



## SAFEGUARDING AND CHILD PROTECTION POLICY

### Also see:

Anti-Bullying Policy	Behaviour Policy
E-Safety Policy	Complaints Policy
Staff Handbook	Staff Code of Conduct
Health and Safety Policy	Intimate Care
First Aid Policy	Whistle Blowing Policy
Managing Allegations Policy	

Statutory Requirement:

Required On website:

### Administration Information:

**Responsible Person:** Headteacher/Deputy Designated Safeguarding Lead

Date Approved: September 2024

**Review Cycle:** Annual or when required due to change in legislation

**Date of next Review:** September 2025

**Approval Level:** Governors

### Complete if Applicable:

**Print Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

I have read, understood and will abide by this policy during my time with Brierley Hill Primary

## **Key Contacts**

### **School Senior Leaders:**

- **Head Teacher:** Russell Bond
- **Deputy Head:** Lana Duffin and Thomas Amphlett
- **Assistant Head:** Samatha Bridgewood
- **Business Manager:** Tracey Parsons

### **Brierley Governing Body:**

- **Head of Governors:** Tim Sunter
- **Vice-Chair of Governors:** Beverley Manning
- **Designated Lead Persons for Child Protection (CP):**
- **DDSL:** Lana Duffin – [lduffin@brierley.dudley.sch.uk](mailto:lduffin@brierley.dudley.sch.uk) or [safeguarding@brierley.dudley.sch.uk](mailto:safeguarding@brierley.dudley.sch.uk)
- **DSL Deputy:** Russell Bond (Head Teacher) – [rbond@brierley.dudley.sch.uk](mailto:rbond@brierley.dudley.sch.uk)
- **Designated Governor:** Beverley Manning

### **Designated Lead Persons for Looked After Children (LAC): Samantha Bridgewood**

- **DSL:**– [sbridgewood@brierley.dudley.sch.uk](mailto:sbridgewood@brierley.dudley.sch.uk), [lduffin@brierley.dudley.sch.uk](mailto:lduffin@brierley.dudley.sch.uk)
- **Virtual Head for CLA:** Emma Thomas– Contact Details via 01384 813493

**Designated E-Safety Lead:** Thomas Amphlett

- **Teacher-** [info@brierley.dudley.sch.uk](mailto:info@brierley.dudley.sch.uk)

### **Local Authority Designated Officer (LADO) for Allegations Against Staff:**

- **LADO:** Yvonne Nelson Brown  
**Tele:** 07811 991432 or 01384 815121  
**Email:** [Yvonne.nelson-brown@dudley.gov.uk](mailto:Yvonne.nelson-brown@dudley.gov.uk)  
**Referral Email:** [allegations@dudley.gov.uk](mailto:allegations@dudley.gov.uk)

### **Outside Agencies:**

- **MASH- Via Dudley Front door:** 0300 555 0050
- **Out of Hours Duty Team:** 0300 555 8574
- **FGM:** 101 or 999
- **PREVENT:** [community.safety@dudley.gov.uk](mailto:community.safety@dudley.gov.uk)
- **School Nurse:** Gina Appleby

**NSPCC Whistleblowing helpline-** 0800 028 0285

## **Policy Statement**

Brierley Hill Primary School understands it has a legal and moral duty to keep its children safe, happy and learning. It is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and the community. Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore, to be alert to the possibility of abuse occurring, aware of the procedures to be followed if the school have suspicions and have the confidence to follow those procedures. This policy applies to all staff, visitors, governors and volunteers working in the school.

We recognise our legal duty under the Education Act of 2011 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm".

### **These duties are defined by the following documents:**

- Working Together to Safeguard Children (July 2023)
- Keeping Children Safe in Education (September 2024) Annex A contains additional information about specific forms of abuse and safeguarding information
- Keeping Children Safe in Education: information for all Schools and college staff (September 2024) – Part 1 distributed to all staff annually and signed for via CPOMS
- Keeping Children Safe in Education: information for all Schools and college staff (September 2024) – Part 5 distributed to all staff annually and signed for via CPOMS
- Guidance for Safer Working practice (for those working with children in education) February 2023– this is distributed to staff yearly and signed for as part of the staff handbook 'Code of Conduct'
- What to do if you are worried a child is being abused (March 2015)
- Information Sharing Guidance (2018)
- Prevent Duty (June 2015) to challenge the threat of radicalisation (under section 26 of the Counter- Terrorism and Security Act 2015)
- Counter Terrorism & Security Act (2015)
- Safeguarding Children and Safer Recruitment in Education Guidance (2010)
- Safeguarding Vulnerable Groups Act (2006) & factsheet summary (2006)
- Data Protection Act (amended 2003)
- Education Act (2002)
- Protection of Children Act (1999)
- Human Rights Act (1998)
- Children Act 1989 and 2004
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- DSPPB (Dudley Safeguarding People Partnership Board) interagency child protection and safeguarding procedures via <https://safeguarding.dudley.gov.uk/safeguarding/partnership/meetings/safeguarding-children-partnership-group/>

Further guidance can be found via the DSPPB (Dudley Safeguarding People Partnership Board) website

This includes the NWG Child Sexual Exploitation Risk Assessment & Screening Tool, West Midlands Police Information Sharing Tool, Local Authority inter-agency referral process and Dudley Threshold Framework Guidance.

## **Policy Aims**

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

### **The main elements of the policy are:**

- Ensuring we practice safe recruitment and induction of adults in school through checking the suitability of staff and volunteers to work with children.
- Ensuring that all staff and volunteers who work in school and may come into contact with children are aware of our procedures and are confident in reporting concerns around children's well-being or the conduct of a colleague.
- Ensuring School complies with all relevant legislation and other guidance or advice from the Dudley Safeguarding People Partnership, OFSTED and national policies.
- Equipping children with the skills needed to keep them safe.
- Raising awareness of child protection issues and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting vulnerable children who may in danger of abuse or have been the subject of abuse in accordance with their Child in Need or Child Protection plans.
- Establishing a safe environment in which children can learn and develop.
- Ensuring there are links with other safeguarding policies and procedures for example; anti-bullying, behaviour policy, attendance, physical intervention, medical conditions, first aid, intimate care, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism. For further information on some of these procedures, refer to the DSPPB website.

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

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

## **Definitions**

The terms "children" and "child" refer to anyone under the age of 18. For the purposes of this policy, "safeguarding and protecting the welfare of children" is defined as:

- protecting children from maltreatment; within and outside of the home and online.
  - 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.
- For the purposes of this policy, the term "harmful sexual behaviour" includes, but is not limited to, the following actions:
- Using sexually explicit words and phrases Inappropriate touching
  - Sexual violence or threats
  - Full penetrative sex with other children or adults

In accordance with the DfE's guidance, Keeping Children Safe in Education 2024 and for the purposes of

this policy, the term “sexual harassment” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

For the purpose of this policy, the term “sexual violence” encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

For the purposes of this policy, “up skirting” refers to the act of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of up skirting.

The term “teaching role” is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Head Teacher to provide such direction and supervision

### **Victims and alleged perpetrator(s)**

For the purposes of this policy, we, in places, use the term ‘victim’. It is a widely recognised and understood term. It is important that we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, we will be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

For this policy, we, in places, use the term ‘alleged perpetrator(s)’ and where appropriate ‘perpetrator(s)’. These are widely used and recognised; however, we will think very carefully about terminology, especially when speaking in front of children, not least because in some cases abusive behaviour will have been harmful to the perpetrator as well.

