



Cotwall End Primary School

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POLICY AND PROCEDURES

Title	Child Protection Policy
Purpose	To set out school policy for Child Protection
Policy author	Local Authority policy adopted for school use
Designated Lead staff member for Child Protection	Claire Williams, Headteacher
Deputy Designated Lead staff members for Child Protection	Sue Sullivan, Deputy Headteacher Gemma Wilkes, Asst Headteacher
Governor responsible for safeguarding:	Mr Christopher Skitt, Chair of Governors
School LAC designated person:	Mrs Gemma Wilkes
School E-Safety Lead:	Mrs Claire Williams
Local Authority Designated Officer:	Yvonne Nelson-Brown Tel 01384 813110 Referral e-mail allegations@dudley.gcsx
Chair of Governors	Mr Christopher Skitt
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Policy adoption				
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1	28/6/2017	Re-adoption		Summer 2018
2	07/02/2018	Review following new statutory guidance	KU	Jan 2019

Adopted by Governors	07 February 2018
Adopted by Staff	07 February 2018
Signed by Chair of Governors/Headteacher	

Child Protection Policy

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1 Purpose and Aims

Safeguarding and child protection is defined in "Working Together to Safeguard Children (2016)" as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

Cotwall End Primary School recognises its legal duty under section 175(4) of the Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm".

Cotwall End Primary School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Safeguarding and promoting the welfare of children is everyone's responsibility.

Cotwall End Primary School is committed in ensuring that all staff who come into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil the responsibility effectively, the school will ensure their approach is child centred. This means that they will consider, at all times, what is in the best interests of the child.

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

The aim of this policy is to provide information for all staff to carry out this duty of care responsibly.

The six main elements of the policy are:

- Ensuring we practice safe recruitment through checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Implementing procedures for identifying and reporting cases, or suspected cases, of abuse.

- Supporting pupils who have been abused in accordance with his / her child protection plan.
- Establishing a safe environment in which children can learn and develop.
- Ensuring there are links with other safeguarding policies and procedures for example, anti-bullying, behaviour policy, attendance, physical intervention, medical conditions, first aid, intimate care, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism, honour based violence. For further information on some of these procedures, refer to the DSCB website. There is also separate guidance for school on what to do in the event of a death of a child, use of images and safer working practice guidance.

We recognise that because of the day-to-day contact with children, our staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from harm.

2 Statutory Framework

The school's obligations and statutory duties are defined in the following documents:

- Children's Act 1989 and 2004
- Education Act 2002
- Working Together to Safeguard Children (2015) to be replaced by the April 2018 document
- Keeping Children Safe in Education (2016) to be replaced by the September 2018 document
- Prevent Duty for England and Wales under section 26 of the Counter-Terrorism and Security Act 2015
- Section 5b of the Female Genital Mutilation Act 2003 (as modified by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse Against Teachers and Other Staff (2012)
- Dudley Safeguarding Children Board (DSCB) – Inter-agency Child Protection and Safeguarding Procedures
<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/education-information/> - these include;

[Dudley's Early Help Strategy](#)

[Dudley's Thresholds Framework – coming soon 2018](#)

[Children Missing from Education](#)

[Education and Child Psychology Service](#)

[E-Safety and the use of images](#)

[Safe and Sound - Dudley Community Safety Partnership](#)

[What is Private Fostering?](#)

[Substance Abuse Support Services in Dudley](#)

[Domestic Violence/Domestic Abuse support in Dudley](#)

[Dudley Child and Adolescent Mental Health Service \(CAMHS\)](#)

[Safer Snippets - monthly summary of safeguarding news](#) provided by DSCB

[Dudley Resolution and Escalation Policy - April 2016](#)

[New Safeguarding Guidance from December 2017](#)

[DSCB Neglect Audit Briefing - January 2018](#)

3 Role and Responsibilities of Designated Safeguarding Lead

The Designated Safeguarding Lead has ultimate responsibility and management oversight and accountability for safeguarding and child protection. There may be deputy safeguarding leads within the School.

