

Safeguarding and Child Protection Policy

Spring Vale Primary School

Together Everyone Achieving More



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PLEASE NOTE THE ABOVE E-MAIL AND PHONE NUMBERS ARE CORRECT AT THE TIME OF PUBLISHING

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1. Safeguarding Definition

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing 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; and
- taking action to enable all children to have the best outcomes.

(The term 'children' includes everyone under the age of 18.)

Safeguarding is what we do for all children and young people to keep them safe whilst in our care. Child protection describes the policy and procedures specifically for those young people who are at risk of serious harm or have been seriously harmed.

At Spring Vale 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 may worry them.

2. Legislation and Guidance

The Governing Body (GB) of Spring Vale Primary school recognises and is committed to fulfilling its statutory responsibility to safeguard and promote the welfare of children in accordance with the following legislation and guidance:

- 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 Education (independent School Standards) Regulations 2014
- The non-maintained Special schools (England) Regulations 2015
- Wolverhampton Multi-agency safeguarding arrangements - Wolverhampton Safeguarding Together
- Multi-Agency Children Services Threshold Guidance: Continuum of Help and Support 2020
- Thresholds of support to children and families in Wolverhampton
- Working together to safeguard children (July 2018, updated February 2019)
- Keeping Children Safe in Education (September 2020)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

- What to do if you are worried a child is being abused (March 2015)
- Sections 26 & 29 of the Counter-Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003
- Children Act 1989 & 2004
- Disqualification under the Childcare Act 2006 (July 2018 Regulations)

3. Related Policies

Our policy relates to safeguarding and child protection concerns and sits within a suite of other safeguarding policies. Our policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply staff working in our school. It will be reviewed at least annually by the GB, and is in line with our local safeguarding procedures, the expectations of the Department for Education and Ofsted which inspects schools' safeguarding arrangements.

Other policies that may be referred to within this policy include:

- Attendance and Punctuality
- Admissions
- Anti-bullying
- Educational Visits
- Visiting Speakers
- Code of Conduct
- Safer Recruitment
- Behaviour Policy
- Equal Opportunity
- Diversity
- Management of Allegations
- PSHE
- Citizenship
- E-Safety
- Children Missing Education
- Whistleblowing
- RSE
- Sexting
- British Values
- Intimate Care
- Physical Intervention/Positive Handling

4. Aims and Purpose

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities;
- To ensure consistent good practice across the school; and
- To demonstrate our commitment to protecting and supporting our vulnerable children, children who need support through early help, children in need and children who have a child protection plan.

Principles and values

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We understand that safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with our children and families has a role to play in identifying concerns, sharing information and taking prompt action.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of "**it could happen here**" where safeguarding is concerned.

We will adopt a 'child-centred' approach to safeguarding and child protection and we will act in the 'best interests' of our children

We ensure that everyone is aware of their safeguarding responsibilities

We provide staff, volunteers and governors with the framework, training and support they need to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

The school has a very committed team of professionals, with a shared vision for the future of the school and for the safety and wellbeing of the children. The staff are committed to self-evaluation, safeguarding and continuing school improvement, which involves the whole school team. All are ambitious for learners. This is reflected in our mission statement and aims:-



**Together
Everyone
Achieving
More**

Together with friends, families and community we care for ourselves, each other, our school and our world.
Everyone has access to a broad, balanced and stimulating curriculum, whatever their gender, race, ethnicity or ability.

Achieving our best is what we aim for every day we come to school.

More independence makes better learners and helps us to become good citizens

5. Roles and Responsibilities

Governing Body (PART TWO - KEEPING CHILDREN SAFE IN EDUCATION)

Our Safeguarding Link Governor is Mr John Parker

Our Chair of Governors is Mr Matthew West

Our Governing body will have a strategic leadership responsibility for the safeguarding arrangements and will ensure they comply with their duties under legislation, they will have regard to 'Keeping children safe in education' to ensure that the policies, procedures and training in our school/academy are effective and comply with the law at all times.

Our Governing body will ensure that they facilitate a whole schools/college approach to safeguarding. This will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. They will ensure that all systems. Processes and policies operate with the best interests of the child at their heart.

Our school will have a senior board level (or equivalent) lead to take leadership responsibility for our school's safeguarding arrangements.

Our GB will ensure:

Safeguarding policies:

- Appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies will include an effective safeguarding/child protection policy, a code of conduct for adults which will amongst other things

include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media and a school behaviour policy

- These policies, along with our school's behaviour policy, part one of Keeping children safe in education and information regarding the role of the designated safeguarding lead and any deputies, will be provided to all staff on induction. Our GB will take a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers;
- Our safeguarding/child protection policy will describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. It will be updated annually (as a minimum), and be available publicly either via our school website or by other means;
- That the above policies and procedures, adopted by our GB particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff; and
- Appropriate safeguarding arrangements are in place to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Where reasonably possible, our school will hold more than one emergency contact number for each pupil or student.
- Reflects the whole school/academy approach to peer on peer abuse. Includes policies reflected elsewhere e.g online safety and SEND.
- The behaviour policy will include measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).

Designated safeguarding lead and deputies:

- That they appoint an appropriate senior member of staff, from our school/college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection matters. Their role will be made explicit in the role-holder's job description (see Annex B which describes the broad areas of responsibility and activities related to the role);
- They determine whether they choose to have one or more deputy designated safeguarding lead(s) as appropriate. Any deputies appointed will be trained to the same standard as the designated safeguarding lead;
- That whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility will not be delegated;
- That the designated safeguarding lead and any deputies will liaise with the three safeguarding partners and work with other agencies;
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- 'When to call the police' will help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- That during term time the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Our GB will arrange, in liaison with the HT/DSL, adequate and appropriate cover arrangements for any out of hours/out of term activities; and
- The designated safeguarding lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years. The DSL will attend Prevent training. In addition to their formal training, as set out above, their knowledge and skills will be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually.

Multi-agency working:

- That our school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.
- We, SLT and the DSL/DDSLs understand our role in the new safeguarding partner arrangements

- We co-operate and engage fully with the new published safeguarding arrangements
- Our school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. Our school will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment;
- That our safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the three safeguarding partners. This will include understanding and reflecting local protocols for assessment and the threshold document along with supplying information as requested by the three safeguarding partners

Information Sharing

- Our Governing body understand that sharing information is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. They understand that we have clear powers to share, hold and use information for these purposes.
- Our Governors understand and recognise the importance of information sharing between practitioners and local agencies. Our Governors will ensure arrangements are in place that set out clearly the process and principles of information sharing within the school and with the three safeguarding partners, other organisations, agencies and practitioners as required
- Our Governors understand the Data Protection Act 2018 and the GDPR places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- Our Governors understand the DPA 2018 and the GDPR are not barriers to sharing information where the failure to do so would result in a child being placed at risk of harm they understand that fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Our Governors will ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- Our Governors will ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- If our school is unable to provide pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, we should withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt our school will seek independent legal advice.
- Where children leave our school, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt will be obtained from the receiving school or college. The file will be transferred separately from the main pupil file. Our school will ensure key staff such as designated

safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.

- In addition to the child protection file, our designated safeguarding lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the Channel programme and have that support in place for when the child arrives.

Staff Training:

- That all staff members undergo safeguarding and child protection training including online safety at induction. The training will be regularly updated. Our induction and training will be in line with advice from the three safeguarding partners. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively; and
- Our Governing body recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Our staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and child protection policy.
- Safeguarding training, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.
- Whilst consider training requirements there will be regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of pupils.

Online Safety:

Our GB understand that our school increasingly work online and that it is essential that children are safeguarded from potentially harmful and inappropriate online material.

- Appropriate filters and appropriate monitoring systems are in place and take care that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- Remote learning - Where children are being asked to learn online at home our school will refer to and use the links and resources provided by the DfE: safeguarding in schools colleges and other providers and safeguarding and remote education
- Technology and the risks and harms associated with it evolve rapidly. We will review our approach to online safety annually, supported by an annual risk assessment.

Opportunities to Teach Safeguarding:

- Children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationship Education (primary) Relationship and Sex Education (secondary) and Health Education (for all pupils in state funded schools) personal, social, health and economic education (PSHE), citizenship and British Values.
- We recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualise approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Inspection

- They are familiar with the OFSTED Education Inspection Framework and safeguarding: Inspecting safeguarding in early years, education and skills settings.

Safer Recruitment:

- They prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. Our school has written recruitment and selection policies and procedures in place; and
- At least one person on any appointment panel has undertaken appropriate safer recruitment training.

Dealing with concerns about staff who may pose a risk of harm to children:

- There are procedures in place to manage concerns/allegations against teachers (including supply teachers and volunteers), that might indicate they would pose a risk of harm to children. These allegations or concerns will be referred to the designated officer at the local authority, Kenny Edgar, by the appropriate person. Our school will follow the procedures outlined in part 4 of Keeping Children Safe in Education.
- “Lower level” concerns will be addressed as set out in Section 2 of Part for of KCSIE.
- Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Our GB is aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence.