## **Legal Framework**

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

[Children Act 1989](#) [Children Act 2004](#)

[Safeguarding Vulnerable Groups Act 2006](#)

[The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012 \(as amended\)](#)

[Sexual Offences Act 2003](#)

[Data Protection Act 2018](#)

[The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#)

[Voyeurism \(Offences\) Act 2019](#)

## **Statutory guidance**

[HM Government \(2013\) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'](#)

[DfE \(2018\) 'Working Together to Safeguard Children'](#)

[DfE \(2015\) 'The Prevent Duty'](#)

[DfE \(2018\) 'Disqualification under the Childcare Act 2006'](#)

[DfE \(2017\) 'Statutory Framework for EYFS'](#)

## **Non-statutory guidance**

[DfE \(2015\) 'What to do if you're worried a child is being abused'](#)

[DfE \(2018\) 'Information Sharing'](#)

[DfE \(2017\) 'Child Sexual Exploitation' NPCC –](#)

[When to Call the Police](#)

[Extremism and Radicalisation Policy](#)

## **Roles and Responsibilities**

***It is the responsibility of all staff to keep our children safe. Further guidance is available through core documentation distributed to all staff annually (namely Keeping Children Safe in Education Part 1 (September 2024) and underpinned by Working Together to Safeguard Children (July 2023) and Guidance for Safer Working practice (for those working with children in education) May 2019 which forms our Local Authority's 'Code of Conduct' and our staff handbook.***

Within this the Pastoral team meet regularly to discuss concerns around our children's well-being. The Team is made up of DSL's, SENCo, and Attendance and Family Link worker. Staff will raise concerns via CPOMS or their support team.

### **The Head Teacher has a duty to:**

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping Children Safe in Education' (KCSiE 2024) guidance, Staff Code of Conduct, Behaviour Policy, Children Missing from Education Policy, online safety training, and the identity of the DSL and any deputies.

### **The role of the Designated Safeguarding Leads**

The DSLs are responsible for policy, practice and training of staff. The Headteacher should deal with all allegations of inappropriate conduct by staff or other adults in school (bar concerns around the conduct of the head teacher – see Whistle Blowing section of this policy). Their roles and responsibilities include:

- Contacting MASH via Front Door and making referrals, and supporting staff who make referrals
- Referring cases to CHANNEL where radicalisation is a concern
- Referring cases where a person is dismissed, or has left due to risk of harm to a child to the Disclosure and Barring Services
- Referring case cases where a crime is committed to the police
- Liaising and acting as a source of support, advice and expertise for staff and other stakeholders
- Undergoing training required to carry out role effectively including DSL training at least every 2 years
- Leading in the training of staff in the relation to required guidance and current safeguarding themes
- Undertaking PREVENT awareness training
- Understanding the assessment process and thresholds for providing early help and statutory intervention, including local criteria for action and local authority children's social care arrangements
- Raising safeguarding awareness within the setting and wider community
- Ensuring that the school's policy for Safeguarding and Child Protection is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly (with new legislation, procedures and guidance)

### **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 TEAMS
- Our school will arrange adequate and appropriate arrangements for any out of hours/out of term activities and this is advertised on our website.

### **Providing support to staff**

The DSL/DDSL will have expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.

### **Understanding the views of children**

The DSL/DDSL will:

- encourage a culture of listening to children and taking account of their wishes and feelings
- 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 DSL/DDSL will be equipped to:

- understand the importance of information sharing, both within the school and with other schools and colleges on transfer including in-year and between primary, secondary and post 16 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)
- be able to keep detailed, accurate, secure written records of concerns and referrals

The DSL will complete a full safeguarding report for governors at least annually.

### **The role of the Business Manager**

The Business Manager (Tracey Parsons) maintains the Single Central Record for safeguarding. They also ensure that all posts advertised follow a coherent and stringent safeguarding process, and ensure relevant checks are made for new staff, Governors, work experience students and volunteers

### **The role of the admin staff**

They ensure that all visitors to school are given appropriate documentation such as evacuation procedures and induction guidance before entry to the main building is allowed. Following the lead from the Business Manager and/or Head Teacher, they ensure that all visitors are appropriately cleared to work in school or adequate levels of supervision are in place for those who do not hold DBS clearance. They also ensure that visitors who are not employees are aware of the mobile phone policy and relevant procedures in school.

### **The role of the Governing Body**

**Brierley's linked Safeguarding governor is Beverley Manning.**

**Brierley's Chair of Governors is Tim Sunter.**

Keeping Children Safe in Education September 2024 placed statutory requirements on all governing bodies to safeguard children and receive the appropriate training. This is continued in Keeping Children Safe in education. Governing bodies must make sure that their school has policies and procedures in place and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter-agency procedures in order for appropriate action is taken in a timely manner so to safeguard and promote children's welfare. This should include: the school having an effective policy that refers to Local authority agreed inter-agency procedures (published on the school website) and clear Safer Working Practices (staff code of conduct both Dudley and Brierley). Brierley governors receive annual update training (KCSIE) and contextual throughout the academic year.

It is the responsibility of governing bodies to ensure that they comply with their duties under legislation. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times. A designated governor for safeguarding (Beverley Manning) visits school termly to monitor safeguarding arrangements and also contribute to the school's termly safeguarding report to governors. The governing body undertakes the role of managing any allegations against the Head Teacher.

## **Roles and Responsibilities - All staff**

All staff are given part one of Keeping children safe in education together and 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 support with Early Help work for a pupil
- 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
- All staff members will receive appropriate safeguarding/child protection updates regularly, but at least annually
- All staff will be made aware of procedures for online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.
- 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 what to do if a child discloses that they are 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
- 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
- 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.
- 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 KCSIE 2024.
- Staff will 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.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.
- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues

### **Our staff will:**

- Keep an open mind.
- Reassure.
- Listen carefully.

- Work at the child's pace.
- Where appropriate, ask only open questions in a non-leading way.
- Record accurately and quickly using child's words/action
- Pass all the information on to the DSL, or the deputy DSL immediately (within 1 hour)
- At all times, keep children and young people safe
- Treat everyone with respect
- Follow the school's procedures for reporting safeguarding and welfare concerns

### **Supply staff, volunteers, and students**

The designated safeguarding lead will explain the responsibility of reporting any concerns about children's safety and welfare. 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 work experience 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
- Immediately share any concerns about a child's welfare with the designated safeguarding lead or deputy

### **Parental Responsibilities**

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**

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.

### **Curriculum and ethos**

Teaching our children child protection and wider child safety issues will be addressed through the curriculum as appropriate. The presence and work of the School's pastoral team ensures that concerns are identified quickly with appropriate actions put into place. Child line posters are prominently displayed around school. Themed assemblies, circle time and our PSHE curriculum (Jigsaw) all promote keeping safe e.g. Loudmouth Theatre Group, NSPCC. The promotion of British values and core character traits encourage our children to be safe, respectful and resilient. All visits off site are subject to Evolve risk assessments, which are evaluated and approved by the Head Teacher. We often have visitors into school to enrich the curriculum. All such visitors are subject to rigorous safeguarding checks and supervision as appropriate, if the visitors are frequent they will be added to the SCR.

