.

Identifying potential involvement:

- Missing episodes
- significant changes in emotional well-being
- A person meeting unfamiliar adults or a change to their behaviour
- The use of drugs and alcohol
- Acquiring money or expensive gifts they can’t account for
- Lone children from outside of the area
- Individuals with multiple mobile phones or tablets or ‘SIM cards’
- Unknown or suspicious looking characters coming and going from a neighbour’s house
- Relationships with controlling or older individuals or associated with gangs
- Suspicion of self-harm, physical assault or unexplained injuries

If you have concerns surrounding children, follow safeguarding procedures and share your concerns with MASH.

Child Sexual Exploitation – see also section 5 Staff responsibilities

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts,

money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

Early intervention and preventative work are key in helping to support and educate children and young people. Strong links with local policing and neighbourhood teams is critical in identifying and safeguarding young people at risk. Here at Abbey we do this by educating our staff on early identification, assemblies on safeguarding and a good RSHE curriculum. We work with West Midlands Police and have invited PC Fitzgerald from the CSE team to talk to our children in a child friendly but informative way.

Children with family member in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, <https://www.nicco.org.uk/> NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who has a family member in prison. Children will be supported by:

- RSHE teaching – we will consider a range of families through the teaching in the Jigsaw programme.
- ACES training – understanding trauma and attachment.
- Behaviour policy which promotes positive behaviour management.
- The Retreat or Rainbow Room is available for children who want to work with a trusted adult.
- Where necessary access the National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

LGBTQ+

Our school will deliver a preventive education where lesbian, bi, gay or trans people and families are represented through images in our wider curriculum, Jigsaw programme and wellbeing assemblies. This prepares children for life in modern Britain and creates a zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence and harassment. The Jigsaw Programme aims to reduce additional barriers through an inclusive curriculum with LGBT inclusion as part of the statutory RSHE curriculum.

Supportive teaching will prevent children being targeted or bullied. Examples include:

- Encourage children to TELL/talk to a trusted adult. Children are reminded that talking is a way to support your mental health and tackle challenges. Children are encouraged to seek a trusted adult.
- The Retreat; a safe space to speak out or share concerns with a member of staff.
- Anti-bullying work through our assemblies, anti-bullying week and STOP message is promoted throughout the school year, including work on cyberbullying through assemblies and computing curriculum. There is a range of support available to help counter homophobic, bi-phobic and transphobic bullying and abuse in schools.
- Promotion of Childline which provides free and confidential advice for children.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that Sandwell Children's Trust should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family, maintaining cultural identity.

A comprehensive guide can be found at [Children Act 1989: private fostering - GOV.UK \(www.gov.uk\)](http://www.gov.uk). If we become aware of a child in a private fostering arrangement within Sandwell we will notify the council's Multi Agency Safeguarding Hub ([MASH](#)).

PREVENT - Radicalisation and Extremism - see also section 5 Staff responsibilities

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

Extremism is defined by the Government in the **Prevent Strategy** as:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas'

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;

- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children’s and youth services and offender management services) and the local community.

Appendix B: Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for The Federation of Abbey Infant and Abbey Junior School is Mrs. J Sharp then Mrs. Jade Yale and Dr. R Kentish who are responsible for:

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

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

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;

- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix C: S.A.F.E - Aide-memoire for Professionals to support efficient and appropriate telephone referrals 0121 569 3100 (MASH/Access Service) or West Midlands Police - 101 or 0845 113 500 or 999, of children who may be suffering, or are likely to suffer, immediate risk of significant harm

Situation I am (give your name / designation / base). I am calling about (child's name(s) / date of birth / address, or mother's details if an unborn child).

I am calling because I believe this child is at risk of harm.

The parents are/aren't aware of the referral.

Assessment and actions

I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered) *or* I fear for the child's safety because (provide specific facts – what you have seen, heard and/or been told).

An Early Help Assessment has/hasn't been completed/ followed prior to this referral.

The child is now (describe current condition and whereabouts)

I have not been able to assess the child but I am concerned because ...

I have (actions taken to make the child safe).

Family Factors Specific family factors making this child at risk of significant harm are (base on the Assessment of Need Framework i.e. parenting capacity, family/environment, and child's developmental needs)

Additional factors creating vulnerability are ...