Peer on Peer abuse

- ALL staff should recognise that children can abuse their peers (including online). Our GB/etc. will ensure that ALL staff are clear about our school’s/college’s policy and procedures with regard to peer on peer abuse
- Our safeguarding/child protection policy includes:
 1. procedures to minimise the risk of peer on peer abuse;
 2. systems in place (and they are well promoted, easily understandable and easily accessible) for children to confidently report abuse, knowing that they concerns will be treated seriously
 3. sets out how allegations of peer on peer abuse will be recorded, investigated and dealt with;
 4. recognition that even if there are no reported cases of peer on peer abuse , such abuse may still be taking place and is simply not reported.
 5. clear processes as to how victims, perpetrators and any other child affected by of peer on peer abuse will be supported;
 6. a statement that makes clear there should be a zero-tolerance approach to abuse and it will never be tolerated or passed off as “banter” “just having a laugh” or “part of growing up”
 7. recognition of the gendered nature of peer on peer abuse, that all peer on peer abuse is unacceptable and will be taken seriously;
 8. the different forms of peer on peer abuse, such as: bullying - including cyberbullying, prejudice-based and discriminatory bullying; sexual violence and harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; up-skirting; consensual and non-consensual sharing of nudes ad semi-nude images and/or videos; causing someone to engage in sexual activity without consent; abuse in intimate relationships between peers and initiation/hazing type violence and rituals

The Child’s wishes

- The child’s wishes, and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. Systems and processes will operate with the best interests of the child at their heart.

Children potentially at greater risk of harm -Children who need a social worker (Child in Need and Child Protection Plans)

- The school DSL/or deputies are aware that some children may need a social worker due to safeguarding or welfare needs. Local authorities should share the fact a child has a social worker.

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. The designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. Where children need a social worker, this will 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).

Children requiring mental health support

- School has an important role to play in supporting the mental health and wellbeing of their pupils. 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. Our governing body ensures our school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Looked after children and previously looked after children

- That staff have the skills, knowledge and understanding necessary to keep looked after children safe.
- And that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.
- All staff have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after and previously looked after children we will ensure that all agencies work together, and prompt action will be taken when necessary to safeguard these children

The designated teacher

- They appoint a designated teacher to work with local authorities to promote the educational achievement of registered children who are looked after and to ensure that this person has appropriate training. With the commencement of the sections 4-6 of the Children and Social Work Act 2017, the designated teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales
- The designated teacher has appropriate training and relevant qualifications and experience

Virtual school heads

- The designated teacher works with the virtual school head to discuss how looked after children pupil premium plus funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.
- The designated teacher will work with the virtual school headteacher to promote the educational achievement of previously looked after children.

Care leavers

Our GB/etc. knows that the local authority has ongoing responsibilities to young people who cease to be looked after and become care leavers.

- Designated safeguarding leads will obtain details of the local authority Personal Advisor appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

Children with Special Educational Needs and Disabilities or physical health issues

Our governors know that children with special educational needs and disabilities or certain health conditions may face additional safeguarding challenges

- Our safeguarding/child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities. This can include:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- Children with SEN and disabilities or certain medical conditions can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges our school/college will consider extra pastoral support for these children when necessary.

Elective home education

Many home educated children have an overwhelmingly positive leaning experience. Spring Vale school expects the parents' decision to home educate to be made with their child's best education at the heart of the decision.

Where a parent/carer has expressed their intention to remove a child from Spring Vale with the view to educating at home a meeting between the LA, school and other key professionals and parents/carers will take place. This meeting is particularly important where a child has SEND, is vulnerable and/or has a social worker.

The use of 'reasonable force' in schools and colleges

Our GB know and understand there are circumstances when it is appropriate for our staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Our school does not adopt a 'no contact' policy, we have a policy which allows and supports our staff to make appropriate physical contact that enables staff to fully support and protect our children. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and will always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, our school will consider the risks carefully and recognise the additional vulnerability of these groups. We will also consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, our school can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Use of school/college premises for non-school/college activities (if you do rent out)

- Governors will ensure that the appropriate arrangements are in place to keep children safe when organisations/individuals rent/ hire school facilities.
- The GB will seek assurance that the renter/hirer has the appropriate safeguarding and child protection policies in place (including inspection these if needed) and ensure that there are

arrangements in place to liaise with the school on these matters if needed. Safeguarding arrangements will be included in any transfer of control agreement/lease or hire agreements, as a condition of use and occupation. Agreements will be terminated if there is failure to comply.

Roles and Responsibilities

Designated and deputy safeguarding lead/s (ANNEX C)

Our designated safeguarding lead is Mr Christopher Blunt (Headteacher)

Our deputy safeguarding lead is Miss Katie Kelly (Deputy Headteacher)

Our GB will ensure that a senior member of staff from the leadership team is appointed to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection including online safety. Their responsibilities will be explicit in the role holder's job description.

Our GB etc will ensure that this person has the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead 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. 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 to contributing to the assessment of children.

Our GB will determine whether to appoint additional deputy designated safeguarding leads, they will be trained to the same level as the designated safeguarding lead and their responsibilities will be explicit in their job description.

Our designated safeguarding lead may delegate safeguarding activities to the deputy safeguarding lead however the designated safeguarding lead will retain the lead responsibility for child protection and safeguarding. This responsibility will not be delegated.

At Spring Vale Primary school the designated lead, in line with Keeping children safe in education, is expected to:

Manage referrals:

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

Work with others:

- Liaise with the headteacher to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations;
- Act as a point of contact with the three safeguarding partners;
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.

- Act as a source of support, advice and expertise for all staff.
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Training, knowledge and skills:

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.
- The designated safeguarding lead will undertake Prevent awareness training.
- Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as the specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care so they:
 - understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
 - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
 - understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
 - understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
 - are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
 - understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
 - understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
 - are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
 - can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
 - obtain access to resources and attend any relevant or refresher training courses; and,
 - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest

safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness:

- Ensure the school's child protection policies are known, understood and used appropriately, especially new and part time staff
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school in this; and
- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Information sharing and the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

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

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSIE.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, **and within 5 days for an in-year transfer or within the first 5 days of the start of a new term**. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Availability:

- The designated safeguarding lead or deputy will be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst our designated safeguarding lead (or deputy) will be available in person, there may be occasions, in exceptional circumstance when this is not possible however they may be available via e-mail, phone and or Skype or other such mediums.
- Our school will arrange adequate and appropriate arrangements for any out of hours/out of term activities

These will include

-Updating the LA with contact details phone and email for DL and DDL for weekends and school holidays

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. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSIE, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

The DSL and/or HT will complete a Safeguarding Report for Governors/P/MC at least annually.

Roles and Responsibilities

All staff

The Teacher Standards (2012) state that teachers, including headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. We extend this level of duty to include all the staff and volunteers who work at Spring Vale.

All staff are given part one of Keeping children safe in education together with annexe B and C, all staff receive annual safeguarding training and regular safeguarding updates throughout the course of the year. Staff confirm that they have received, read and understood our school's safeguarding policies and procedures and that they have attended safeguarding training.

- All staff have a responsibility to provide a safe environment in which children can learn;

- All staff have a responsibility to identify children who may benefit from early help or who are suffering, or are likely to suffer, significant harm.
- Any staff member who has a concern about a child must follow the referral process
- All staff have a responsibility to take appropriate action, our staff will be expected to support social care and other agencies following referrals;
- In addition to working with the designated safeguarding lead or deputy designated safeguarding lead staff members should be aware that they may be asked to support social workers and other agencies to take decisions about individual children;
- During induction, all staff members will be made aware of the systems within our school which support safeguarding systems, and these will be explained to them as part of their induction. This includes: the safeguarding and child protection policy; the staff behaviour policy/code of conduct; the school behaviour policy, Keeping Children Safe in Education -part 1, Annex B, Annex C- the role of the designated safeguarding lead and the names of the designated safeguarding lead and deputies. (Please refer to our Induction policy and procedures);
- All staff members will receive appropriate safeguarding/child protection updates regularly, but at least annually;
- All staff will be made aware of the local early help process and understand their role in it.
- All staff will be made aware of the process for making referrals to children's social care and for statutory assessments, especially children in need (section 17) and a child suffering, or likely to suffer, significant harm (Section 47) that may follow a referral along with the role that they may be expected to play in such assessments
- All staff will be made aware of what to do if a child discloses that he/she is being abused or neglected
- All staff members will be made aware of the types and signs of abuse and neglect so that they can identify cases of children who may need help or protection;
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and always speak to the designated safeguarding lead or deputy immediately
- All staff should be aware of the seven golden rules for sharing information, if in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- Staff should ensure that if a child has made a disclosure, they are aware that the information will only be shared with the designated safeguarding lead and children's social care. staff should never promise a child that they will not tell anyone about a report of abuse.
- Our staff will be alert to the potential need for any child who: is disabled and has specific needs; has special educational needs; is a young carer; is showing signs of being drawn into anti-social behaviour including gangs and organised crime; frequently goes missing from care or home, is misusing drugs or alcohol themselves; is at risk of modern slavery, trafficking or exploitation; is in a family circumstance presenting challenges for the child; has returned home to their family from care; is showing early signs of abuse and/or neglect; is at risk of being radicalised or exploited and is a privately fostered child.
- All staff should speak to the designated safeguarding lead with regards to any concerns about female genital mutilation. Our teachers know that there is a legal duty placed upon, teachers must report to the police if they discover that an act of female genital mutilation appears to have been carried out on a girl under the age of 18
- If staff have concerns, or an allegation is made about another member of staff (including volunteers and supply staff) posing a risk of harm to children, then the concern should be referred to the headteacher. If the concern is about the headteacher, the member of staff should report this to the chair of governors. Our staff will comply with the guidelines in part four of Keeping children safe in education.
- All staff and volunteers should raise concerns about poor or unsafe practice and potential failures in our school's safeguarding regime. Staff should follow the school's whistleblowing policy and procedures or contact the NSPCC whistleblowing helpline.
- All staff should be able to reassure victims 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 abuse, sexual violence, or sexual harassment. Nor should the victim be made to feel ashamed for making the report.