This is supported throughout the school with our Student Cabinet Leadership team.

### **Inter-Agency Working**

The school contributes to inter-agency working as part of its statutory duty. Brierley is aware of the system of three safeguarding partners.

The school will work with Dudley Local Authority (LA), the police, and health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support. Where a need for early help is identified, the school will allow access for Dudley Children's Services as the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

Brierley recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL. The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE) and will work with the exploitation hub (DEX).

### **Information sharing:**

Our governing body will 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 and leaders 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 UK 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 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 UK GDPR.
- Where children leave our school the designated safeguarding lead will ensure their child protection file is transferred to the new school with the timeframe set out in Keeping Children Safe In Education, 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 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 safeguarding information with the new school or college in advance of a child leaving. This will be recorded on CPOMS.

### **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

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

The school will endeavour to ensure that parents understand 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 parent or carer prior knowledge. 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/carers decision.

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

### **Online Safety:**

Brierley understand that our school increasingly work online and that it is essential that children are safeguarded from potentially harmful and inappropriate online material. We will ensure our school:

- Meets the DfE filtering and monitoring standards and Cyber standards
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet our safeguarding needs

The governing body will review the standards and if necessary, discuss with the DSL, IT staff and service providers what more needs to be done to support the school in meeting standards.

- 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.

### **Filtering Systems:**

Brierley understands the importance of keeping our children safe online. We have filtering systems in school that are monitored by the designated safeguarding lead, the deputy designated safeguarding lead and the IT technician. Brierley uses the Smoothwall filtering systems and tracks this daily. We also have a weekly report based on incidents that have occurred, this is reported to governors.

## **The Voice of the Child**

Children and parents understand that there are known staff who are readily available to deal with their concerns. School facilitates worry boxes that children can enter their concerns into. A member of staff is available for parents and children, as well as being on playground duty at lunchtimes. This as well as a presence of a senior leader supporting pupils out of curriculum hours. The child's wishes, and feelings are considered 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.

## **Site Security**

The school has protocols in place for securing the safety of children whilst in school. Brierley has specific guidance on fire and other evacuations, lost child protocols and lockdown procedures. Paper copies are available on request. All staff and visitors sign in and out of the building, and unless directly supervised by staff visitors are subject to appropriate safeguarding checks and guidance.

## **Training and Development**

It is vital that training serves three core purposes, namely:

- It provides new and existing staff, governors and volunteers with clear guidance on how to identify and deal with concerns.
- It ensures that the school is applying the most up to date and relevant guidance to these groups.
- It provides the children themselves with pathways to raise their own concerns.  
With this in mind, the training takes place at Brierley and lead by qualified/relevant staff
- That all staff members undergo safeguarding and child protection including online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring. The training will be regularly updated. Our induction and training will be in line with advice from the 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.
- Our Governing body recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns daily. 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
- Whilst considering 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.

Training at Brierley is provided for ALL staff, including supply, long term contractors and volunteers/students.

## **Procedures**

Such is the breadth of legislation and guidance, potential complexity of child protection and safeguarding identification and practice, school has combined its Safeguarding and Child Protection policies so as to give a single point of information to adults working with children.

We define Safeguarding as the umbrella that covers every aspect of keeping children safe. It includes, amongst others; safer recruitment, working practices, keeping children safe in education, e-safety, whistle blowing, preventing radicalisation and child protection.

Within this Child Protection is the early recognition that something is not right with a child and the investigation of that concern.

Paper copies of the concerns form are available where requested. These concerns should be shared at the earliest possible opportunity with Russell Bond (Head Teacher and DSL) or Lana Duffin as Deputy Safeguarding Lead (DDSL). In the rare event that neither of these are available, the form contains the contact details of Children's Service's Multi Agency Safeguarding Hub (MASH). Such information should be shared immediately. Please note that if a child has made a disclosure their exact words need to be recorded onto the concerns form, they should not be probed for further information, and they **SHOULD NOT** sign the concerns form.

Consequently, to keep our children safe, Brierley Primary School will ensure that all staff follow the procedures set out by the Dudley Safeguarding People Partnership Board (DSPPB) and take account of guidance issued by the Department of Education (DfE) to:

- Ensure we have at least one Designated Safeguarding Lead (DSL) for child protection who has received appropriate training and support for this role. The Designated Safeguarding Leads for the school are Russell Bond (Head Teacher) and Lana Duffin(DDSL). All other DSLs undertake DSL training at least every two years.
- Ensure we have a nominated governor responsible for child protection. The designated Governor for Child Protection for the school is Beverley Manning.
- Ensure every member of staff (including temporary & supply staff), volunteers, students and governing body knows the names of the Designated Safeguarding Leads responsible for child protection and their role.
- Ensure members of staff and other adults in school are provided with child protection awareness at induction so that they know who to discuss a concern with.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding leads responsible for child protection.
- Ensure teaching and teaching assistant staff have Child Protection training annually and a cycle of training ensures that new staff receive this professional development. All new staff appointed to school undergo this training.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus. Parents should be made aware of the policies and procedures.
- Ensure that parents are aware that this policy is available on request, and make the policy available on the school website.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings.
- Develop links with other agencies that support the child such as Child and Adolescent Mental Health Service, Education Support Services and Education Psychology Service.
- Keep monitoring records of concerns about children, even where there is no need to refer the matter immediately securely on CPOMS
- Ensure that all adults in school are aware of what to do if there are concerns around a child.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time and procedures in place for reporting should concerns arise.
- We only signpost to other providers once they have provided us with a clear DBS check e.g. local clubs, youth groups, child-minders etc...
- Ensure that members of the Pastoral Care Team or DSLs attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensure that any pupil currently with a child in need or child protection plan who is absent without

explanation for two days is referred to their key worker's Social Services team (via front door MASH or directly if known).

- Provide a termly report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSLs, and by all staff and governors; the number and type of incidents/cases; and number of children with Child Protection or Child in Need plans.

## **Dealing with incidents in school**

### **Identifying need**

Appendices 4 and 5 of this policy share the types of abuse (physical, emotional, sexual and neglect), potential indicators of such abuse and the thresholds for intervention.

Serious case reviews have found five common predisposing factors in the homes of severely abused children, namely:

1. Mental health difficulties.
2. Substance misuse by the parent/carers.
3. Domestic abuse is present within the home.
4. Parents/carers have learning disabilities.
5. Neglect is present.

The parent/carer of neglected or abused children often:

- Shows little concern for the child.
- Denies the existence of — or blames the child for — the child's problems in school or at home.
- Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves.
- Sees the child as entirely bad, worthless, or burdensome.
- Demands a level of physical or academic performance the child cannot achieve.
- Looks primarily to the child for care, attention, and satisfaction of emotional needs. Within children the following signs may signal the presence of child abuse or neglect:
  - Shows sudden changes in behaviour or school performance.
  - Has not received help for physical or medical problems brought to the parents' attention.
  - Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes.
  - Is always watchful, as though preparing for something bad to happen
  - Lacks adult supervision.
  - Is overly compliant, passive, or withdrawn
  - Comes to school or other activities early, stays late, and does not want to go home.