Although not enough to make this child safe now, the strengths in the family situation are ...

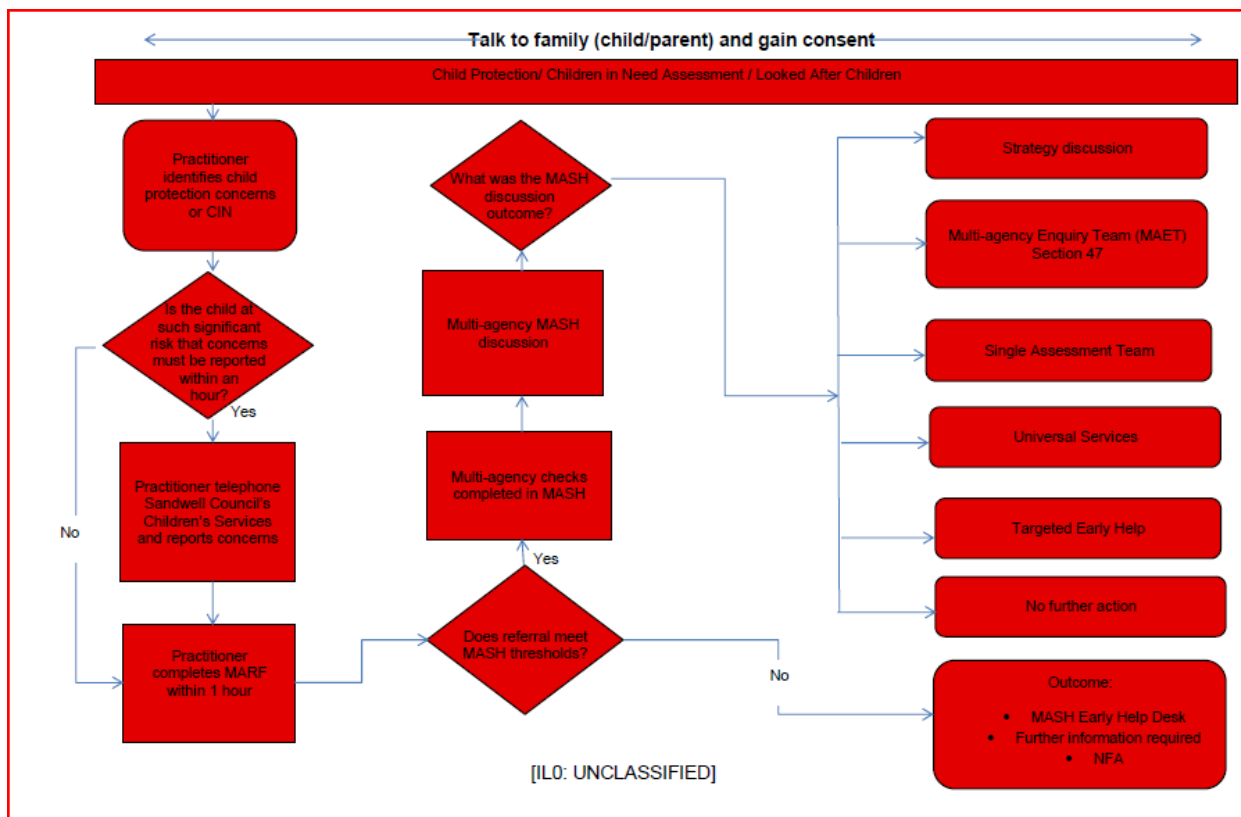
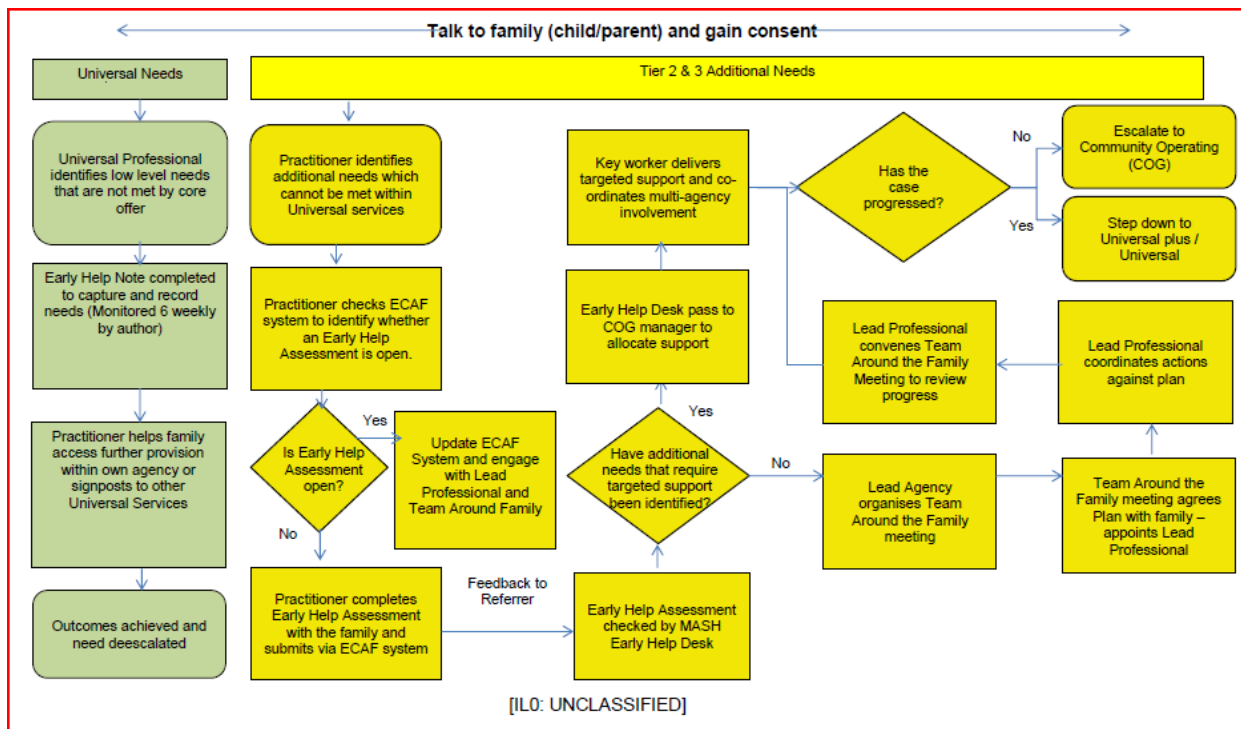
Expected Response