Supply staff, volunteers, work experience and students:

The designated safeguarding lead and/or the Headteacher/Deputy Headteacher will explain the responsibility of reporting any concerns about children's safety and welfare to the designated safeguarding lead or deputies. Further, they will be briefed on the school's confidentiality policy and the code of conduct that we expect from all in our school.

Therefore, supply staff, volunteers and students have the responsibility to:

- Work within the school's code of conduct, KCSIE, safeguarding/child protection policy, acceptable use of technology policy and confidentiality/information sharing expectations; and
- Immediately share any concerns about a child's welfare with the designated safeguarding lead or deputy.

Parental Responsibilities

At Spring Vale Primary we have an open-door policy where we encourage parents to share any concerns regarding their own children or any other child/children who they feel may be at risk of harm. All concerns will be explored in a sensitive and timely manner. Parents /carers should ensure their child attends school and that they arrive on time and are collected on time. We expect parents/carers to notify us of any changes in family circumstances and inform us of any changes of address and contact numbers and where reasonably possible to provide more than one emergency contact number.

Children's Responsibilities

In our school, we respect our children. The atmosphere within our school is one that encourages all children to do their best and to talk freely about any concerns or worries. We provide opportunities that enable our children to take and make decisions for themselves. Children will always be taken seriously and listened to if they seek help from a member of staff. Our school encourages all pupils to share any worries or concerns with any adult in the school at any time.

6. Confidentiality and Information sharing

Our school adopts the principles outlined in the DfE Information sharing guidance (July 2018)

We recognise that all matters relating to child protection are confidential. The headteacher or designated safeguarding lead and deputies will disclose any information about a child to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other statutory agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. If a child wishes to confide in a member of staff/supply staff/volunteer and requests that the information is kept secret, the member of staff/supply staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and will need to pass the information on to help keep the child or other children safe. All information and data are stored securely, and any information or data is shared on a need to know basis.

7. Communication with Parents

Our 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; and
- Compromise any enquiries that need to be undertaken by children's social care or the police.

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff to safeguard children.

In the best interests of safeguarding children there may be occasions when the school may consult with other agencies without a parent's or carer's prior knowledge. Our first concern and responsibility are the child's welfare and we have a duty to protect children first and always. Such consultation may result in a formal referral which could prompt visits from social care and/or the police. We fully understand that this can be a very distressing set of circumstances. Our school will follow the procedures required by the Multi-agency partnership arrangements

The visit may take place at the school at the request of the police or social care. In the event of the meeting being held at school parents/carers will be asked by the school to remain on the school premises until such time that the police or social care can attend. If parents/carers choose to leave school premises with their child, the school will contact the police or social care to inform them of the parent's/carers decision.

Our school will employ the services of an interpreter if required.

8. Advice for all staff, supply staff and volunteers - What to do if a child discloses

All staff at Spring Vale will also refer to 'What to do if you are worried a child is being abused' DfE March 2015

DO's

- Keep an open mind;
- Reassure;
- Listen carefully;
- Work at the child's pace;
- Where appropriate, ask only open questions in a non-leading way – clarifying the facts, don't interrogate;
- Explain your actions;
- Record accurately and quickly using child's words/action;
- Pass all the information on to the DSL, or the deputy DSL immediately/soon as possible or the same day;
- At all times, keep children and young people safe;
- Treat everyone with respect;
- Create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like;
- Report all inappropriate and/or abusive activities, including ridicule or bullying;
- Familiarize yourself with the school's code of conduct, and other related policies;
- Demonstrate positive behaviours you wish others to follow;
- Treat all health and safety concerns as emergencies and report them immediately;
- Follow the school's procedures for reporting safeguarding and welfare concerns;
- Follow the school's procedures for reporting all allegations against staff, carers and volunteers; and
- Look after yourself – ask for support.

DON'Ts

- Make false promises;
- Interrupt/Interrogate/Investigate;
- Assume e.g. this child tells lies/good imagination;
- Make suggestions about what is being said;
- Speculate or accuse anyone;
- Show anger, shock etc.
- Tell the child to go and speak to someone else;
- Discuss with parent/carers without speaking to the DSL, or their deputy;
- Forget to record accurately and/or pass on to DSL, or the deputy
- Discuss with any other staff before speaking to DSL, or deputy;
- Leave any related written information laying around;
- Jump to conclusions about people's behaviour without knowing the facts;
- Investigate an allegation of child protection concern yourself;

- Make suggestive (what could be seen as suggestive) remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter with or in front of children and/or young people;
- Create 'intense' personal relationships with a child/young person/s;
- Give any personal details about yourself or others, to a child/young person, unless this has been agreed with a senior member of staff for a specific reason;
- Allow children/young people to have access to your personal activities, including social networking sites;
- Have inappropriate physical contact with children/young people, this includes whilst playing games;
- Engage in any sexual activity (even consensual) with a child/young person under the age of 18 years who is attending any educational establishment;
- Intimidate, threaten, coerce or undermine others; and
- Believe that safeguarding matters are someone else's business and responsibility – it is... and it's also yours.

9. Spring Vale School's recording and reporting concerns and disclosures procedures

SCHOOL SPECIFIC RECORDING AND REPORTING PROCEDURES

Appendices:

- Appendix A – Spring Vale Record of concerns sheet
- Appendix B - Body map sheets (copies are kept by HT and can be found on the safeguarding displays)
- Appendix C - Safeguarding induction materials

Record of concerns sheet

-White paper - copies located in the HTs office and on the safeguarding display located by the main hall and outside the new staffroom

Body injury map sheets

-Green paper – copies located in the HTs office and on the safeguarding display located by the main hall and outside the new staffroom

Any concerns or disclosures should be reported immediately to the DSL (Mr Blunt) or in his absence to the DDSL. A written account should be done immediately after a concern or disclosure, cover for teachers and TAs will always be made available to complete the paperwork. The report must be submitted to the DSL or in his absence the DDSL. The form should always be completed in full with as much detail as possible. We do not currently run an electronic system. All safe guarding paperwork is stored in a locked cupboard in the Headteachers office.

Information recorded on the form includes

- Details of the child's name, DOB, class etc.
- Contact numbers;
- Parent/carers names;
- Siblings (different names?);
- All details of the concerns/behaviour/incident/disclosure;
- Use child's own words;
- Ensure all information recorded is factual and accurate;
- Date and time of recording;
- Who the incident/disclosure was made to;
- Note any other witnesses;
- Use full names and titles/roles;
- Do not use abbreviations;
- To whom the concern was reported to and time DSL notified;
- Chronology of actions – date, place, who and what; and
- Signature and date of person recording the incident.

General concerns that require limited or no action are kept in the 'Records of concerns file' in the locked safeguarding cupboard. Any child who needs further action or intervention is allocated a separate individual suspension file and folder kept in the safeguarding cupboard. We then fill out a brief log in the front of the individual folder this becomes an overview of the history of the case.

9. Making a referral to children's social care- points to be considered Child Protection Procedures

Upon receipt of a school concern form the designated safeguarding lead or deputy will decide and seek advice to determine whether the concern/disclosure meets a threshold for support

The designated safeguarding lead or deputy will consider:

Is this a child with unmet needs where health, development or achievement may be affected? Wolverhampton Supporting Children' Model says practitioners should form a Team around the Family/Child (TaF/TAC) and complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear; or
- The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs the designated safeguarding lead or deputy will discuss the issues with the child's parents/carers. The designated safeguarding lead or deputy will obtain parental consent for an Early Help Assessment to be completed.

Is this a child in need?

Section 17 of the Children Act 1989 says:

- The child is unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development;
- The child's health or development is likely to be impaired, or further impaired without the provision of such services; and
- The child has a disability.

Is this a Child Protection matter?

Section 47 of the Children Act 1989 says:

- Children at risk or who are suffering significant harm;
- Children suffering the effects of significant harm; and
- Serious health problems.

All concerns, child with unmet needs, Child in Need and Child Protection matters, MUST be discussed with the designated safeguarding lead or deputy and will need to be assessed and referred using the correct channels by the school as soon as possible. It is important to recognise anybody can make a referral where they believe a child to be in imminent danger or at risk of harm

Where a case reaches the 'significant harm' threshold that justifies statutory intervention into family life, a professional making a child protection referral under Section 47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which impair the child's physical, psychological and social development. To both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Making a referral

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and /or the police immediately.