Another indicator of potential abuse is a dysfunctional relationship between parent and child. This is often portrayed as they:

- Rarely touch or look at each other.
- Consider their relationship entirely negative.
- State that they do not like each other.

Should these factors be present with children you work with it is your responsibility to report this to a DSL or member of the pastoral team for further investigation.

## **Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors**

It is important that all staff understand the process and procedures to follow if they have a safeguarding concern

about another staff member.

Our school has adopted the LA Managing Allegations Policy.

Our policy complies with the guidance set out in part four of Keeping Children Safe in Education 2023.

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 or supply staff the headteacher must be informed immediately or as soon as possible within 1 working day and he or she must contact the LADO (Yvonne Nelson-Brown) 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.

If an allegation is made against the Head teacher the member of staff who has the concern must contact the chair of governors, chair of the management committee or proprietor of an independent school who must then contact the LADO (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.

We may receive an allegation relating to an incident that happened when an individual or organisation were using our school premises for the purposes of running activities for children. As with any safeguarding allegation, we will follow our safeguarding policies and procedures, including informing the LADO.

#### Low level – concerns

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers, or contractors) that does not meet the harm threshold, then this should be shared in accordance with the low-level concerns policy.

At Brierley, we create a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral.

Low-level concerns may arise in several ways and from several sources. For example: suspicion; complaint; or disclosure made by a child, parent, or other adult within or outside of the organisation; or because of vetting checks undertaken. It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately.

**Examples of such behaviour could include, but are not limited to:**

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating pupils

All low-level concerns will be recorded in writing. The record should include details of the concern, the context in which the concern arose, and the action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. Records will be retained by the Head teacher and will be reviewed regularly so that potential patterns of concerning behaviour can be identified.

Should the level of concern reach the harms threshold the case will be referred to the LADO. Records will be retained until the individual ceases to be employed by this school.

For references we should only provide substantiated safeguarding allegations in references. Low level concerns will not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference.

### **Whistleblowing**

All staff, volunteers, and parents at Brierley 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 Head teacher and Chair of Governors. Our school has adopted the local authority Whistleblowing Policy and appropriate whistleblowing procedures, which are suitably reflected in staff training and staff conduct/behaviour policies, are in place for such concerns to be raised with our Head teacher and Governing Body.

Where a staff member feels unable to raise an issue with our Head teacher or Governing Body 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](mailto:help@nspcc.org.uk)

### **Information Sharing, Confidentiality and Record Keeping**

We recognise that all matters relating to safeguarding hold issues around confidentiality. However, in terms of child protection and safeguarding data protection law is superseded by the need to keep children safe. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only.

Any concerns raised should be logged on CPOMS or a concern form and shared immediately with a DSL (or member of pastoral team as delegated). Forms are available electronically on TEAMS or as paper copies in front office, staff room, DSL's office. Support in completion of concern forms can be discussed with a DSL or member of the pastoral team.

If a child who is subject to a Child Protection Plan or is being monitored as a Child in Need leaves, their information should be transferred to the new school immediately using Standard Operating Procedures. KCSIE states a 5 day timeframe and a transfer form or electronic form via CPOMS is used to track dates.

Where staff are aware of concerns regarding children or families based on indicators for potential abuse these must reported to the DSLs/pastoral care team who will decide on what support is appropriate to need using Dudley's Help Strategy <http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families/> to identify next steps. Parents, carers or any other concerned adult can share their concerns via our learning mentor who is based at the front entrance each morning and afternoon (or via any member of staff).

Families can contact Brierley Hill Family Centre direct: Brierley Hill Family Centre, 18 Parkes Street, Brierley Hill, DY5 3DY (01384) 813322 if they want to self-refer for support.

Advice on information sharing should be sought from the Russell Bond (Head Teacher), Lana Duffin or an available DSL. In the rare absence of pastoral care team members or DSLs any member of staff may contact Social Services via the contact details for the front door (telephone 0300 555 0050).

### **Physical Intervention**

- Our policy on physical intervention by staff is set out separately in our positive handling policy, and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded in the 'Bound and Number Book' held by Mr Bond (Head Teacher).
- Staff who are likely to need to use physical intervention will be appropriately trained. CPI training is accessible through the Business Manager/SENCo. Staff who are trained are Lana Duffin and Elizabeth Senior.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- We recognise that touch is appropriate in the context of working with children, and all staff will have been advised of "Safe Practice" guidance to ensure they are clear about their professional boundary.
- Procedures will be followed and parents/carers informed and de-brief will take place.

### **Safer Recruitment, Employment & Induction Practices**

Either the Head Teacher (Russell Bond), Chair of Governors or both must be involved in advertising, shortlisting, interviewing and appointing for posts in school. The school will be following KCSIE advice and searching potential staff's online profiles as advised by Dudley LA.

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.

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

References should be sought prior to interview and at interview those applying for posts informed that if concerns arise around safeguarding from either references or the DBS check the offer of a post in school will be withdrawn. Interview questions for any post in school must reflect the importance of safeguarding our children's well-being.

Following appointment, all staff new to school must meet with one of the Designated Safeguarding Leads to receive and sign for relevant copies of: Child Protection Policy, Staff Code of Conduct, Behaviour Policy, KCSIE (part one) Sept 2024 and a copy of Safer Working Practices guidelines Oct 15 (Code of Practice). If their DBS is not transferable they cannot take up the post until this has been received and checked. The time of their last safeguarding training will be checked and if training is required the Business Manager will ensure this is undertaken at the earliest opportunity.

All supply teachers who are new to school, students on teaching practice, work experience students from secondary schools (for whom references must be sought from their school), volunteers and helpers in school will be given a copy of policy that relates to their role in school. It is the responsibility of the office team to ensure that this is given to them alongside a copy of our emergency evacuation procedures prior to entry into school. They should be given time to read this or be led through this before they enter the main body of the building.

The Single Central record must be in place and include all the areas covered in the Keeping Children Safe in Education 2024 guidance. It is maintained by the School's Business Manager (Tracey Parsons) and should be applied to all adults who come into school and may have access to children. Detail of the scope of this should be discussed with the Business Manager who liaises with the front desk office team to ensure compliance.

In addition to this, Brierley Hill Primary School will have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Brierley Primary School will adhere to the Guidance for Safer Working Practice for Adults who work with Children and Young People. This covers a wide range of issues around staff conduct e.g. Use of mobile phones etc... and is our school's Code of Conduct for staff.

### **References**

References will be obtained for all staff, including supply staff directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment. References will only be accepted from a senior person and not from a colleague.

References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily. References will be

obtained prior to interviews taking place and discussed during interviews.

Open testimonials will not be considered, neither will CV's alone.

Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post. Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

### **Volunteers**

No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.

An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.

A supervised volunteer who regularly teaches or looks after children is not in regulated activity. The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care. Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked. A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

### **Contractors**

The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made. Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

### **Data Retention**

DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

### **Referral to the DBS**

Brierley Hill will refer to the barring service (DBS) anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

### **Ongoing Suitability**

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

### **Whistle Blowing – Dealing with Allegations Against Staff**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Any suspicion that a child has been abused or may be in danger of abuse by either a member of staff or a volunteer must be reported to the Designated Safeguarding Leads who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk. In such

circumstances school will follow the guidance as set out in 'Managing Allegations Against People who work with Children' & 'Working Together to Safeguard Children'. Supporting guidance can be found by contacting the Local Area Designated Officer (LADO – see contact details in Appendix 3). Russell Bond or Deputy Headteacher (under direction of the Headteacher) will report the allegation to the LADO, who may involve the Police.