The Designated Safeguarding Lead at the school is

- **Mrs Claire Williams, Headteacher on 01384 818730.**

The Deputy Designated Safeguarding Leads are:

- **Mrs Susan Sullivan, Deputy Headteacher on 01384 818730**
- **Mrs Gemma Wilkes, Asst Headteacher on 01384 818730**

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

4 Roles and Responsibility of Governors and Governing Bodies

It is the responsibility of the school's governing body to ensure the school has policies and procedures in place to safeguard our pupils, and to ensure that these are followed.

They have a statutory duty under Working Together to Safeguard Children (2015) to ensure that the following arrangements are in place to reflect the importance of safeguarding and promoting the welfare of children:

- A clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- A senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements;
- A culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Clear whistleblowing procedures, which reflect the principles in Sir Robert Francis's Freedom to Speak Up review and are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed;
- Arrangements which set out clearly the processes for sharing information, with other professionals and with Dudley Safeguarding Children Board (DSCB);
- A designated professional lead for safeguarding. Their role is to support other professionals in their agencies to recognise the needs of children,

including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;

- Safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check;
- Appropriate supervision and support for staff, including undertaking safeguarding training;
- Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- Staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and
- All professionals should have regular reviews of their own practice to ensure they improve over time.
- Clear policies in line with those from the DSCB for dealing with allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint.

Where allegations are made against the headteacher, the Chair of the Governing Body should act as case manager in conjunction with the Local Authority Designated Officer.

They have a statutory duty to ensure all staff are aware of part 1 of Keeping Children Safe in Education 2016 (and 2018).

The Nominated Governor for Safeguarding and Child Protection is Mr Christopher Skitt, Chair of Governors, who can be contacted at the school on 01384 818730.

5 Staff Responsibilities and School Procedures

Cotwall End Primary School will ensure that all staff are aware of their responsibilities and obligations under statutory legislation and guidance to safeguard children. Staff will follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department of Education (DfE) to:

- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding lead and deputies (if any) responsible for child protection and their role.
- Ensure **all** staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring **any and all** concerns to the designated safeguarding lead responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus. Parents should be made aware of the policies and procedures.
- Ensure that parents are aware that this policy is available on request, and make the policy available on the school website.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings.
- Develop links with other agencies that support the child such as Child and Adult Mental Health Service, Education Investigation and Education Psychology Service.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Ensure that all staff are aware of what to do if there are concerns around a child. Appendix 4 refers to what to do if you are concerned. A multi-agency referral (MARF) must be completed when making a referral and can be accessed from the DSCB website or appendix 6.

6 Record Keeping and Confidentiality

All staff are duty-bound and obligated to share information about the protection of children with the Designated Safeguarding Lead, and other professionals. Child protection information will be dealt with in a confidential manner in accordance with the school's Confidentiality Policy, and **only** shared with other professionals in a **relevant professional context**.

Staff will be informed of relevant details only when the Designated Safeguarding Lead feels that those staff having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current document retention

guidance. Access to these records by staff other than by the Designated Safeguarding Leads will be restricted by the Designated Safeguarding Leads.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. Communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility. **Cotwall End Primary School will not disclose to a parent any information held on a child if to do so would, in the school's professional judgement, place the child at risk of significant harm.**

If a pupil/student moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. Cotwall End Primary School will record where and to whom the records have been passed and the date.

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

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

7 Safeguarding Training

Cotwall End Primary School recognises its statutory duty to ensure that all staff are trained to a minimum of Intermediate Safeguarding level (formerly Child Protection level one). The school also ensures all teachers are trained in Awareness of Abuse and Neglect. All staff have also received PREVENT training.

According to 'Keeping Children Safe in Education ' (2016), The Designated Safeguarding Lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, as set out above, their knowledge and skills should be updated , (for example via e-bulletins, meetings other designated safeguarding leads, or taking time to read and digest safeguarding developments), At regular intervals, but at least annually, to keep up with any

developments relevant to their role.