In line with "Keeping Safe in Education 2024", "Working Together to Safeguard Children" 2023 and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).

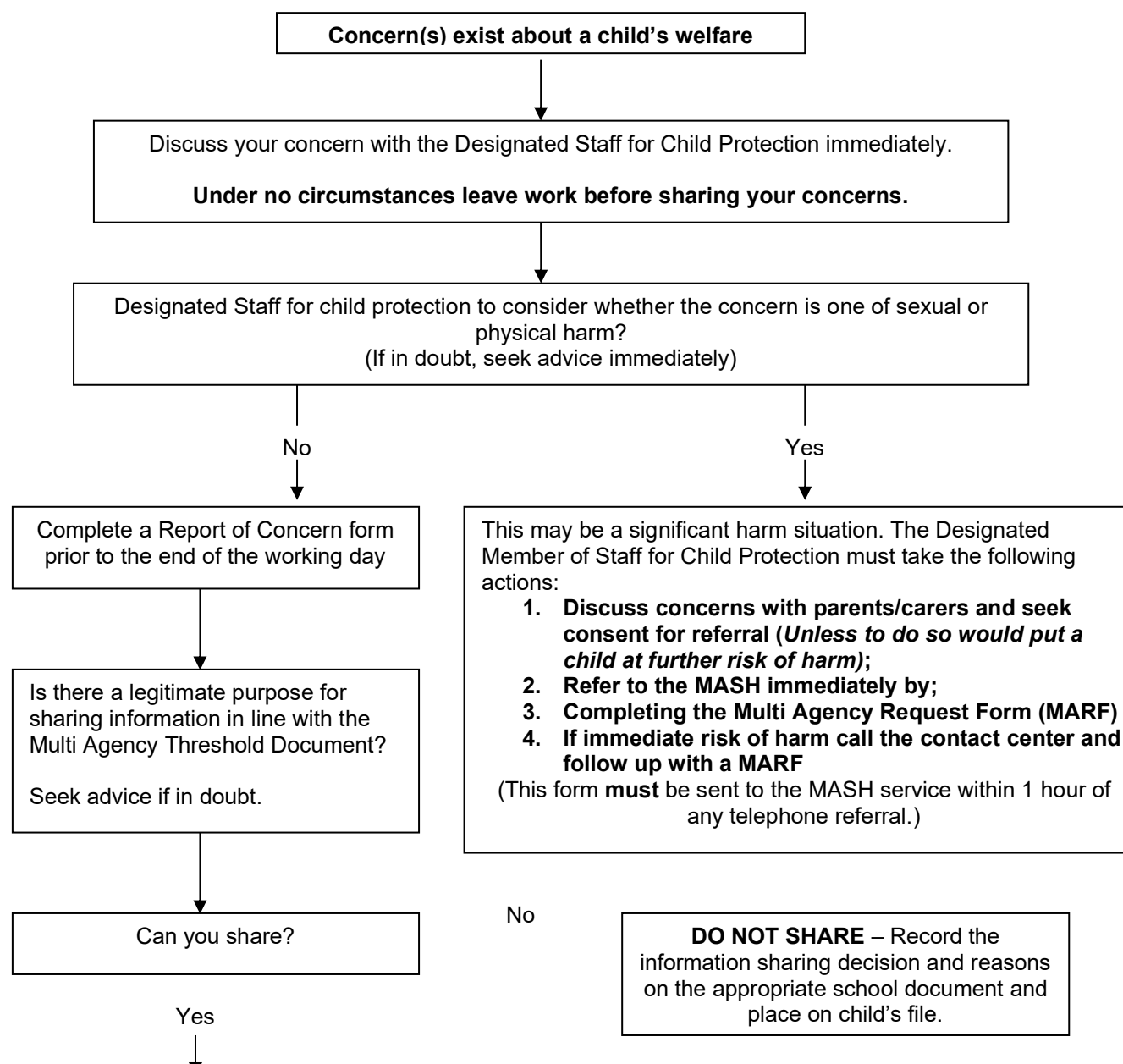
Other recommendations: Ask: Do you need me to do anything now?

Referral and recording I will follow up with a written referral (MARF) and would appreciate it if you would get back to me as soon as you have decided your course of action. Exchange names and contact details with the person taking the referral. Now complete the MARF ensuring that it is sent within 1 hour and record details and time and outcomes of telephone referral.