All allegations against people who work with children will also be passed onto the LADO Yvonne Nelson-Brown. The parents or careers of the child will be contacted as soon as possible following advice from the LADO.

If Russell Bond, as Designated Safeguarding Lead and Head Teacher is the subject of the suspicion/allegation, the concern must be shared with Chair of Governors. The LADO will also need to be informed. If the Chair is unavailable, Beverley Manning, as designated governor for safeguarding, may make this contact.

Any decision to suspend staff will be made in consultation between the Head Teacher, Chair of Governors and the LADO. In the event of an allegation against the Head Teacher any decision to suspend the head should be made by the Chair of Governors following advice from the LADO. If staff have concerns about a fellow colleague and are unsure of what to do, they should refer to the Whistle Blowing Procedures that are displayed on the staff room notice board and stored on Teams.

### **What we safeguard against:**

#### **Abuse and Neglect**

All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another. All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age  
Lack of concentration and acting withdrawn  
Knowledge ahead of their age, e.g. sexual knowledge. Use of explicit language  
Fear of abandonment  
Depression and low self-esteem

All members of staff will be aware of the indicators of peer-on-peer and child on child abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the school's Anti-Bullying Policy.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger. Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

#### **Types of Abuse and Neglect**

**Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more

rarely, by others,  
e.g. via the internet.

**Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

**Sexual abuse:** A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

**Neglect:** A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

### **Bullying**

Our policy on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes cyber, racist, homophobic and gender related bullying. Guidance on how to deal with this is held in the School's Anti-Bullying Policy.

### **Keeping our children safe online**

We participate in yearly e-safety weeks, hold theatre workshops for KS2 children on online safety and have 'Digital Ambassadors' who lead assemblies for KS1 and KS2 children. In school we have tracking system (e-safe) that monitors the use of hardware and any web based searches. Staff and children complete 'acceptable use agreements' at the start of each academic year (or the first time they log in if they join across the academic year). Our E-safety officer is Lauren Johnson. Brierley have weekly dashboard updates that are scrutinised by DSL's and the IT technician.

### **Health & Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children in the school environment and when away from the school e.g. when undertaking school trips and visits. Please note all offsite visits must have an approved risk assessment through the Evolve Risk Assessment web based site prior to going ahead.

It is the responsibility of all staff to ensure the safety of children, colleagues and guests in school. All incidents that require medical attention should be recorded and our designated medical lead informed.

### **Racist Incidents**

Our policy on racist incidents is set out in the Behaviour Policy and guidance on how to deal with this is situation appropriately and timely. The policy acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. The Early Help Strategy can look at support parents and families in the community.

### **Preventing Radicalisation (PREVENT and CHANNEL)**

With a large percentage of the school population coming from ethnic minorities, approximately 30% of our children coming from a Muslim background and an English Defence League presence in our local community it is vital that we challenge all forms of discrimination and prejudice with our families.

We ensure that the Head teacher, all members of the school's Pastoral Care Team and teaching staff have undertaken local authority 'Prevent' training to assess potential threats of radicalisation and extremism within school and the wider school community. For adults new to school online guidance on preventing radicalisation can be found at:

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

Channel is a multi-agency group that meets locally to discuss and share concerns about radicalisation. Any use of discriminatory or hostile language based on colour, religion or immigration must be reported immediately to the DSLs. Prevent referrals are conducted through liaison with Dudley's Community Safety Partnership (Safe and Sound) via <https://www.dudleysafeandsound.org/prevent>

### **Honor Based Violence & Forced Marriage**

Due to the large percentage of ethnic minorities in our school community we have to be mindful of the threat of honor based violence and forced marriage. It is vital that any concerns that staff have are reported to a DSL or member of the PCT. The logged concern form will be considered in line with policy and where a threshold is met outside agencies will be contacted, initially this would be the MASH as they may hold further information. This threshold will be decided on our knowledge of the family and contextual safeguarding. We will always err on the side of contacting agencies if we are unsure of the level of threat.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered 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 a marriage. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used.

School staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

### **Female Genital Mutilation (FGM)**

As such a large proportion of our school population are of Muslim origin it is important the staff are mindful of the threat of female genital mutilation (FGM). This is particularly likely to happen to primary age children on extended 'holidays' to Pakistan. Training is provided to staff as part of our safeguarding training cycle and is accessible online

via the NSPCC. If you are worried a child is at risk of, or has had, FGM the NSPCC run a free and anonymous helpline 24/7 on 0800 028 3550. As always such concerns should always be raised with the pastoral team. Where FGM may have been performed to any person under the age of 18 there is a mandatory duty for this to be reported to the police. FGM comprises of any procedure involving partial or total removal of the external female genitalia or injury to female genital organs. This is illegal in the UK and as such is a form of abuse.

Any concerns that FGM may be going to take place should be reported to a DSL for support and referred to the police by the **staff member**.

### **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 (ranging from a few weeks to years) for the

breasts to disappear or delay the development of the breasts entirely. 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.

There are no specific laws in the UK regarding breast flattening. If a member of staff is concerned about this practice being committed on a child in our setting, they will immediately inform the DSL/DDSL who will contact Dudley Children's Services for further support.

### **Child Sexual Exploitation (CSE)**

Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some children are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to children in gangs. The NSPCC offers trained helpline counsellors for 24/7 help on 0808 800 5000. Any concerns that a child is being sexually exploited should be shared with the pastoral team. A referral directly to the Dudley Exploitation Team (DEX) team rather than Front Door will be completed.

### **Harmful Sexual Behaviour (HSB) – Sexual Violence and Harassment**

Brierley have separate procedures for dealing with HSB and a flowchart is used to determine the outcome of the disclosure. There are 4 possible outcome, a copy of the flow chart is attached. KCSIE part 5 highlights behaviour in relation to inappropriate touching or looking, use of sexualised language are discussed with a DSL and logged on CPOMS. The Brook CSE tool is used to guide whether these incidents fit developmentally with the age of the child or raise concerns in regard to being harmful (rated Red, Amber or Green). Procedures for reporting concerns to parents or to Children's services are followed and monitored via CPOMS. Lana Duffin has completed online training for the use of The Brook Tool.

### **Serious violence**

All staff are 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.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery

Staff are aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

### **Child on Child Abuse**

The school has a zero tolerance approach to bullying, gender based violence, any threat of assault (hitting, kicking, shaking, biting, hair pulling or otherwise that causes physical harm), sexual violence and sexual harassment, initiation (hazing type violence/rituals), sexting or taking of unwanted photographs which includes up-skirting. Any concerns of this nature must be reported to a member of the pastoral care team and be investigated by a member of the SLT. Any child or parental concern is logged on CPOMS and followed up as appropriate, with support for both victim and perpetrator (so as not to reoffend). Working with the families to be able to support through external and internal support and looking at the barriers to change.