In addition all staff members should ensure regular safeguarding and child protection updates (for example, via email, e. Bulletins, staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

8 Pupils with SEN and Disabilities

At Cotwall End Primary School we recognise the additional vulnerability to abuse and barriers to communication of concerns that children with Special Educational Needs and Disabilities may have. We recognise the challenges that may present themselves in identifying child protection and safeguarding issues in children with Special Educational Needs and Disabilities:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwards showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

9 Dealing with Concerns or Disclosures Regarding Children

Cotwall End Primary School is committed to the Early Help approach and staff are able to identify learners who need support through this route. Should staff become aware that the child has suffered or may suffer abuse through disclosure by a child, the Designated Safeguarding Leads, Mrs Williams, Mrs Sullivan or Mrs Wilkes are to be **immediately** informed using the 'Confidential' sheet which should be completed.

If a child is in immediate danger or is at risk of harm a referral should be made to the Single Point of Access Team and / or the police immediately. Telephone Contact - **0300 555 0050**. Advice should be sought, from the Single Point of Access Team (SPA) where the child lives.

Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

It may be necessary to liaise and where necessary, challenge other agencies involved, in order to obtain relevant information to support the child appropriately. If a child resides in another borough but attends a school in Dudley Cotwall End Primary School will ensure that we liaise with the Local Authority in which the child resides.

If a child who is subject to a child protection plan leaves, their information should be transferred to the new school immediately and that child's social worker is informed.

In compliance with their safeguarding training, staff will record verbatim what the child has disclosed. Staff shall not prompt or question the child, promise not to tell others or write down anything other than what the child has disclosed.

10 Staff support

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

Staff can obtain support if necessary from the Dudley Safeguarding Children's Board outside of school, their union or Dudley's Counselling service.

11 Communication with Parents

The school will discuss any child protection concerns, bearing in mind statutory and local guidance, with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead.

There may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child. Parents / carers will be informed about our Safeguarding and Child Protection Policy through our website and school handbook. The Safeguarding and Child Protection policy will be available to view on request.

12 Safer Recruitment and Employment Practices

Cotwall End Primary School will follow Safer Recruitment processes (DSCB procedures) which will include the following:

- Declaration of the intent to undertake a DBS check in the advertisement
- Ensuring that at least one member of the interview panel has attended DSCB Safer Recruitment training
- Ensuring that adequate employment references are gained before interview
- Ensuring that a safeguarding question is included in the interview

- Ensuring that any gaps in employment are explored at interview
- Undertake a DBS check at the relevant level to the position
- All Governors now require an Enhanced DBS check
- The Prohibition of teaching checks must be completed for everyone engaged in 'teaching work', whether a qualified teacher or not: and recorded on the Single Central Record

In addition to this Cotwall End Primary School have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Cotwall End Primary School receive a Staff Handbook, Guidance for Safer Working Practice for Children and Young People in Education Settings (October 2015) along with Keeping Children Safe in Education (2016) at the beginning of each year and sign to confirm that they have read and understood these. This covers a wide range of issues around staff conduct e.g. Use of Mobile Phones etc. All staff have access to the counselling service within Dudley Council.

13 Allegations against staff

- Cotwall End Primary School will follow the procedure detailed in Dealing with Allegations of Abuse Against Teachers and Other Staff (2012).
- If staff have concerns about another staff member's behaviour they should direct these to the headteacher in the first instance.
- If they do not feel they can do this then the staff member has recourse to the Local Authority's Confidential Reporting (Whistleblowing) Policy, a copy of which is available in the staff room.
- Any allegations against the headteacher will be referred to the Chair of Governors.

If any concerns or allegations are made against members of staff, in the first instance these will be discussed with the Local Area Designated Officer (LADO), Yvonne Nelson-Brown, Tel 01384 813110 (Referral e-mail allegations@dudley.gcsx).

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

14 Referral to Disclosure & Barring Service (DBS)

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

The Single Central record IS in place and include all the areas covered in the Keeping Children Safe in Education (2016), along with Local Authority HR Guidance and Support. Further advice on this can be sought from Dudley HR on 1300.

15 Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

- Any allegations made by one pupil against another will activate the schools' "Managing allegations against other pupils" policy. When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- Bullying, cyberbullying and any form of discriminatory violence are covered in the school's behaviour policy as "Serious Incidents" and will be dealt with according to the policy.