Anybody can make a referral. Although, where a child is registered at school, consultation must take place with the school's designated safeguarding lead or deputy, who will often be the most appropriate people to initiate any referral. A written record of the concerns should be made using the school's internal recording form. This should be used to aid in the decision-making process if a referral is needed to the MASH/Central Referral Hub.

For referrals to the MASH

phone 01902 555392

and speak to a social worker. Any action will need to be followed up with a written confirmation on the E-MARF (Electronic Multi Agency Referral form).

Out of hours: 01902 552999

10. Voice of the child – (children's wishes)

Children's wishes and feelings are taken into account if appropriate when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Staff members do not promise confidentiality and always act in the best interests of the child.

11. Record Keeping

At Spring Vale all records of concerns and safeguarding/child protection files are stored separately from the child's school file. They are locked in a secure location.

If a child moves school, we will transfer the files, wherever possible, this will be done in person if not the file will be transferred securely and separately from the child's main file within 5 days. We will obtain a receipt from the receiving school. If our school is the last known school the child attend, records will be retained until the child's 25th birthday.

If a child arrives at our school with a child protection file we will ensure key staff such as designated safeguarding leads, designated teacher and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

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

12. Looked after children, previously looked after children, designated teacher and liaison with the virtual school headteacher

Our designated teacher for looked after children and previously looked after children is Mr Thomas Kelly

Our designated teacher will undertake any relevant training to update their skills, understanding and knowledge to enable them to keep our looked after children and previously looked after children safe. Our designated teacher will promote the educational, physical, social and emotional welfare of children who are looked after and previously looked after children.

Previously looked after children are children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Our designated teacher will ensure:

- They are aware of the legal status (interim care order, full care order, voluntary arrangements of any looked after child at Spring Vale);
- They obtain information regarding, contact arrangements with birth parents or those with parental responsibility;
- They obtain information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him or her;
- They obtain the name of the child's social worker;
- They obtain the name and contact details of the virtual head in the local authority that looks after the child; and
- They liaise with the virtual school headteacher to discuss how the funding for that child can be best used to support the child's need outlined in the personal education plan.

13. Care leavers

Local authorities have on-going responsibilities to young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal advisor who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. Our designated safeguarding lead or deputy should be given details of the local authority personal advisor appointed to guide and support the care leaver, our designated safeguarding lead or deputy will liaise with the personal advisor as necessary regarding any issues of concern affecting the care leaver.

14. Children with special educational needs and disabilities or physical health issues

At Spring Vale we are aware that children with special educational needs and disabilities may face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or certain health issues without further exploration;
- Children with SEN and disabilities certain health issues can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- being more prone to peer group isolation or bullying than other children; and
- Communication barriers and difficulties in overcoming these barriers.

We will ensure we have appropriate mechanisms in place to assist these children.

Examples of mechanisms:

- Suitably qualified professionals (Inclusion manager and SEND lead)
- Suitable training
- Referrals to specialist agencies
- Use of communication packages
- Use of signs and symbols
- One to one support for communication

- Appropriate IT aides

15. Safeguarding Training

Induction

All staff members will undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training provided will be in line with advice from the WSCB. Upon appointment and starting the new post, new staff, students and volunteers will be issued with an induction pack, safeguarding policy, Keeping Children Safe in Education -Part 1, annex B and annex C, Whistleblowing Policy, Management of Allegations Policy, Code of Conduct, Acceptable use of IT policy, the school's behaviour policy, our school's children missing education procedures and other relevant safeguarding information e.g. the name of the designated safeguarding lead and deputy. They will sign to say that they have received it, read and understood it. A meeting will be arranged on appointment to clarify and check understanding and to respond to any questions.

Designated safeguarding lead and deputies

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

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

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands our school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- can keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support our school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Staff Training

All staff members will receive regular safeguarding and child protection updates including online safety (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Our GB recognise the expertise staff build

by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

Governor Training

All governors are invited and encouraged to attend safeguarding training.

Safer Recruitment Training

Our school will ensure that at least one member of any recruitment panel has received safer recruitment training.

16. Safer working practices

Our school has a code of conduct; all staff, supply staff and volunteers are issued with this at induction.

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- Work in a room where there is a glass panel in the door or leave the door open;
- Make sure that other adults visit the room occasionally;
- Avoid working in isolation with children unless thought has been given to safeguards;
- Must not give out personal mobile phone numbers or private e-mail addresses;
- Must not give pupils lifts home in your cars;
- Must not arrange to meet them outside of school hours; and
- Must not chat to pupils on the social websites.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint of pupils will be carried out and documented in accordance with the relevant positive handling policy. If it is necessary to use physical action to prevent a child from injury to themselves or others, parents will be informed.

17. Safer recruitment (Please refer to our safer recruitment policy for further information)

To create a safe environment for our children our school will adopt the safer recruitment procedures that help deter, reject or identify people who might abuse children, outlined in part 3 of Keeping Children Safe in Education

Our school will ensure that at least one member of any recruitment panel has received safer recruitment training.

Our school adheres to statutory responsibilities to check staff who work with children, making decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.

We expect all staff to have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from

teaching by the Teaching Regulation Agency (TRA) a bar from engaging in regulated activity, or action by another relevant regulatory body.

The Childcare (Disqualification) Regulations 2018 set out grounds for disqualification under the Childcare Act 2006 where the person meets certain criteria set out in the Regulations. For example, an individual will be disqualified where they have committed a relevant offence against a child; been subject to a specified order relating to the care of a child; committed certain serious sexual or physical offences against an adult; been included on the DBS children's barred list; been made subject to a disqualification order by the court; previously been refused registration as a childcare provider or provider or manager of a children's home or had such registration cancelled. A disqualified person is prohibited from providing relevant early or later years childcare as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare.

At Spring Vale we understand that schools are also prohibited from employing a disqualified person in respect of relevant early or later years childcare.

At Spring Vale Primary all shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children e.g

- if they have a criminal history;
- whether they are included on the barred list;
- whether they are prohibited from teaching;
- whether they are prohibited from taking part in the management of an independent school;
- information about any criminal offences committed in any country in line with the law as applicable in England and Wales, not the law in their country of origin or where they were convicted;
- if they are known to the police and children's social care;
- have they been disqualified from providing childcare and,
- any relevant overseas information

At Spring Vale all staff must inform the headteacher during the recruitment process of anything that affects their suitability for employment, including any relevant cautions, convictions or relevant orders that they are aware of, or they may have accrued during their employment, and/or they are charged with a criminal offence that would render them disqualified from working with children.

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad will be conditional on satisfactory completion of the necessary pre-employment checks and satisfactory references. Upon appointment of new staff our school will:

- Verify a candidate's identity;
- Obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role;
- Verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow advice on the GOV.UK website and seek further advice from our HR provider.
- if the person has lived or worked outside the UK, make any further overseas checks the school consider appropriate including a request to the applicant, where applicable, to provide proof of their past conduct as a teacher. This should be a letter of professional standing issued by the professional regulating authority in the country in which they worked.
- Verify professional qualifications, as appropriate; we will use The Teacher Services' system to verify any award of qualified teacher status (QTS) and the completion of teacher induction and probation
- Check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State.

These checks are part of a wider safeguarding regime which will carry on following appointment

- Check that the candidate is not disqualified under the Childcare Act 2006 (2018 regulations) where relevant

Our school understands that it is a criminal offence to allow any individual who is barred to carry out any form of regulated activity. Our school will comply with the legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Our school makes decisions about the suitability of any prospective employees based on checks and evidence including; criminal record checks (DBS), barred list checks and prohibition checks together with references and interview information.

Consideration is given to the regulated activity prospective employees will be engaged in. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- Will be responsible, on a regular basis in a school, for teaching, caring for or supervising children;
- Will carry out paid or unsupervised unpaid, work regularly in a school where that work provides an opportunity for contact with children; and
- Engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have opportunity for regular contact with children who are not engaging in regulated activity, the school requires an enhanced DBS certificate, which does not include a barred list check.

For anyone appointed to carry out teaching work, an additional check will be undertaken to ensure they are not prohibited from teaching (including directions, sanctions and restrictions)

Since 01 January 2021 the TRA Teacher Services system no longer maintains a list of those teachers who have been sanctioned in EEA member states. Schools will apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

These checks could include, where available:

- criminal records checks for overseas applicants - Home Office guidance can be found on GOV.UK; and for teaching positions
- obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach. Applicants can find contact details of regulatory bodies in the EU/EEA and Switzerland on the Regulated Professions database. Applicants can also contact the UK Centre for Professional Qualifications who will signpost them to the appropriate EEA regulatory body.

Our school keeps a Single Central Record that complies with all the requirements. It is monitored by the Headteacher and/or Chair of Governors at regular intervals.