### **Children Absent and Missing in Education (CME)**

Children's attendance is monitored daily by the school attendance officer. Parental calls are logged in regards absence, with emergency contacts being called if no contact is made – where no contact is made a safe-and-well visit is undertaken by at least one DSL/Senior leader plus a member of the pastoral team. If no contact is made a letter is posted at the property requiring an adult to make contact with school (where no contact is made the relevant agencies are notified e.g. police or Children's services).

Our response to persistently absent pupils and children missing education will support identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Our school has an admission register and an attendance register. All pupils 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 in line with our attendance policy.

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. Our school will engage with the Education Welfare Officer when concerned about a pupil's attendance.

Absences of 10 days or more are referred to ESS (Education Support Service) in line with LA guidance. Referrals are also made where holidays exceed the 10 session limit. LA admission procedures are followed in regard to moving school whether at transition points or within the academic year (In year transfer) – no child is removed from the register/roll without notification and without files being transferred.

Parents/carers and Brierley should ensure the school has at least 2 emergency contacts for the pupil and update the school of any changes to these details.

### **Child Criminal Exploitation (CCE) & County Lines (dealing with Gang Culture)**

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity where gangs groom and exploit children into illegally activities involving money/drugs. If any concerns are raised in regards to a child or family members in regards to criminal involvement of children these concerns are

discussed with a DSL and logged in school. Where thresholds are met these concerns are referred to MASH.

Where there are missing episodes evident a referral to the National Referral Mechanism should be considered i.e. human trafficking/modern slavery <http://nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism> Like other forms of abuse and exploitation county lines can affect any child even when activity appears consensual as often force/enticement/threats/violence are used.

### **Children Looked After, Privately Fostered children and SEND**

LAC, Privately Fostered and SEND children are often among the most vulnerable in school. Staff need to be particularly vigilant to potential indicators of abuse for these children. Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as barriers can exist when recognizing abuse and neglect in this group of children.

Samatha Bridgwood acts as designated lead for LAC and acts as SENCo. Virtual School is led by Emma Thomas (Virtual Head) and Brierley Hill will liaise regarding the LAC. Any child that is known to be at school, living with an adult that is not a direct blood relative for 28 days or more should be considered to be privately fostered. School will inform the local authority representative of such arrangements. This is done within 7 days if it is known not to be a blood relative.

### **Consensual and non-consensual sharing of images**

At Brierley Hill, we know and understand that sharing photos and videos online is part of daily life for many pupils, enabling them to share their experiences, connect with friends and record their lives.

The increase in the speed and ease of sharing imagery has brought concerns about pupils producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying, sexual harassment, 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 pupils are safeguarded, supported, and educated. **Producing and sharing sexual images of under-18s is also illegal.**

Our school will deal with all incidents 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 pupils involved. Our school may respond to incidents without involving the police in accordance with national guidelines.

Where children have additional medical needs or where medicine is needed to be given specific guidance regarding policy into practice is available via the office and pastoral team. Medicines are stored in a locked fridge with instructions held in the medical room. No medicine will be administered without completion of the correct forms by parent/carer.

### **Positive Mental Health**

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional well-being and resilience of all pupils and staff, as well as provide specific support for these with additional needs. We understand that there are risk factors, which increase someone's vulnerability, and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience. It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of

their child with school, so appropriate support and intervention is identified and implemented. Brierley are working with Reflections (CAMHS tier 1.5) to be able to deliver high quality CPD to staff, support pupils and parents and ensure that procedures are in place to highlight early intervention.

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.

Common warning signs of mental health issues include:

- sudden mood and behaviour changes
- self-harming
- unexplained physical changes, such as weight loss or gain
- sudden poor academic behaviour or performance
- sleeping problems
- changes in social habits, such as withdrawal or avoidance of friends and family

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, attendance, and progress at school.

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

**Senior Mental Health Lead is Lana Duffin and Samatha Bridgewood (Currently training)**  
**Mental Health First Aiders are: Lana Duffin and Tracey Parsons with Samantha Bridgewood.**

### **LGBGQ**

Some pupils may be vulnerable due to their sexual orientation or gender identity, either because they are subject to homophobic, bi-phobic or transphobic bullying or because of negative responses from parents/carer or others, which may result in increased risk of self-harm etc. Parents should share any concerns about their child with school, so appropriate support and intervention can be identified and implemented. Training and CPD for staff to highlight support networks and how specific support can be put in place within a primary setting for staff. Further information from currently consultations is required to develop this support across school whilst DfE await outcomes.

### **Homelessness**

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible. The referral must go to the homelessness prevention team.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
  - Rent arrears
  - Domestic abuse
  - Anti-social behaviour
  - Any mention of a family moving home because "they have to"
- Referrals to the Local Housing Authority do not replace referrals to DSPPB where a child is being

harmed or at risk of harm.

### **County Lines /Criminal Activity**

For the purpose of this policy, “County Lines criminal activity” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis. Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones  
Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups  
Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

### **Pupils with Family Members in custody/prison**

Pupils with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of ‘Are you a young person with a family member in prison’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

### **Pupils Required to Give Evidence in Court**

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support. Pupils will also be provided with the booklet ‘Going to Court’ from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

### **Contextual Safeguarding**

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should 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. Assessment of pupils’ behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

Many factors within the local community affect incidents and behaviour in school. Our DSLs, alongside all of our staff, are mindful of such environmental factors and their effect on the safety and welfare of

individuals when completing concern logs on CPOMS and making referrals to Front Door MASH.

### **Managing Disclosures**

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an

incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of Dudley Children's Services where necessary. If staff are in any doubt, they will speak to the DSL.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

All staff will be trained to handle disclosures. Effective safeguarding practice

includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and [UKCCIS sexting advice](#).
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

### **Confidentiality**

Brierley will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this

promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest

and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to
- Dudley Children's Services Front door or the Police.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be

explained to the victim. Appropriate specialist support will always be offered.

### **Anonymity**

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

### **Unsubstantiated, unfound, false and malicious reports**

All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false, or malicious, the designated safeguarding lead will consider whether the child and/or the person who has made the allegation needs help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

### **Risk Assessment**

The DSL or a deputy DSL/SENCo will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

The victim.

The alleged perpetrator.

Other children at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's Data Protection Policy. This will also be shared with those professionals that will need to be made aware.

### **Taking Action Following Disclosure**

The DSL or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved. Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern. Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated. Immediate consideration will be given as to how to support the victim, alleged perpetrator and any

other children involved.

For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

### **Managing Reports**

The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to Dudley Children's Services or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

1. Managing internally
2. Providing early help
3. Reporting to Children's Services
4. Reporting to the police

Whichever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

The following situations are statutorily clear and do not allow for contrary

decisions: A child under the age of 13 can never consent to sexual activity.

The age of consent is 16.

Sexual intercourse without consent is rape.

Rape, assault by penetration and sexual assault are defined in law.

Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

### **Managing Internally**

In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support. See appendix for flow chart of management of cases.

### **Reporting Concerns about a Pupil**

If a member of staff has any concern about a child's welfare, they will act immediately by recording the concern on **CPOMS** and speak to the DSL or a DDSL. For non-CPOMS users, the concern will need to be recorded on a safeguarding recording sheet found in the **main office or staffroom/safeguarding board**, and a discussion with a DSL **MUST** take place.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing. Where the DSL is not available to discuss the concern with, staff members will contact the DDSL with the matter.