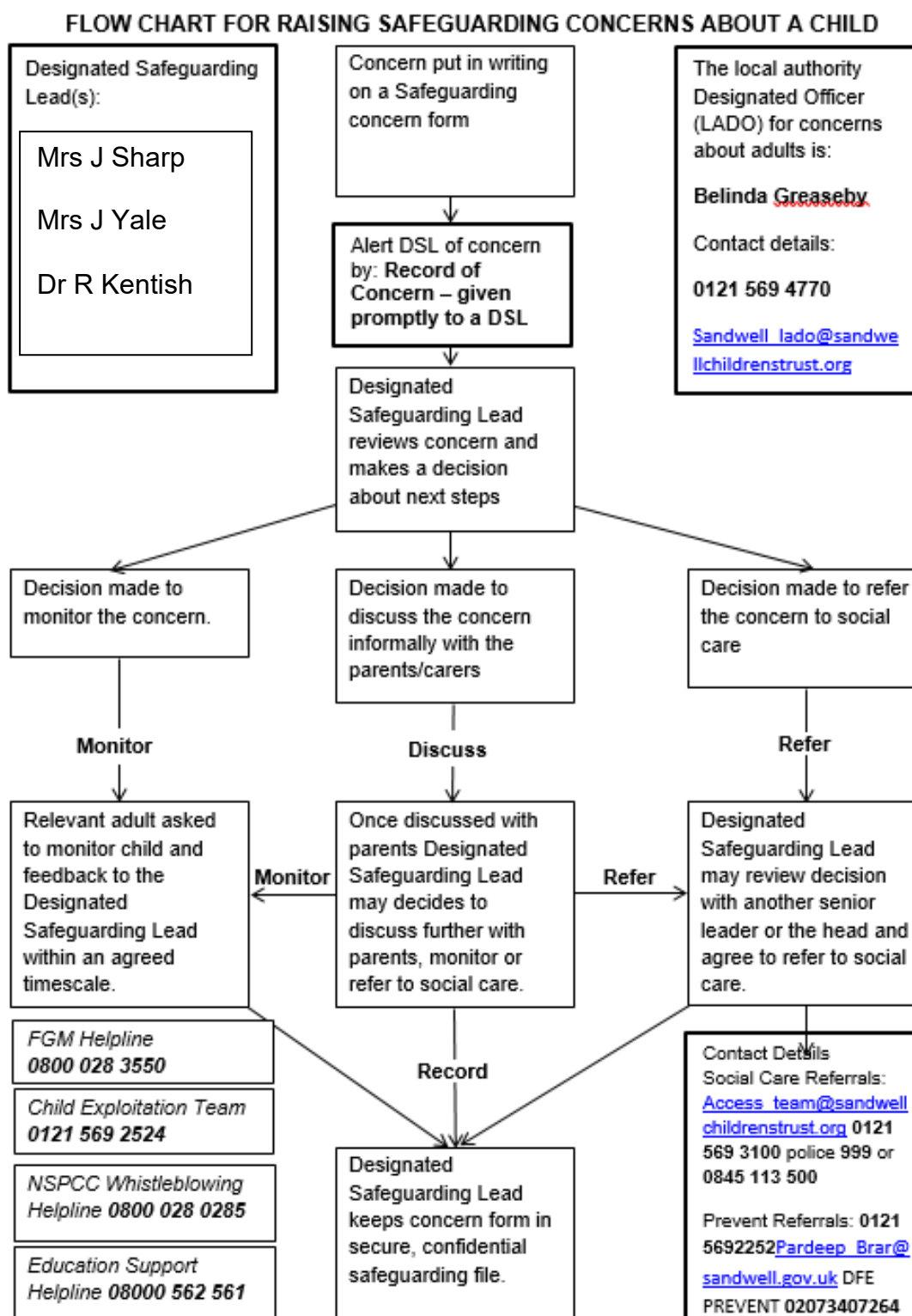
Appendix D: Sandwell Process Map



Appendix E: Sandwell Safeguarding and Promoting Children’s Welfare Procedural Flowchart.



Appendix F: Abbey Flow Chart for Raising Safeguarding Concerns about a Child.



Appendix G: Abbey Record of Concern and Body Map



RECORD OF CONCERN		
DSL ONLY	A note of a low level concern (tick one) <input type="checkbox"/>	A serious record of concern (tick one) <input type="checkbox"/>
Name of child		
DOB		
Date of Incident/disclosure		
Time of incident or disclosure		
Name(s) of other staff/children present.		
Record any disclosure from the child and use their words (a quote verbatim is great) To clarify/gather information use: <ul style="list-style-type: none"> • Tell • Explain • Describe • Outline Use no further questions	WHO was involved?	
	WHAT has happened?	
	WHEN did it happen?	
Record your concern here:		
Use a body map if necessary Continue on a separate sheet if necessary.		
Name (Print):	Date:	
Designation:	Signature	



Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

BODYMAP

(This must be completed at time of observation)

Name of Pupil:

.....

Date of

Birth:

.....

Name of Staff:

.....