The Single Central Record covers the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children;
- Volunteers;
- Governors; and
- Agency, third-party staff and contractors

The following information will be recorded on the Single Central Record:

- An identity check;
- A barred list check;
- An enhanced DBS check/certificate;
- Prohibition, directions, sanctions and restrictions checks;
- A section 128 check
- Further checks on people who have lived or worked outside the UK; prior to 1 January this would include the date an EEA check teacher sanctions and restrictions was made and from 1 January

2021, the date a letter of professional standing was issued by the professional regulating authority in the country in which they worked

- A check to establish the person's right to work in the United Kingdom.
- The date upon which the current and original DBS certificate was seen (applicable for employees appointed after 1/9/16)

Our school will obtain written confirmation that the employment business supplying staff has carried out the relevant checks and obtained the appropriate certificates. Our school will also check that the person presenting themselves for work is the same person on whom the checks have been made (Identity check)

We will obtain written confirmation from alternative providers we use to confirm they have undertaken the relevant pre-employment and DBS checks for their staff

All applicants MUST show their current original DBS certificate to the school as soon as they take up post.

18. Management of Allegations (Please refer to our management of allegations policy for further information)

Our school has adopted the Connect-Ed Managing Allegations Policy.

Our policy complies with the guidance set out in part four of Keeping Children Safe in Education.

All allegations of abuse of children carried out by any staff member or volunteer will be taken seriously. If an allegation is made regarding a member of staff, a supply teacher or volunteer, the following will be considered:

Has the member of staff/supply teacher/volunteer;

- 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 he or she would pose a risk of harm to children?
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If an allegation is made against a member of staff or volunteer the headteacher must be informed immediately or as soon as possible within 1 working day and he or she must contact the Designated Officer (Kenny Edgar) immediately to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

If our school must consider an allegation against an individual not directly employed by us, where our disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business. Whilst our school is not the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances will our school 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. Our governing body will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Our school will comply with all aspects of the guidance in Part 4 of KCSiE.

If an allegation is made against the headteacher, the member of staff or volunteer or supply staff who has the concern must contact the chair of governors, who must then contact the Designated Officer (Kenny Edgar) immediately or as soon as possible within 1 working day to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

Our procedures and approach to dealing with allegations will be applied with sensitivity and common sense. Our school will exercise its duty of care to employees, we will act appropriately to manage and minimise the stress inherent in the allegation process. Our school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

At Spring Vale we understand that there is a legal requirement for employers to make a referral to the DBS where we think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up and a referral to the DBS *must* be made, if the criteria are met (outlined in KCSiE)

As part of our whole school approach to safeguarding, we will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. We policies and processes to deal with concerns (including allegations) which do not meet the harm threshold.

Call the Designated Officer in Wolverhampton on 550477 (Kenny Edgar)

19. Whistleblowing (Please refer to our whistleblowing policy for further information)

All staff, volunteers and parents at Spring Vale should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime and such concerns will be taken seriously by our headteacher, GB and senior leadership team. Our school has adopted the Connect-Ed Whistleblowing Policy and appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with our headteacher, governing body or senior leadership team.

Where a staff member feels unable to raise an issue with our headteacher, governing body or senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them, for example:

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

20. Curriculum and e-safety

Child safety issues and child protection will be addressed through the curriculum where appropriate, especially through PSHE, Computing and E-Safety, Citizenship, Relationship and Sex Education (RSE,) Health Education and British values.

We use a variety of resources and approaches to teach the children how to keep themselves safe, build their resilience and manage risks.

The curriculum, in particular, the personal, social and health education development strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in pupils and in developing preventative strategies to ensure their own protection and that of others. Opportunities are provided for pupils to develop the skills and strategies they need to stay safe from abuse, including age appropriate discussions about healthy relationships, their bodies and being able to say no to requests that they do not want to carry out. Clear advice and guidance are built into the curriculum to ensure that pupils understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

Our school teaches the children how to keep themselves safe through;

- Safe-side visit
- Cycling Proficiency
- Swimming lessons
- Educational Visits
- PCSO – Talks on Bullying, Cyber-bullying, Stranger Danger, Firework and Park Safety
- People Who Help Us Topics
- PSHE/ Assemblies
- RSE/ School Nurses
- British Values/ Virtues and Values
- NSPCC workshops

- Health weeks/Assemblies

Through the school's/academy's curriculum the children have the opportunity to go on school/college trips and residential visits to enhance their learning. All off site visits are recorded. Permission slips and medical forms are collected and kept with the office and the lead member of staff. Risk assessments are completed and filed within the 'Educational visits folder.' (See Educational Visits Policy for further information)

E-Safety curriculum and computing, use of mobile technology (See separate E-safety policy for further information)

The E-Safety lead is Mr Aneil Andras

The growth of different electronic media in everyday life and an ever-developing variety of devices including PC's, laptops, mobile phones, webcams etc. place an additional risk on our children. Internet chat rooms, discussion forums, social networks and the ability to live stream can all be used as a means of contacting children and young people with a view of grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases, arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with children at our school.

Pupils can engage in or be a target of Cyber-bullying using a range of methods including text, sexting and instant messaging to reach their target. Mobile phones are also used to capture violent assaults and inappropriate images or other children for circulation (e.g. happy slapping/sexting).

The best protection is to make children aware of the dangers through age appropriate curriculum teaching particularly computing and IT lessons, PSHE and RSE.

At Spring Vale Primary we have the following

- Software (filters, firewalls and monitoring) are in place to minimise access and to highlight any person or child accessing inappropriate sites or information;
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (if this results in child protection concerns the schools DSL will be informed immediately);
- Pupils are taught not give out personal details, phone numbers, schools, home address, computer passwords etc. and
- Pupils should adhere to the school policy on mobile phones.
- Social media/live streaming/apps
- Staff receive e-safety and online training
- School will review the e-safety policy annually and include a risk assessment

The police will be involved and advice will be sought from CEOP if required if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Use of mobile phones, cameras and other devices (See separate policies for further information)

Unauthorized or secret use of a mobile phone or other electronic device, to record voice, pictures or video is forbidden. Unauthorized publishing of such materials on a website which causes distress to the person(s) concerned will be considered a breach of school/college code of conduct, whether intentional or unintentional. The person responsible for the material will be expected to remove this immediately upon request and appropriate procedures will be followed. Where any crime may have been committed, the police will be informed.

We recognise that many aspects of the curriculum can be enhanced using multi-media and that there are now a wide and growing range of devices on which this can be accomplished. Digital images, video and sound recording are only taken with the permission of participants; images and video are of appropriate activities and are only taken of children wearing appropriate dress. Full names of participants are not used either within the resource itself, within the file-name or in accompanying text online.

All parents & visitors are asked not to use mobile phones when visiting our school and to take any calls or texts outside of the building. All staff must be vigilant and remind any parents/visitors who forget.

We ask all parents/carers to sign an agreement about taking and publishing photographs and video of their children and this list is checked whenever an activity is being photographed or filmed.

For their own protection staff or other visitors to school/ never use a personal device (mobile phone, digital camera or digital video recorder, etc.) to take photographs or audio of pupils.

School mobile phones or similar devices with communications facilities used for curriculum activities are set up appropriately for the activity. Pupils are taught to use them responsibly.

21. Contextual safeguarding

At Spring Vale Primary school we know that safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside our school. All staff, but especially the designated safeguarding lead (or deputy) will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children will consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Our DSL/deputy DSLs will consider whether children are at risk of abuse or exploitation in situations outside 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.

Children's social care assessments should consider such factors, so our school will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse

22. Types and signs of abuse

All staff and volunteers are familiar with the types and signs of abuse, they are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff are expected to be vigilant at all times, taking account of the following.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or 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.

Some signs:

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Injuries in unusual areas or with well - defined edges

- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered in hot weather
- Reluctance to remove clothing for PE or swimming

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 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, although it may occur alone.

Some signs:

- Physical, mental or emotional development delay
- Abnormal attachment to parents/carer
- Low self-esteem
- Lack of confidence
- Over-reaction to making mistakes
- Fear of new situations
- Fear of parents being contacted
- Self-harm

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.

Some signs:

- Aggression
- Withdrawn
- Self-harming, including eating disorders
- Distrust of familiar adult
- Wetting or soiling day and night
- Fear of undressing for sport or swimming
- Sleep disturbances or nightmares
- Apparent secrecy about social activities or special friends
- Inappropriate sexualized conduct
- Drawings of sexual behaviours
- Sexually explicit behaviour

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.

Some signs:

- 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)
- Ensure access to appropriate medical care or treatment
- neglect of or unresponsiveness to a child's basic emotional needs
- Under weight for age
- Hungry
- Tired
- Poor state of clothing for the child's size, weather or time of year
- Persistently dirty with a body odour
- Frequent lateness or non-attendance
- Compulsive stealing or scavenging
- Poor health and untreated medical problems
- Lack of immunisations
- Frequently missed medical appointments

The list of signs is not an exhaustive list.

If staff recognise any of these signs they should not presume that the child is being abused but **MUST** report their concerns to the designated safeguarding lead or the deputy designated safeguarding lead immediately.

Specific safeguarding issues

23. Mental Health

All staff at Spring Vale Primary School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We understand only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Our staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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. Our staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If any staff member has a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following our child protection policy and they will speak to the designated safeguarding lead or a deputy immediately

24. Children Missing from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Effective information sharing between parents, settings, schools/colleges and the local authority is critical to ensure that all children are safe and receiving suitable education.

Staff Spring Vale Primary School are aware that a child going missing from education, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse

and neglect which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of children going missing in future.

Our staff are aware of and adhere to the school's procedures for unauthorised absence and children missing from education.