16 The Curriculum

Child protection and wider child safety issues will be addressed through the curriculum as appropriate. Relevant issues will be addressed through the curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

17 Virtual School Heads

Cotwall End Primary School is committed in working with the Virtual school Head and supporting the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

18 Educational Visits

The school will abide by the Educational Visits Policy for all trips. A thorough risk assessment is completed a minimum of two weeks beforehand, by staff who have made a preliminary visit and obtained a suitable risk assessment from the venue and passed by an experienced risk assessor (the deputy headteacher). Trips are adequately staffed according to recommended ratios. The school has appropriate journey insurance. Transport Companies must have in place appropriate public liability insurance.

19 Educational Visitors to school

Any visitors which class teachers wish to book to spend time in the classroom will be subject to the class teacher carrying out a Visiting Speakers Risk Assessment in advance, in conjunction with the School Business Manager. Any visitors for assemblies will be risk assessed in advance and assessed whether they intend to be engaged in Regulated Activity. The school will ensure all appropriate preliminary checks are carried out if necessary before the event.

20 Volunteers and Students

Volunteers wishing to attend school as part of a student placement or to donate time to help out in the classroom need to abide by the school's Volunteer Working Policy. They will meet the Business Manager beforehand to go through an induction process whereby safeguarding information and statutory literature will be discussed and handed to them, a Disqualification by Association form will be completed and 2 appropriate referees be gained before the placement can commence.

21 Visiting Contractors

Visiting Contractors will have to undergo an induction according to the Code of Conduct for Contractors in schools in Dudley, by either the caretaker or School Business Manager, to ensure that safe working practices will be followed while on site, and also to ensure that pupils remain safeguarded while they are working.

22 Site Security

Vehicular Entry to the site is restricted between 06:30 and 15:45 every day, visitors are only able to access the car park through the approval of the office staff via CCTV entry. Pedestrian entry to the site is restricted between 09:00 and 15:00 to ensure the site remains secure.

Entry to both buildings is via coded keypads or access being granted by the office. The number on the coded keypad is regularly rotated to ensure security is maintained. This is NOT to be shared with non-employees. Access to school gates is also controlled with combination padlocks.

23 Procedure for Visitors

Any non-employees on site will be questioned as to their purpose for visiting, and whether they are being supervised or unsupervised. All visitors will be made to sign in and be given a visitor badge. If the visit is expected then the person they are meeting shall meet them OR office staff will escort them to their meeting venue. If the visit is unexpected then they will have to wait at reception until the situation is resolved with school staff.

24 Implementation, Review and Monitoring

Implementation will take place by ensuring this policy is discussed at the governors meeting and ensuring all staff are made aware of its existence. This policy shall be reviewed on an annual basis by the Governing Body

**APPENDICES
APPENDIX 1**

**LINK TO "KEEPING CHILDREN SAFE IN EDUCATION"
(2016)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

APPENDIX 2

CATEGORIES OF ABUSE

Physical abuse

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

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

APPENDIX 3

INDICATORS OF ABUSE

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained bruises or cuts; burns or scalds; or bite marks

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing

something wrong;

- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy

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 young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

APPENDIX 4

What to do if you are concerned:

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

- Report your concerns to the Designated *Safeguarding Lead* who should contact Single Point of Access (SPA) Team or the Police as soon as possible.
- If the *Designated Safeguarding Lead* is not available, then the Head Teacher or the person currently responsible for the school deputy designated safeguarding leads should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
- The SPA Team and the *Designated Safeguarding Lead* will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child'.
- Maintain confidentiality on a **need to know** basis only.

Information for social care or the police about suspected abuse

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

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

All incidents will be reported on a Multi –Agency Referral Form (MARF)

Responding to allegations or suspicions (about someone working with children or young people (e.g. a teaching assistant))

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

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

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

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

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

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 *Sexual Offences Act 2003*);
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text / e-mail messages or images, gifts, socializing etc);
- Possession of sexual images of children / pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone who works in [Cotwall End Primary School](#) including administrative and other support staff.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice; the Head Teacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated , *Safeguarding Lead*, or if the matter has been handled inadequately and concerns remain, it should be reported to the Head Teacher / Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Designated *Safeguarding Lead* / Head Teacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Designated *Safeguarding Lead* / Head Teacher will refer the allegation to the SPA Team who may involve the Police. All allegations against people who work with children must be passed onto the LADO.
- The parents or carers of the child will be contacted as soon as possible following advice from the SPA Team.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Head Teacher. If the Head Teacher is the subject of the concern / allegation, the concern must be shared with the Chair of Governor. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension

- The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the LADO.
- Irrespective of the findings of the SPA Team or Police inquiries the Head Teacher / Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Head Teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

APPENDIX 5



Managing Allegations about Adults Working with Children and Young People

Consultation form

Section one must be completed and emailed immediately **to the Single Point of Access** and copied to the Local Authority Designated Officer (LADO) at the email address below if it is alleged that a person who works with children has:

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

If the allegation meets any of the above criteria, the employer or agency should report it to the LADO within 1 working day – Referrals should not be delayed to obtain further information

The manager should then telephone the LADO immediately to discuss the next course of action.

Designated Officer (LADO):

Lovona Brown, Interim Local Area Designated Officer
Funbir Jaspal, Child Protection Officer (Education)

Tel:01384813110

Tel: 01384 812869

E-mail: allegations@dudley.gcsx.gov.uk

If you think a child is at immediate risk of significant harm phone Children's Social Care and/or the Police immediately

Children's Social Care: (0300 555 8574 out of hours)

Police: 101 or 999 if an emergency

- Treat it seriously and keep an open mind
- **Do not** investigate
- **Do not** make assumptions or offer alternative explanations
- **Do not** promise confidentiality
- Record the details using the child/adult's own words
- Note time/date/place of incident(s), persons present and what was said
- Sign and date the written record
- Do not tell the member of staff/volunteer if this might place the child at risk of significant harm or jeopardise any future investigation
- **Do** refer to Dudley's Managing Allegations Against People Who Work With Children' policy
http://www.proceduresonline.com/dudley/scb/chapters/p_alleg_against_staff.html

TO BE COMPLETED BY THE LADO

Referrer Details	
Name:	Job Title:
Organisation:	
Address:	
Tel:	E-mail:

Child details (to whom the allegation involves)		
FULL Name:		
Date of Birth:	Ethnicity:	Male/Female:
Home address:		
School/College/Work Place:		CCM Number:
Additional information (e.g. disability, communication or other special needs, previous child protection concerns)		

Member of staff/volunteer concerned - The person(s) about whom the allegation has been made		
Name:		
Date of Birth:	Ethnicity:	Male/Female:
Telephone:		E-mail:
Job Title:		Employment status:
Employing Agency or organisation (include statutory or voluntary agency):		Place of employment:
Home Address:		
Additional information e.g. employment history; previous concerns raised, are they involved in any other activity:		
Details of any previous allegations made:		

Have safer recruitment processes been followed?	Yes/No:
Date of most recent DBS:	

Details Of Allegation / Concern		
Date of Allegation:	Time of Allegation:	Place of Allegation:
Allegation in Personal Life?		Yes/No:
Allegation in Professional Life?		Yes/No:
Record the details of the allegation using the child/adult's own words where possible:		

Details of Advice or consultation from the LADO :

LADO Authorisation:		Date closed:	
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APPENDIX 6



Multi Agency Referral Form (MARF)
For Practitioners & those working with children

Verbal referrals should be made to the Single Point of Access (SPA) on 0300 555 0050

Following a verbal referral the MARF should be completed forwarded to the SPA within 24hrs

Please send this form to the single point of access team at SPA_Team@dudley.gcsx.gov.uk

For Child Protection procedures: <http://www.proceduresonline.com/dudley/scb/>

If you are worried or concerned about a child, young person and you think is being abused or neglected, and you want to make a referral. Please consult with your agency lead for further advice or consult with the SPA.

BEFORE PROCEEDING PLEASE CONSIDER – Have you consulted within your own agency about this referral? *If so, was it agreed that a referral was required?*

1. Child's First Name/s:		2. Child's Surname Last Name:	
Any alternative name			
Date of Birth Or Estimated Date of Delivery	Gender (M/F)	Religion	Language or preferred method of communication e.g. sign language

Name of Parents/Carers: <i>(Include all adults involved in the care of the child)</i>	Date of Birth	Ethnicity	Religion	lang u a g e	Contact Addres s and Number
Who holds parental responsibility?					