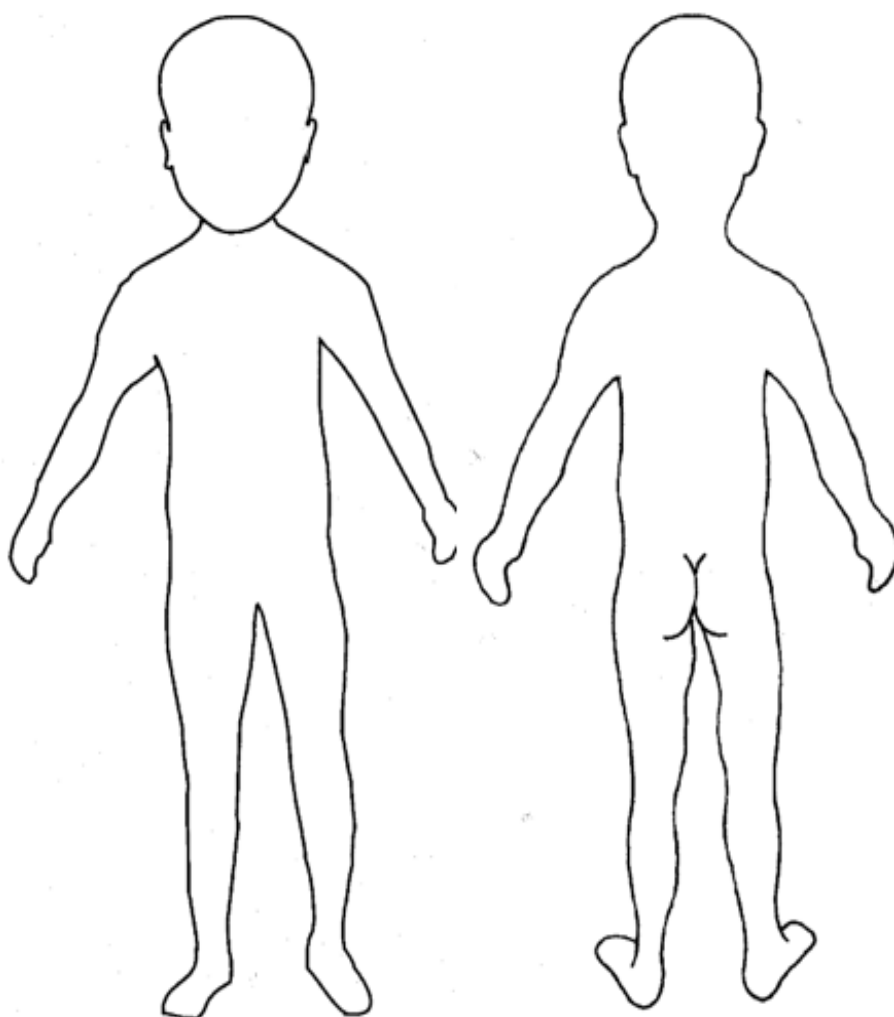
Job

title:

.....

Date and time of
observation:

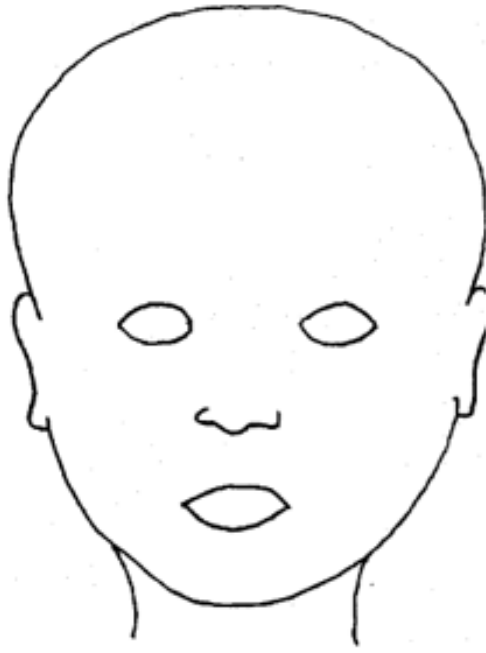
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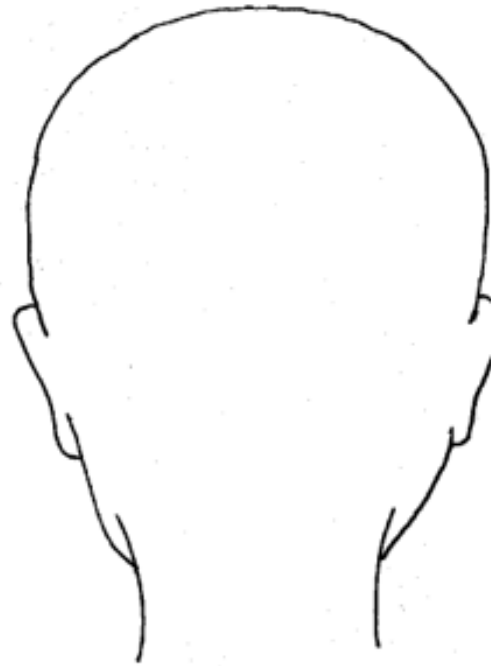
Name of pupil:

Date and time of observation:

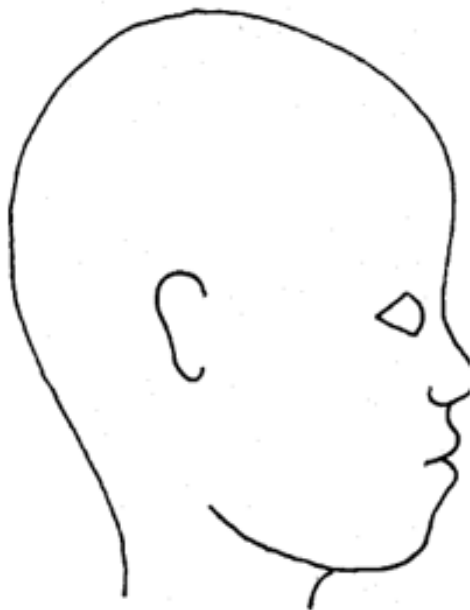
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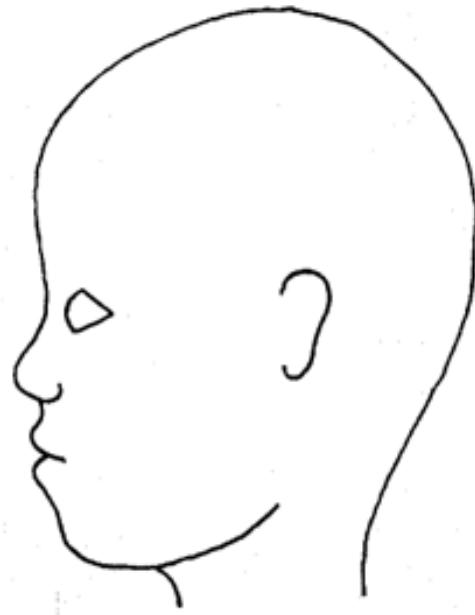
FRONT