Our school has appropriate safeguarding policies, procedures and responses for children who go missing from education.

Our school has an admission register and an attendance register. All children are placed on these registers at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend our school. If the child fails to attend on the agreed or notified date, our school will notify the local authority at the earliest possible opportunity to prevent the child from going missing.

Our attendance and admission registers are kept up to date. We actively encourage our parents and carers to inform us of any changes whenever they occur.

Our school monitors attendance regularly and we address any issues that may cause concern and where attendance fails to meet the expected level.

Our school will notify the local authority of any child who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or, more at such intervals as are agreed by the school and the local authority.

Where a parent notifies our school that a pupil will live at another address, our school will record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies our school that the pupil is registered at another school or will be attending a different school in future, our school will record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Our school will notify the local authority within five days when a pupil's name is added to the admission register. We will provide the local authority with all the information held within the admission register about the pupil.

Our school will also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.

Our school will only delete a pupil's name from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if our school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries.

When our school notifies the local authority that a pupil's name is to be deleted from the admission register, our school will provide the local authority with:

- the full name of the pupil;

- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Our school will work with the local authority to agree on methods of making returns. When making returns, we will highlight to the local authority where we have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. We will also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

Our school uses a secure internet system – school2school – we use this to transfer pupil information to another school when the child moves.

As a maintained school, we are required, when a pupil ceases to be registered at our school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Our school complies with this requirement. Mrs Wynne the business manager will have an overview of this process.

If a child arrives at our school and the previous school is unknown, we will contact the local authority for assistance.

Private Fostering Arrangements

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) who 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 marriage/ affinity.)

School staff will notify the designated safeguarding lead or deputy when they become aware of private fostering arrangements. The designated safeguarding lead or deputy will speak to the family of the child involved to check that they are aware of their duty to inform the LA. Our school is aware that we need to report any private fostering arrangements that we become aware of to the Local Authority.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered and where reasonably possible we will obtain more than one emergency contact number.

25 Consensual and non-consensual sharing of nudes and semi-nudes and/or videos

At Spring Vale Primary School we know and understand that sharing photos and videos online is part of daily life for many children, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as, Snapchat, Whatsapp or Facebook Messenger, etc.

The increase in the speed and ease of sharing imagery has brought concerns about children producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation.

Although the production of such imagery will likely take place outside of our school, these issues often manifest in schools and organisations working with children and young people. Our school will respond swiftly and confidently to ensure that children are safeguarded, supported and educated.

Producing and sharing sexual images of under-18s is also illegal.

Our school will deal with all incidents of youth produced sexual imagery as a safeguarding concern. We will be guided by the principle of proportionality and our primary concern will be the welfare and protection of the children involved. Our school may respond to incidents without involving the police in accordance with the guidelines set out in the UKCCIS- Sexting in schools and colleges: responding to incidents and safeguarding young people.

Our school will adopt the recommended procedures regarding the law and handling incidents outlined in UKCCIS- Sexting in schools and colleges: responding to incidents and safeguarding young people and DfE guidance – Searching, screening and confiscation

Whilst dealing with an incident our school will:

- Respond immediately to disclosures or incidents in line with our school's safeguarding procedures, staff will notify the designated safeguarding lead Mr Christopher Blunt/Miss Katie Manning immediately of any concern, incident or disclosure
- Handle devices and imagery according to DfE advice (Searching, Screening and confiscation)
- Risk assess situations
- Involve other agencies, including escalation to the police and children's social care
- Record incidents
- Involve parents
- Seek to support children
- Support children to report youth produced sexual imagery online.
- Provide preventative education

26. Child Sexual Exploitation (CSE)

The definition of child sexual exploitation is as follows:

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

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);

- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

At Spring Vale Primary School we understand that any child in any community may be vulnerable to child exploitation, we will be alert to the fact that child sexual exploitation is complex and rarely presents in isolation of other needs and risks of harm (although this may not always be the case, particularly in relation to online abuse). Child sexual exploitation may be linked to other crimes and we will be mindful that a child who may present as being involved in criminal activity is actually being exploited.

At Spring Vale Primary School we are aware that the following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:

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

We understand that not all children and young people with these vulnerabilities will experience child sexual exploitation. Child sexual exploitation can also occur without any of these vulnerabilities being present.

Children rarely self-report child sexual exploitation so we understand it is vitally important that all staff at Spring Vale Primary School are aware that some of the following signs may be indicators of child sexual exploitation:

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

We will remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present and be alert to the potential signs of abuse and neglect and to understand the procedures set out by local multi-agency safeguarding arrangements.

At Spring Vale Primary School we will provide information and raise awareness of CSE including the signs, vulnerabilities and reporting procedures in line with WST guidelines

Our staff will report any concerns regarding children at risk of CSE to the designated safeguarding lead or deputy who will then make a referral and liaise with other relevant statutory agencies, for example, social care, police and health professionals as required

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines and sexual exploitation).

Wolverhampton Exploitation Lead is Sandeep Gill

27. 'Honour based Abuse'

So-called 'honour-based' Abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff will be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

If our staff have any concerns regarding a child that might be at risk of HBA or who has suffered from HBA they will speak to the designated safeguarding lead or deputy. As appropriate the designated safeguarding lead or deputy will activate the local safeguarding procedures by contacting the police and or social care.

28. Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

ALL staff will speak to the designated safeguarding lead or deputy with regard to any concerns about female genital mutilation.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases will face disciplinary sanctions.

It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with our school's designated safeguarding lead or deputy and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers will follow local safeguarding procedures.

At Spring Vale teachers must also report their concerns and share the information with the designated safeguarding lead or deputy following the school's procedures for recording and reporting. The teacher the will be supported by the designated safeguarding lead to fulfil their duty to report FGM cases to the police and social care.

Some warning signs:

- Difficulty walking, sitting or standing;
- Unusual behaviour after an absence from school;
- Age of the young girl (0-15 years);
- A young girl may visit the bathroom more frequently or spend more time than usual in the bathroom;
- A young girl may have frequent, urinary, menstrual or stomach problems;
- Prolonged or repeated absence from school;
- A young girl may try to avoid PE lessons;
- Travel to a country known to practise FGM (School holiday times);
- An Elder family member visiting from a country known to practise FGM;
- Over hearing conversations related to FGM;
- A young girl may disclose, ask questions or ask for advice;
- Reluctance to undergo normal medical examination; and
- Girls that are withdrawn from PSHE or SRE.

29. Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 35-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk.

30. Breast ironing/flattening

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (ranging from a few weeks to years) in order for the breasts to disappear or delay the development of the breasts entirely. In some families, large stones, a hammer or spatula that have been heated over hot coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts to prevent them from growing. Breast flattening usually starts with the first signs of puberty, it is usually carried out by female relatives.

It should also be acknowledged that some adolescent girls and boys may choose to bind their breast using constrictive material due to gender transformation or questioning their identity, and this may also cause health problems.

Health Implications

Due to the type of instruments that may be used, the type of force and the lack of aftercare, significant health and developmental issue may occur, such as:

- Severe Pain
- Fever
- Dissymmetry or disappearance of breast/s
- Itching
- Tissue damage

- Infection
- Discharge of milk
- Breast cancer
- Abscesses or cysts
- There may also be an impact on the child's social and psychological well-being

Justifications

In many cases, the abuser thinks they are doing something good for the girl by delaying the effects of puberty and the practice is designed to:

- prevent pregnancy and rape
- make teenage girls look less "womanly" and no-longer sexually attractive to men.
- enable the girl to continue her education
- prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage
- prevent early marriage
- deter unwanted attention

Prevalence

There has not been extensive research done on breast flattening and the few studies that have been carried out indicate that the practice occurs predominantly in Cameroon. Other countries include: Togo, Chad, Kenya, Guinea Bissau, South Africa, Cote d'Ivoire, Benin and Zimbabwe.

Signs that a girl could be at risk

- A girl is embarrassed about her body
- A girl is born to a woman who has undergone breast flattening
- A girl has an older sibling or cousin who has undergone breast flattening • References to breast flattening in conversation, for example a girl may tell other children about it
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- A girl from an affected community is withdrawn from PSHE and/or Sex and Relationship Education as her parents wish to keep her uninformed about her rights and her body.
- One of both parents or elder family members consider breast flattening integral to their cultural identity.
- The family indicate that there are strong levels of influence held by elders who are involved in bringing up female children and support breast flattening.

Signs that breast flattening has occurred

As well as keeping in mind the signs that indicate a girl may be at risk of breast flattening, professionals and others should be mindful that:

- A girl may disclose to a teacher, social worker, GP or another medical professional
- Some girls may ask for help, perhaps talk about pain or discomfort in their chest area, but may not be explicit about the problem due to embarrassment or fear
- A girl may display reluctance to undergo medical examination
- A girl may be fearful of changing for physical activities due to scars showing or bandages being visible

Law in the UK

There are no specific laws in the UK regarding breast flattening.

What to do if you suspect a girl is at risk of/undergoing breast flattening

If any member of staff is concerned that a girl is at risk of breast flattening, they must speak to the DSL/DDSL immediately. The DSL /DDSL will contact the MASH and make a referral.