If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible. The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.

Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely on **CPOMS**. If a pupil is in immediate danger, a referral will be made to MASH and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

### **Level 1 and 2 Early Help**

Early help means providing support as soon as a problem emerges, at any point in a child's life.

Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- Have SEND (whether or not they have a statutory EHC plan). Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home. Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care. Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited. Are privately fostered.
- Poor attendance At a point of crisis
- Poor housing conditions

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation. All staff will be made aware of the local early help process and understand their role in it. The DSL or appropriate professional will take the lead where early help is appropriate. Level 2 and Level 3 Early Help requires consent and engagement from parents/carers. A discussion will take place at Multi Agency Allocation Meeting (MAAM) as to what best suits the needs of the family, this can be single agency and joint agency.

### **Managing Referrals**

The reporting and referral process outlined by Dudley local authority will be followed accordingly.

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to MASH or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by . Where Children's services team decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm via a request for help and support and following the resolution and escalation procedures.

Where Children's services decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support. At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.

Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.

The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

#### **Support Available If a Child Has Been Harmed, Is in Immediate Danger or at Risk of Harm**

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to Children's services.

Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

#### **Support Available If Early Help, Section 17 And/or Section 47 Statutory Assessments Are Appropriate**

If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

#### **Support Available If a Crime May Have Been Committed**

Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to Dudley Children's Services. The DSL will be aware of the local process for referrals to both Dudley Children's Services and the police.

Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach. The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

#### **Support Available If Reports Include Online Behaviour**

Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if

the content continues to exist.

If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed.

### **Reporting to the Police**

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to Dudley Children’s services, following the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with Dudley Children’s Services and any appropriate specialist agencies.

The DSL and governing board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity. The DSL will be aware of local Dudley arrangements and specialist units that investigate child abuse.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

### **The End of the Criminal Process**

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator’s timetable.

The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

Where an alleged perpetrator is found not guilty or a case is classed as requiring “no further action”, the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

Ongoing support for the victim

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

The terminology the school uses to describe the victim

The age and developmental stage of the victim

The needs and wishes of the victim

Whether the victim wishes to continue in their normal routine

The victim will not be made to feel ashamed about making a report

What a proportionate response looks like

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim

wants it to, not because it makes it easier to manage the situation.

The school will provide a physical space for victims to withdraw to.

Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

If the victim is unable to remain in the school, alternative provision or a move to another school will be considered –

this will only be considered at the request of the victim and following discussion with their parents.

If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

Ongoing support for the alleged perpetrator

When considering the support required for an alleged perpetrator, the school will take into account:

The terminology they use to describe the alleged perpetrator or perpetrator.

The balance of safeguarding the victim and providing the alleged perpetrator with education and support.

The reasons why the alleged perpetrator may have abused the victim – and the support necessary. Their age and developmental stage.

What a proportionate response looks like.

Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

When making a decision, advice will be taken from Dudley Children's services, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the alleged perpetrator

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and Dudley Children's Services will be consulted where necessary.

The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time. The school will be clear whether action taken is disciplinary, supportive or both.

Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

### **Working with Parents/Carers**

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

### **Safeguarding Other Children**

Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

### **Communication and confidentiality**

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff

and others, in particular the alleged perpetrator and their parents.

Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

- During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.
- Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the
- victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.
- Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral
- explained to the victim and specialist support offered.
- Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm.
- Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with
- the aim of understanding their wishes in terms of support arrangements and the progression of the report.
- Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child,
- such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

### **Online Safety**

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity

The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's Data and E-Security Breach Prevention and

Management Plan. The use of mobile phones by staff and pupils is closely monitored by the school.

The school will ensure that the use of filtering and monitoring systems does not cause “over blocking” which lead to unreasonable restrictions as to what pupils may be taught regarding online teaching.

### **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)

Children with 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.

Our school will meet the required DFE Cyber security standards for schools.

### **Mobile Phone and Camera Safety**

Staff members will not use personal mobile phones or cameras when pupils are present. Staff may use mobile phones on school premises, when no pupils are present in a safe environment. Staff may use mobile phones in the staffroom during breaks and non-contact time however, mobile phones will be safely stored and in silent mode whilst pupils are present. This includes visitors, contractors and supply staff.

Staff will use their professional judgement in emergency situations.

### **Operation Encompass**

Operation Encompass operates in all 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.

Our school is part of Operation Encompass and pupils are supported appropriately.

Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present. Mobile devices will not be used to take images or videos of pupils or staff in any circumstances. The sending of inappropriate messages or images from mobile devices is strictly prohibited. Staff who do not adhere to this policy will face disciplinary action.

ICT technicians and the E-Safety Lead will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission from an ICT technician or the E-Safety Lead. The school will adhere to the terms of the E-Safety Policy at all times. Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school’s Data Protection Policy.

The DPO (provided by YourIG- Dudley) will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security

concerns, the Head Teacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil. The school will adhere to Dudley guidance at all times.

Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

### **Up skirting**

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.

A "specified purpose" is namely:

- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
- To humiliate, distress or alarm the victim.

"Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera.

### **Up skirting will not be tolerated by the school.**

Any incidents of up skirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

### **Sports Clubs and Extracurricular Activities**

Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to Dudley Children's services (MASH) or the police, if necessary. All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

### **Safer Recruitment**

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated

activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

Are responsible on a daily basis for the care or supervision of children. Regularly work in the school at times when children are on the premises. Regularly come into contact with children under 18 years of age.

The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

Under Keeping Children Safe in Education 2024, any applicants for a role at Brierley Primary School may now be subject to a search of their online profile.

### **Pre-Employment Checks**

The governing board will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that and EEA professional regulating authority has imposed.

Checking professional experience, QTS and qualifications as appropriate using Teacher Services.

An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

### **Internal Candidates**

References from internal candidates will always be scrutinised before appointment.

### **ITT Candidates**

Where applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out. Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

### **Governors**

An enhanced DBS check will be carried out for each member of the governing board. Where a governor also engages in regulated activity, a barred list check will also be requested. The school will also contact the TRA using Teacher Services to check if a proposed governor is barred as a result of being subject to a section 128 direction. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check. Governors must take part in safeguarding training annually as stated by KSCIE 24.

### **Those Who Have Lived or Worked Outside of the UK**

For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

### **Barred List Check**

An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check.

### **Training**

Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on a termly basis or whenever there is a change in legislation.

#### **The induction training will cover:**

- The Child Protection and Safeguarding Policy The Behavioural Policy
- The Staff Code of Conduct

- The safeguarding response to children who go missing from education The identity of the DSL and any deputies
- The role of the DSL and DDSLs  
All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment. Contextual safeguarding.
- How to keep previously LAC safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism. Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school. The DSL and DDSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

The DSL and DDSL will also undergo biennial Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff. The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online

Online training will also be conducted for all staff members as part of the overall safeguarding approach.