Does the child have any special needs or disability? If so please record									
Is there an Education and Health Care Plan in place?									
Home Address of Child:		Any other relevant addresses:							
Post Code:		Post Code:							
<p>Ethnic origin:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top; padding-right: 10px;"> <p>A White</p> <p><input type="checkbox"/> British</p> <p><input type="checkbox"/> Irish</p> <p><input type="checkbox"/> Gypsy or Irish Traveller</p> <p><input type="checkbox"/> Any other White background, please write below</p> <p>_____</p> </td> <td style="width: 33%; vertical-align: top; padding-right: 10px;"> <p>B Mixed / Multiple Ethnic Groups</p> <p><input type="checkbox"/> White and Black Caribbean</p> <p><input type="checkbox"/> White and Black African</p> <p><input type="checkbox"/> White and Asian</p> <p><input type="checkbox"/> Any other Mixed / Multiple Ethnic background, please write below</p> <p>_____</p> </td> <td style="width: 33%; vertical-align: top;"> <p>C Asian / Asian British</p> <p><input type="checkbox"/> Indian</p> <p><input type="checkbox"/> Pakistani</p> <p><input type="checkbox"/> Bangladeshi</p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Any other Asian background, please write below</p> <p>_____</p> </td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;"> <p>D Black / African / Caribbean / Black British</p> <p><input type="checkbox"/> African</p> <p><input type="checkbox"/> Caribbean</p> <p><input type="checkbox"/> Any other Black / African / Caribbean background, please write below</p> <p>_____</p> </td> <td style="vertical-align: top;"> <p>E Other Ethnic Groups</p> <p><input type="checkbox"/> Arab</p> <p><input type="checkbox"/> Any other ethnic group, please write below</p> <p>_____</p> </td> <td></td> </tr> </table> <p><input type="checkbox"/> Prefer not to say</p>				<p>A White</p> <p><input type="checkbox"/> British</p> <p><input type="checkbox"/> Irish</p> <p><input type="checkbox"/> Gypsy or Irish Traveller</p> <p><input type="checkbox"/> Any other White background, please write below</p> <p>_____</p>	<p>B Mixed / Multiple Ethnic Groups</p> <p><input type="checkbox"/> White and Black Caribbean</p> <p><input type="checkbox"/> White and Black African</p> <p><input type="checkbox"/> White and Asian</p> <p><input type="checkbox"/> Any other Mixed / Multiple Ethnic background, please write below</p> <p>_____</p>	<p>C Asian / Asian British</p> <p><input type="checkbox"/> Indian</p> <p><input type="checkbox"/> Pakistani</p> <p><input type="checkbox"/> Bangladeshi</p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Any other Asian background, please write below</p> <p>_____</p>	<p>D Black / African / Caribbean / Black British</p> <p><input type="checkbox"/> African</p> <p><input type="checkbox"/> Caribbean</p> <p><input type="checkbox"/> Any other Black / African / Caribbean background, please write below</p> <p>_____</p>	<p>E Other Ethnic Groups</p> <p><input type="checkbox"/> Arab</p> <p><input type="checkbox"/> Any other ethnic group, please write below</p> <p>_____</p>	
<p>A White</p> <p><input type="checkbox"/> British</p> <p><input type="checkbox"/> Irish</p> <p><input type="checkbox"/> Gypsy or Irish Traveller</p> <p><input type="checkbox"/> Any other White background, please write below</p> <p>_____</p>	<p>B Mixed / Multiple Ethnic Groups</p> <p><input type="checkbox"/> White and Black Caribbean</p> <p><input type="checkbox"/> White and Black African</p> <p><input type="checkbox"/> White and Asian</p> <p><input type="checkbox"/> Any other Mixed / Multiple Ethnic background, please write below</p> <p>_____</p>	<p>C Asian / Asian British</p> <p><input type="checkbox"/> Indian</p> <p><input type="checkbox"/> Pakistani</p> <p><input type="checkbox"/> Bangladeshi</p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Any other Asian background, please write below</p> <p>_____</p>							
<p>D Black / African / Caribbean / Black British</p> <p><input type="checkbox"/> African</p> <p><input type="checkbox"/> Caribbean</p> <p><input type="checkbox"/> Any other Black / African / Caribbean background, please write below</p> <p>_____</p>	<p>E Other Ethnic Groups</p> <p><input type="checkbox"/> Arab</p> <p><input type="checkbox"/> Any other ethnic group, please write below</p> <p>_____</p>								
2. Other Significant Family Members / Adults and children e.g. siblings, grandparents									
Name	Relationship	Contact Details – address and number							