31. Up-Skirting

The Voyeurism (Offences) Act, which is commonly known as the Up-skirting Act, came into force on 12 April 2019. 'Up-skirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

32. Serious violence

All staff should be aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include: increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these (more information can be in Home Office guidance)

33. Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk will be a part of our school's/college's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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.

We understand there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral to the Channel programme.

From 1 July 2015, specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard" to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes:

At Spring Vale we will:

- Assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology;
- Work in partnership with parents, children, families and statutory agencies;
- Assess the risk in our local area and as a minimum our designated safeguarding lead will undertake Prevent awareness training to provide advice and support to other members of staff on protecting children from the risk of radicalisation; and
- Ensures that suitable filtering and monitoring is in place. Our pupils are taught to stay safe on-line. Our E-safety is integral to the school's IT curriculum.

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes;
- Glorifying violence, especially to other faiths or cultures;
- Making remarks or comments about being at extremist events or rallies outside school;
- Evidence of possessing illegal or extremist literature;
- Advocating messages similar to illegal organisations or other extremist groups;
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- Secretive behavior;
- Online searches or sharing extremist messages or social profiles;
- Intolerance of difference, including faith, culture, gender, race or sexuality;
- Graffiti, art work or writing that displays extremist themes;
- Attempts to impose extremist views or practices on others;
- Verbalising anti-Western or anti-British views; and
- Advocating violence towards others.

At Spring Vale, we aim to build the children's resilience to radicalisation by providing a safe environment and through particular aspects of the curriculum including SMSC, British Values, PSHE, RSE and Citizenship.

Training on Prevent will be delivered as required to the relevant staff. Our school will use the e-learning links outlined in KCSiE if required. Our school will utilise The Department for Education advice for schools on the Prevent duty and other links and guidance outlined in KCSiE.

Channel

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. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from our school, if required, will attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Our staff understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel Guidance](#).

Our staff will co-operate with local Channel panel as required.

Our school will contact the Wolverhampton Community Safety Team at: safer@wolverhampton.gov.uk or call: 01902 551214

25. Peer on peer abuse

At Spring Vale we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's relevant policy e.g. behaviour policy.

ALL staff recognise that children can abuse their peers and that it can happen inside and outside of school.

ALL allegations will be taken seriously, at Spring Vale we understand that 'abuse is abuse and should never be passed off as "banter", "just having a laugh" or "part of growing up". We have a zero tolerance approach to this behaviour. ALL allegations will be carefully considered and all decisions will be made on a case by case basis in consultations with social care. Referrals under safeguarding arrangements may be necessary, key specific considerations will include:

- The age, maturity and understanding of the children; and
- Any disability or special needs of the children

Allegations against other children which are safeguarding issues

Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations may include physical abuse, emotional abuse, sexual abuse, sexual violence and harassment, up-skirting and sexual exploitation, causing someone to engage in sexual activity without consent; and consensual and non-consensual use of nude and semi-nude images/videos.

We understand the gendered nature of peer on peer abuse (it is more likely that girls will be victims and boys will be perpetrators) but all peer on peer abuse is unacceptable and will be taken seriously

Other gender issues that can be prevalent when dealing with peer on peer abuse could, for example, include girls being sexually touched or assaulted or boys being subject to initiation or hazing type violence. It is also likely that incidents may involve older students and their behaviour towards younger students or those who are vulnerable.

It is likely that, to be considered a safeguarding allegation against a child, some of the following features will be found.

If the allegation:

- Is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child;
- Is of a serious nature, possibly including a criminal offence;
- Raises risk factors for other children in the school;
- Indicates that other children may have been affected by this child; and
- Indicates that young children outside the school may be affected by this child.

Examples of safeguarding issues against a child could include:

Physical Abuse

- Violence, particularly pre-planned;
- Forcing others to use drugs or alcohol; and
- Initiation and hazing violence.

Emotional Abuse

- Blackmail or extortion;
- Threats and intimidation; and
- Bullying and cyber-bullying.

Sexual Abuse including sexting and gender-based violence

- Indecent exposure, indecent and inappropriate touching or serious sexual assaults;
- Forcing others to watch pornography or consensual or non-consensual sharing of images/videos
- Initiation and hazing violence.

- Causing someone to engage in sexual activity without consent

Sexual Exploitation/violence and harassment

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight); and
- Photographing or videoing other children performing indecent acts.

Prevention, assessing and minimising the risks

At Spring Vale we will minimise the risk of allegations against other children by:

- Providing a developmentally age appropriate PSHE, RSE, British Values curriculum which develops children's understanding of acceptable behaviour and keeping themselves safe;
- Having clear systems in place for any child to raise concerns with staff, knowing that they will be taken seriously
- Delivering targeted work on assertiveness, protective behaviours and keeping safe those children identified as being at risk;
- Developing robust risk assessments & providing targeted work for children identified as being a potential risk to other children; and
- Training and awareness sessions will be provided for staff.
- Staff recognising, acknowledging or understanding the scale of harassment and abuse and not downplaying some behaviours related to abuse which can lead to a culture of unacceptable behaviour, an unsafe environment and in worst care scenario a cultural that normalises abuse and leading to children accepting it as normal and not coming forward to report it report it.

Procedure to manage and record peer on peer allegations

- When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead or deputy will be informed;
- A factual record will be made of the allegation, but no attempt at this stage should be made to investigate the circumstances;
- The designated safeguarding lead or deputy will contact social care/multi-agency agency safeguarding hub (MASH) to discuss the allegation and seek advice;
- The designated safeguarding lead or deputy will follow through the outcomes of the discussion and make a referral where appropriate;
- If the allegation indicates that a potential criminal offence has taken place, this will be referred to the multi-agency agency safeguarding hub MASH where the police will become involved;
- Following advice from Social Care and/or the police, parents of both the child being complained about and the alleged victim, should be informed and kept updated on the progress of the referral;
- The designated safeguarding lead or deputy will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children's files;
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures;
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual behaviour procedures;
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan; and
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.
- Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously.

Support and care

At Spring Vale we recognise and understand that peer on peer allegations will be very distressing situations for all concerned – the victim, perpetrator, other children, family members and staff. We will seek to provide any support required and make any necessary referrals for counselling and support services.

34. Child on child sexual violence and harassment

If an incident of sexual violence or sexual harassment occurs at our school/college will follow the guidance set out in Part 5 of Keeping Children Safe in Education and we will use the DfE 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. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

At Spring Vale we take a zero tolerance approach and any inappropriate behaviour will be addressed, even if it appears to be relatively innocuous.

At Spring Vale all victims will be taken seriously and offered appropriate support. We know that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff are aware and know the importance of:

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

Sexual violence

Our staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another.

Sexual harassment

Sexual harassment means ‘unwanted conduct of a sexual nature’ that can occur online and offline. For this policy, reference to sexual harassment, is in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (we will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of sexual images and videos;
 - Sharing of unwanted explicit content
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

Our school response to a report of sexual violence or sexual harassment

Our school will follow the guidance set out in part 5 Keeping Children Safe in Education and the DfE guidance Sexual violence and sexual harassment between children in schools and colleges –Sept 2021

- Any decisions made upon receipt of a concern will be made on a case-by-case basis by the designated safeguarding lead or deputy who will liaise with social care and or the police if necessary.
- All staff who have a concern regarding sexual violence or sexual harassment will speak with and report their concern to the designated safeguarding lead or deputy immediately
- All victims will be reassured that they are being taken seriously and they will be supported.
- All staff will act in the best interest of the children
- Our staff will be supportive and respectful of the child
- Our staff will listen carefully to the child/student, they will be non-judgemental and will not ask leading questions
- Our staff will not promise confidentiality and will explain that the information will be shared with those people who will be able to help and progress the report.
- A record of the report will be made. Best practice is to wait until the end of the report and immediately write up a thorough summary. It may be appropriate to make notes during the report however staff must remain engaged with the children, listen very carefully and not be distracted by note taking.
- The record will only include the facts as the child presents them. We understand that the notes should not reflect the personal opinion of the note taker and we are aware that the notes could become part of a statutory assessment by social care or part of a criminal investigation
- Where the concern includes an online element, we know we should not view or forward any images unless there is a valid reason to do so and we will follow the DfE guidance set out in Screening, searching and confiscation advice.
- Where possible we will try to manage and record an initial report with two members of staff present preferably one of them being the designated safeguarding lead or deputy.
- If the designated safeguarding lead or deputy is not involved in the initial report the staff member will speak to the designated safeguarding lead or deputy immediately.

Risk assessment

If we receive a report of sexual violence or harassment, the designated safeguarding lead or deputy will make an immediate risk and needs assessment. This will be considered on a case-by case basis

Our risk and needs assessment will consider:

- the victim, especially their protection and support;
- whether there have been other victims
- the alleged perpetrator; and

- all the other children (and, if appropriate, adult students and staff) at our school, especially any actions that are appropriate to protect them from the alleged perpetrator(s) or from future harms

Our risk assessment will be a written record and will be reviewed and updated regularly. We will continually and actively consider the risks posed to all children/students and we will put adequate measures in place to protect and keep them safe.

Our designated safeguarding lead or deputy will engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments should be used to inform the school's/academy's approach to supporting and protecting our children/students and will be used to update our own risk assessment.