## **Contacts and Advice**

### **Expert organisations**

Bernard's  
Lucy Faithfull Foundation  
NSPCC

Rape Crisis  
[Contextual Safeguarding](#)  
Support for victims

Anti-Bullying Alliance MoJ  
Victim Support Rape Crisis  
The Survivor's Trust  
Victim Support  
Toolkit

Brook NSPCC  
Further information on confidentiality and information sharing

Gillick Competency Fraser Guidelines  
Government Information Sharing Advice  
Information Commissioner's Office: Education  
NSPCC: Things to Know and Consider  
Further information on sexting

UK Council for Child Internet Safety: Sexting Advice  
London Grid for Learning – Collection of Advice

Support for parents

Parentzone

Parentsafe – London Grid for Learning

CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact

CEOP Thinkuknow – Supporting Positive Sexual Behaviour

## Key definitions

For the purpose of this policy, the following definitions will be utilised:

Education hub: a cluster of schools and colleges collaborating and sharing resources, staff and pupils in a local area. Children of keyworkers: children of parents who work in the following industries:

Health and social care, e.g. doctors and

nurses Education and childcare, e.g.

teachers and DSLs

Local and national government, e.g. administrative occupations

Food and essential goods retail, e.g. supermarket workers and grocers

Public safety and national security, e.g. police and ministry of defence

workers Transport, e.g. freight transport workers and train drivers

Utilities, communication and financial services, e.g. bankers, oil workers, and telecommunications (999 and 111 critical services)

Vulnerable children: those who have a social worker and those with EHC plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the LA. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Volunteer staff: staff who are working in a school that is not their usual place of work. The role of the DSL and their deputies

In light of the current crisis, the school has additional measures in place to ensure the safety and wellbeing of its pupils – this approach is led by the DSL.

During partial school closure, the DSL and their deputies are responsible for:

Ensuring they or their deputies are available at all times, either in school or via telephone or online communication. Sharing their time and resources with other schools, where necessary.

Being responsible for amending Appendix D (this section) in line with the continual changes to education policy released by the DfE and communicating all changes to staff and volunteers.

Identifying vulnerable children and communicating additional safeguarding provisions to pupils and their families.

Ensuring the school's pupils that are attending another school (as part of the hub approach) have the required support and communicating the pupil's additional needs with the other school's DSL.

Working with the VSH and wider LA to protect vulnerable children.

Ensuring staff are aware of reporting channels for safeguarding concerns. Sharing their contact information with the school community.

Ensuring there is a consistent approach to safeguarding children throughout the coronavirus pandemic.

Providing pupils with clear communication channels so they can report any concerns they have, including reports of peer-on-peer abuse.

Ensuring any pupil who is not formally considered as vulnerable, but who may still be vulnerable, has access to school where required.

Identifying a suitable member of the SLT to assume the role of temporary DSL should both themselves and their deputies become unable to work.

Providing all volunteers and volunteer staff with copies of this policy.

Adhering to safer recruitment procedures and carrying out risk assessments on volunteers where required.

Seeking assurances from employers of volunteer staff, to ensure they have up-to-date safeguarding training and are safe to work with children.

The DSL will report back to the governing board on all relevant safeguarding concerns experienced during partial school closure.

The DSL will work with the local safeguarding partners to ensure pupils remain safe during partial school closure.

### Attendance

The school will report to the DfE the number of pupils in school and whether they remain partially closed using the advised procedure. This form will be submitted by 12:00pm each weekday and will continue until guidance changes.

The school will report to the Local Authority the number of pupils in school and whether they remain partially closed using the advised procedure. This form will be submitted by 10:30am each weekday.

The school will record and investigate any absences where it expected a child to attend school and did not or where parents have arranged care for their child who subsequently did not attend.

Measures are in place to ensure pupils attending a different school are in a safe environment. For LAC, any change will be organised and monitored by the VSH.

The DSL makes a pupil's temporary school aware of the reason why they are vulnerable (where relevant) and ensures the temporary school has access to the pupil's EHC plan and other supporting documents – this will be provided before the pupil is moved or as soon as possible. All relevant

information to be shared following information sharing government guidance. The school will not prevent the transfer of safeguarding data to a pupil's temporary school, yet, it will always have due regard for data protection legislation during the transfer of information.

#### Staff Training and Safeguarding Induction

The school will ensure that all existing school staff have read part one of 'Keeping children safe in education' (KCSIE 2024) and are suitably trained in this policy and any local safeguarding arrangements.

The DSL will ensure any volunteer staff from other schools are suitably trained in safeguarding and ensure that they have read KCSIE and are aware of the school's safeguarding policy and procedures and any additional local safeguarding arrangements.

The DSL will risk assess any volunteers and volunteer staff working with pupils and use their professional judgement to assess whether they are suitable to work with pupils.

The school will follow safer recruitment processes, in line with the relevant policy, when acquiring new staff. Anyone who has not undergone suitable DBS checks will not be left unattended with pupils.

The school will report anyone to the TRA who they consider a safeguarding risk by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) – all referrals received by the TRA will continue to be considered.

<https://www.gov.uk/government/collections/teacher-misconduct>

The school will have a rotary system which allows the DSL to be aware of who will be in school at any one given time.

The school will keep a record of each record of attendance for staff and pupils within school and any additional risk assessments made on staff in a secure file, e.g. the SCR.

#### Online Safety and Security

All online programmes used will be checked by the school's SLT to ensure they are reputable and GDPR compliant.

The school business manager (Tracey Parsons) will work to ensure any loaned devices are secure and have the necessary antivirus malware protection downloaded.

Any online queries which require the ICT technician (T Bond) will be addressed over the phone or online as much as possible – face-to-face contact is kept to a minimum.

The DSL will report back to the governing board how they are ensuring pupils remain safe online during partial school closure.

Pupils will report any suspicious online activity they encounter to their class teacher in the first instance. The class teacher should forward any such reports to the DSL.

Staff will adhere to the Staff Code of Conduct at all times when delivering education online.

Staff will report concerns over a pupil's safety online to the DSL.

The school will collaborate with parents and carers to reinforce the importance of online safety. Mental Health

The school understands how the coronavirus pandemic can cause pupils and staff to feel anxious and concerned and will offer any essential support required to those in need.

The SLT will encourage line managers to hold one-to-one meetings with their staff over the phone or via a video call to ensure they feel supported during this stressful time.

Pupils will be provided with different resources they can access to help them cope with their mental health, including ChildLine and other online services. Brierley have links with external services to be able to support pupils such as Phase Trust

#### Supporting Pupils at Home

The DSL will ensure every pupil has their contact information so they know how they can talk to them about any safeguarding concern. Pupils are provided with online safety information by their teacher, school website and social media updates.

Pupils will be directed to practical online support, such as ChildLine, where they feel unsafe and require support outside of school.

Parents are given a list of websites and resources to support their child will be accessing and any information of online sessions with staff their child will be participating in during partial school closure.

Parents are provided with the contact details of the DSL so they can report any concerns they have via contact form on the website.

#### Child on Child Abuse

Reports made regarding peer-on-peer abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant authority, e.g. the police or Dudley Children's Services where required.

Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated.

Pupils will be provided with the contact details of relevant bodies who can provide support to them during this time,  
e.g. ChildLine.

The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made.

Individuals will be given a copy of the school's amended Complaints Procedures Policy to assist them with the appeals process.

Communications will be made online or by telephone, unless face-to-face contact is unavoidable during the COVID period.

Appendices:

### **Types of Abuse and Neglect**

**Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.

**Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

**Sexual abuse:** A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

**Neglect:** A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

## Actions where there are concerns about a child