BACK



RIGHT



LEFT

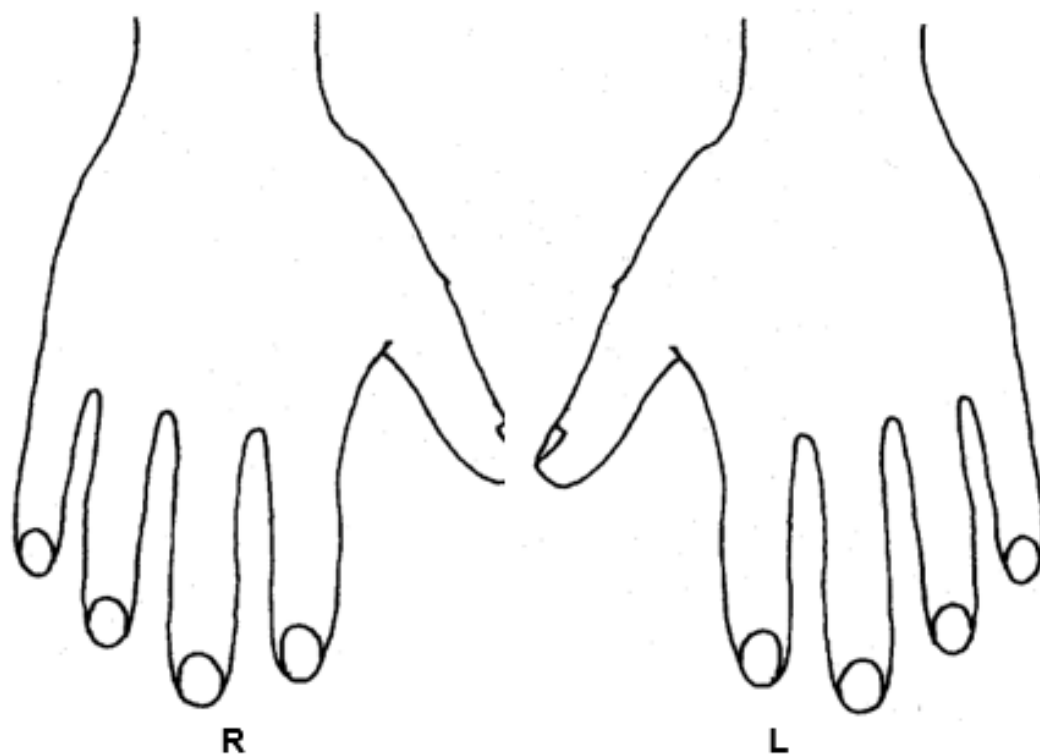
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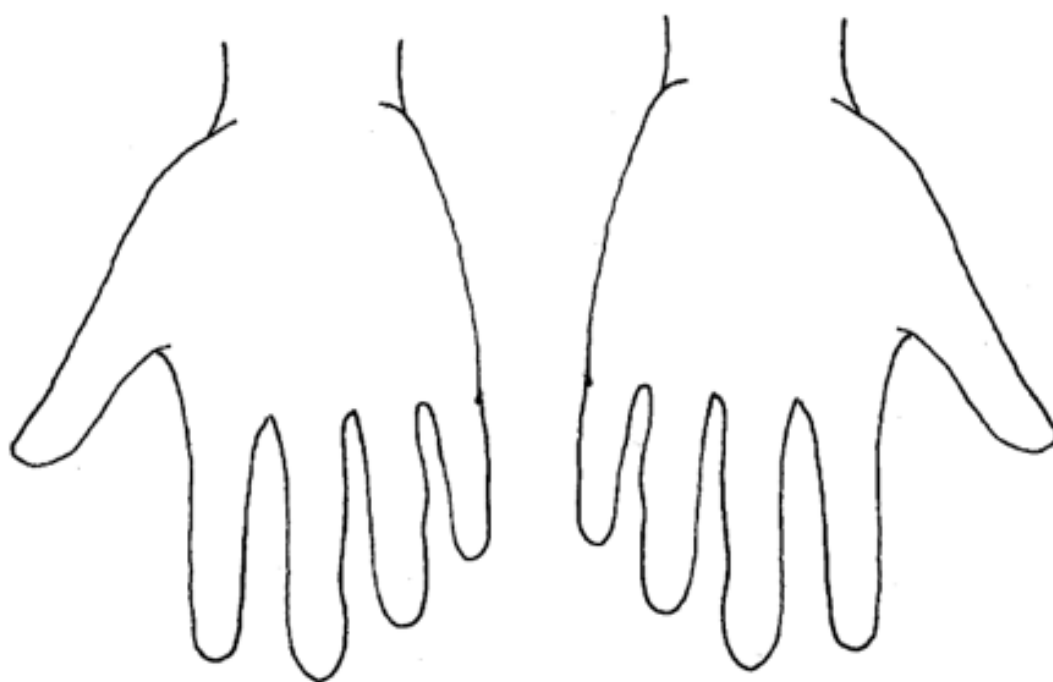
Name of pupil:

Date and time of
observation:

...



BACK

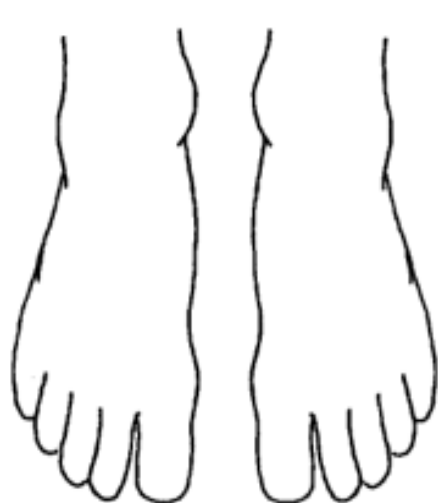


.....

.....

Name of Pupil:

Date and time of observation:



R TOP L



R BOTTOM L



R



L

INNER



R



L

OUTER

Printed Name,
Signature and Job
title of staff:

.....

Changes 2024

Page	Description of change
Cover	Dates 2023 2024
Throughout document	Changed from KCSIE 2023 to KCSIE 2024 Multi-Agency Referral Forms are now known as Multi-Agency Request Forms
	Definition of safeguarding updated to reflect Working Together To Safeguard Children
Paragraph definitions	All through the document
P77 and P78	<div data-bbox="644 539 695 595" data-label="Image"> </div> <p data-bbox="568 602 770 658">Sophos-2022-Appropriate-Filtering-for-Ed</p> <div data-bbox="644 674 695 730" data-label="Image"> </div> <p data-bbox="568 736 770 792">W9-Appropriate-Filtering-for-Education-Se</p> <p data-bbox="568 808 1222 837">Filtering and monitoring information added to the appendix</p>