3. Contact Information: [Please add others you think may be relevant]			
Agency	Name	Address	Telephone
GP			
Health Visitor/Family Nurse			
School			
School Nurse			
Substance Misuse			
Hospital			
<i>Other Agency:</i> Including any known Domestic Abuse or Adult Services involved			

4. Why are you referring this child to Children's Services today?
[Please identify your specific concerns and comment on what you think the family need from Children's Services. State how long you have known the child and in what capacity, i.e. as teacher, doctor, etc.]

5. Have you informed the Parent or Carer about making this referral? Yes/No
 (Getting parental consent has a significant impact on our ability to respond to the referral, unless to do so places a child at further risk of harm)

If no, please state why not:

6. Has the child (if appropriate) been informed of the concerns? Yes/No	
<i>State child's wishes and feelings</i>	
7. Have you had a consultation with the Single Point of Access? Yes/No?	
Date:	
Name of Person consultation held with:	
Advice given:	

8. Has an Early Help Assessment Form been completed in respect of this child? <i>If an assessment has been completed, please attach a copy</i>	
Yes <input type="checkbox"/> No <input type="checkbox"/> Copy attached <input type="checkbox"/>	

12. What information do you know about the child's parent(s) and wider family:
Consider: Who holds **parental responsibility**, Basic care, Ensuring Safety, Emotional Warmth Stimulation, Guidance and, Boundaries, Stability, Parental Issues (domestic abuse, substance misuse, mental health issues, child sexual exploitation, learning difficulties)

13. What information do you know about the wider environmental factors which may impact on the child: **Consider:** Community Resources and Support, Income, Housing, Family History and Functioning, Family's Social Integration, Employment and Wider Family [*Consider for example, housing issues, who is working in the household, financial situation, community and social involvement*]

14. Is there a perceived risk of violence or other matters that could place those making contact with this family in danger: [such as an unsafe neighbourhood, persons of a violent nature, an un-tethered dog, etc]?

Yes No

If yes, please specify what the identified risk is:

15. Referrer:	
Name and Status (Print): Email address:	
Please specify work address and contact telephone number:	
Signature:	Date:

Once completed forms should be emailed to SPA_Team@dudley.gcsx.gov.uk

TO BE COMPLETED BY CHILDREN'S SOCIAL CARE AND RETURNED TO THE REFERRER

Feedback to the referrer

Name of child/young person:
Date of Birth:
Referring agency:

<u>Outcome of the referral:</u>	
Information and advice provided	
Signpost to other services- which one	
Referring agency advised to undertake CAF/EHA	
Referred for Early Help	
Undertake a Child Social Work Assessment and including specific team to undertake this	
Section 47 investigation and/or joint assessment to be undertaken	
Child to be considered at Initial Child Protection Conference	
Child privately fostered	
Child accommodated into the care of the Local Authority	
Other: Please specify	

Case allocated to:

Signature:
(Team Manager)

Date:

If there is professional disagreement regarding decision, please refer to the DSCB escalation policy

[http://www.proceduresonline.com/dudley/scb/files/resolution_escalation_pol.pdf#search="escalation"](http://www.proceduresonline.com/dudley/scb/files/resolution_escalation_pol.pdf#search=)

APPENDIX 7

Form for recording and reporting Safeguarding concerns about a child

Full name of child:	Class:	Year:
Date of birth (if known):		
Your name:	Position:	
Date and time of incident/disclosure/concern:		
Please provide details of the incident/disclosure/concern, including times, dates, description of injuries and, if applicable, exact words spoken by the child (please continue on the other side if needed):		
Signed:	Time and date of reporting:	
Name of staff member reported to:	Further action taken by staff member:	
Signed:	Date:	
Any other information helpful for referral		
Ensure you have verbally informed the Designated Safeguarding Lead (Paul Townsed)		

APPENDIX 7

DUDLEY BODY MAP TEMPLATE (TO KEEP COPY IN POLICY)