Actions to consider following a report of sexual violence and/or sexual harassment

The starting point regarding any report made at xxxx is that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. We will not pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Following a report of sexual violence and/or harassment we will consider:

- the wishes of the victim in terms of how they want to proceed (in an age appropriate way.) This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with our duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context e.g. contextual safeguarding, any links to CSE and CCE

Managing a report

We will consider every report on a case-by-case basis. When to inform the alleged perpetrator will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, generally, our school/college will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this will not stop our school/college taking immediate action to safeguard our children, where required.

Our school will consider four likely scenarios when managing any reports of sexual violence and/or sexual harassment.

We will either manage the report:

1. Internally
2. Consider early help

3. Refer to social care
4. Report to the police

In all scenarios decisions and actions will be regularly reviewed and relevant policies will be updated to reflect lessons learnt. We will look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we will decide on a course of action. We will consider whether there are wider cultural issues within the school or college that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice and will help shape any decisions regarding safeguarding and supporting the victim.

- The age and the developmental stage of the victim
- The needs and wishes of the victim will be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority will be to make the victim's daily experience as normal as possible, so that our school/college is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape. Support can include: Children and Young People's Independent Sexual Violence Advisors (ChISVAs), Rape Crisis, The Survivors Trust, CAMHS, Rape Crisis centres and the Internet Watch Foundation, NHS, Childline, Rape and assault referral centres

Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When ongoing support will be required, we will ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's. We will respect and support this choice.

We are aware that sexual assault can result in a range of health needs, including physical, mental and sexual health problems and unwanted pregnancy.

We understand that a victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While we will avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, we will provide a physical space for victims to withdraw.

We will do everything we reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

Whilst the victim will be given all the necessary support to remain in our school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

If the victim does move to another educational institution (for any reason), the new educational institution will be made aware of any ongoing support needs. The designated safeguarding lead will take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour

The following principles are based on effective safeguarding practice and will help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

We will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

The age and the developmental stage of the alleged perpetrator(s) and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

Consider the proportionality of the response. Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. We will seek advice, as appropriate, from children's social care, specialist sexual violence services and the police.

It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Advice on behaviour and discipline in schools is clear that teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. If the perpetrator(s) is to be excluded the decision must be lawful, reasonable and fair.

School can be a significant protective factor for children who have displayed HSB, and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made.

It is important that if the alleged perpetrator(s) does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file.

35. Child criminal exploitation (CCE) and county lines

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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines) forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and

- children who regularly miss school or education or do not take part in education.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

36. Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Our school will use the age appropriate guides to support children, 5-11year olds and 12-17year olds. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. Our school will use the Ministry of Justice online child arrangements information tool to support this process and will make this information available to parents and carers if they require our assistance.

37. Children with family members in prison

Some children who attend our school may have a parent who has been sent to prison. Our school will utilise the information NICCO provides designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

38. Domestic Abuse

Domestic violence and abuse are:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and

- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer 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). However, 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.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that 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 key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Our school/college will make use of the advice and links available in Keeping Children Safe in Education (Annex A) to identify and support children who are affected by domestic abuse and how they can be helped.

39. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. When required our designated safeguarding lead or deputies will obtain contact details and know referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and will not, replace a referral into children's social care where a child has been harmed or is at risk of harm. Our school staff will consider homelessness in the context of children who live with their families, and intervention will be on that basis.

43. Modern slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

44. Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), will consider referring into the Cyber Choices programme.

45. Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Other types of abuse to be aware of include:

- Bullying including cyber-bullying
- Children missing from home or care
- Drugs
- Fabricated and Induced illness
- Faith abuse
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Hate
- Mental health
- Relationship abuse
- Sexting
- Trafficking
- Modern slavery
- Adverse childhood experiences

Whilst it is important for our staff to be vigilant regarding the types and signs of abuse at all times it does not necessarily mean that a child or young person has been abused because the signs have been noted or observed. However, ALL concerns MUST be shared with the designated safeguarding lead or deputy.

Monitoring policy and practice

Our safeguarding policy and procedures will be reviewed annually or sooner if required. All staff and stakeholders may contribute to the development of our policies and procedures.

Our policy will be published on our website and paper copies are available upon request.

Appendix A – Record of concern sheet

Name of Child:	
DOB:	
Class/Year:	
Parent/Carer:	
Contact Number:	
Siblings	



Record of Concern



Date:	Time:	Recorded by:
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Record of Concern: (Include ALL relevant details, ensure the account is accurate and factual, use the child's words, use full names not initials. DO NOT ask leading questions, ask questions to clarify)

Date:	Time:	Signed:	Reported to:
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Initial feedback given to person recording and reporting		YES/NO	Date:
Record of Actions			
Date and Time	Actions: E.g. Meetings, E-mails, Letters, phone calls etc. Agencies: E.g. police, social care, Health, Probation etc.	Name/signature of person completing action	

Appendix B



Spring Vale Primary School
Child Protection – Body map form

Name of child		Date of birth	
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Reported by?	
Role of person reporting injury	
Reported when?	

Child's voice – What does the child say about the injury?

Parent voice – What does the parent or carer say about the injury?

What are we worried about? What is working well? (In connection with the injury)

What needs to happen? (In connection with the injury)

Name of staff	Date recorded	Signed
Role of staff		

Forms in school then have the body map image attached at this point

Appendix C

SAFEGUARDING INDUCTION CHECKLIST FOR NEW STAFF and Governors

Safeguarding induction for new staff and governors will take place alongside the general staff and governor induction - signed copies of both Induction checklists should be returned to Mr Blunt



Tasks - What you should have been shown/told about	Notes
Safeguarding policy (updated September 2021)	Hard copy of policy given to member/members of staff/governor
Staff/Governor code of conduct -	Hard copy of policy given to member/members of staff – Governors taken through the policy
Part one of KCSinE + Training slides to cover Part A +Annex B	Hard copy of policy given to member/members of staff/governor
Role of DSL cover for DSL (Annex c)	Hard copy of policy given to member/members of staff/governor
Behaviour policy	
Whistleblowing Policy	Hard copy of policy given to member/members of staff/governor
Managing allegations policy	Hard copy of policy given to member/members of staff/governor
Health and safety policy	
Name of safeguarding Lead	
Name of deputy safeguarding lead	

Name of LAC lead	
Name of chair of Gcvs	
Name of safeguarding link Gov	
Name of designated office	
Reporting CP concerns	
Copy of reporting concerns sheets	
Prevent, FGM Forced marriage, Honour based violence, Peer on peer, CSE, Breast ironing	
Child missing in education	
CPD training for safeguarding	

Background to the school

In 2017 the school was chosen to be part of the LA school expansion scheme, this build started in May 2018. This was the greatest challenge the school faced in 60 years since opening. The role of the School Improvement Plan was to continue to raise standards throughout the building phase and upon its completion. In September 2018 the first phase of the building work was completed -new classrooms, toilets, intervention areas, external and internal doors were some of the new additions to the school building. During phase 2 in 2019 a whole new teaching block, staffroom and resources rooms were built. The final phase (Phase 3) involved closing the main corridor to allow the refurbishment of classrooms, offices, the hall, toilets and a cooking kitchen. The expansion of Spring Vale ended on the 23rd July 2019 after two years of constant building work - this delivered our brand new two form entry school. During 2021-2022 playgrounds, signage, furniture and technology for the new rooms will be looked at and purchased to complete the expansion process four years after it started.

Spring Vale Primary School is situated in the Parkfield district to the south of Wolverhampton, close to the border with Dudley. The school serves the immediate social housing area and some private housing developments. It also receives a number of pupils from further afield who come from a more deprived area, closer to the city centre. The school is a one/two-form entry primary school, with approximately 370 children on role, we are full in every class across school. In September 2021 we were oversubscribed in Reception for the first time since doubling the intake to 60. Approximately 64% of pupils come from different ethnic minority backgrounds, with 41% of pupils speaking English as an additional language. We celebrate the diversity of backgrounds that our children come from and see this as a strength of the school. 14.1% of pupils are on the Special Needs Register (although this changes on a regular basis). 44.4% of pupils have free school meals using the ever 6 measure (not including nursery). Attendance is very good and has been consistently above or at national averages for the past ten years.

Over the last few years the school has taken in children from more deprived backgrounds as evidenced in our deprivation factor moving from 0.32 to 0.35. Our Free School Meals have risen from 20.2% to 29.4%. It has therefore been necessary to take a closer look at provision and removing barriers to learning in order for all pupils to reach their full potential. The money we have received from the pupil premium has helped to fulfil the potential of these children.

Significant increases in the number of free school meals occurred during the pandemic, particularly during Lockdown 3.0. We now have a separate section of the SIP for the 'Catch Up Premium'.



Together

Everyone

Achieving

More

Together with friends, families and community we care for ourselves, each other, our school and our world.

Everyone has access to a broad, balanced and stimulating curriculum, whatever their gender, race, ethnicity or ability.

Achieving our best is what we aim for every day we come to school.

More independence makes better learners and helps us to become good citizens

Please sign to say you have received, read and understood the safeguarding induction process

Inductor: _____

Role within school: _____

Date: _____

Signed: _____

Inductee: _____

Role within school: _____

Date: _____

Signed: _____