

PERRYFIELDS HIGH SCHOOL

"Together We Achieve Excellence"



Safeguarding and Child Protection Policy

Title: Safeguarding and Child Protection Policy			
Publication Date:	September 2020	Authorised by:	Governors
Revision:	5.1	Date Authorised:	August 2020
Last Review:	August 2020	Review Due:	September 2021

Contents

- Introduction..... 4
 - Purpose of a Safeguarding and Child Protection Policy..... 5
 - Sandwell Safeguarding Children Board 5
 - Implementation, Monitoring and Review of the Safeguarding and Child Protection Policy 5
 - Safeguarding and Child Protection related Training..... 5
 - COVID-19 5
 - Site Security 6
 - Mission Statement 7
 - Respecting British Values and Extremism 7
- Statutory Framework 8
- Designated Safeguarding Lead (DSL) 10
- Information Sharing 13
- Safeguarding Information for All Staff 14
 - The Role of School Staff 14
 - Class Charts 15
 - The Use of Reasonable Force in Schools..... 15
 - Early Help 15
 - What to look out for..... 16
 - Concerns about a child 17
 - Dealing with a Disclosure..... 19
 - How to make a referral to Childrens Social Care..... 21
 - Confidentiality 22
 - Communication with Parents 22
 - Record Keeping 23
- Online Safety 24
 - Relationships and Sex Education and Health Education 24
- The Management of Safeguarding 25
 - The Governing Body 25
- Allegations of Abuse made against Teachers and Other Staff 27
 - Supply Teachers 27
 - Supporting those involved..... 29
 - Confidentiality 29
- Statutory School Policies 31
- Other Recommend Safe Environment Policies..... 31
- Useful Telephone Numbers 31
- Appendix A – Definitions of Abuse, Neglect and Safeguarding Issues..... 32
 - Physical Abuse 32
 - Emotional Abuse 32
 - Neglect..... 34
 - Serious Violence Crime..... 34
 - Peer on Peer Abuse..... 35
 - Sexual Violence and Sexual Harrassment between children in schools 35
 - Upskirting 37
 - Allegations of Abuse made against other Children 37
 - Sandwell specific guidance 38
 - Child Missing from Education..... 38
 - Admissions and Attendance Register..... 38
 - Homelessness..... 39
 - Mental Health..... 39

Domestic Abuse	40
Operation Encompass	40
Child Sexual Exploitation (CSE).....	42
Child Criminal Exploitation (CCE)	43
County Lines	44
So-Called ‘Honour Based’ Abuse (including Female Genital Mutilation and Forced Marriage).....	44
Actions.....	44
Forced Marriage	46
Prevent Duty.....	47
Channel	47
Appendix B - Aide-memoire for Professionals to Support Efficient and Appropriate Telephone Referrals	48
Appendix C - Safeguarding and Promoting Children’s Welfare Procedural Flowchart	49

Perryfields High School

Safeguarding and Child Protection Policy

Introduction

This document is the Safeguarding and Child Protection Policy for Perryfields High School and any extended services that it provides.

Safeguarding and promoting the welfare of children is defined by the Department for Education as:

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

Children include everyone under the age of 18.

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

This Safeguarding Policy forms one part of the schools safeguarding responsibilities and should be read in conjunction with the Managing Student Behaviour Policy, Attendance Policy and Anti-Bullying Policy and any other relevant policies.

Where there are concerns about students who may be considered at risk, including Child Sexual Exploitation, Female Genital Mutilation and Extremism, students will be identified and recorded using Class Charts Safeguarding. These students will be monitored and tracked by the Head of Years and the Designated Safeguarding Lead and Deputies.

Purpose of a Safeguarding and Child Protection Policy

To inform all members of staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and their responsibilities therein.

Sandwell Safeguarding Children Board

The school follows the procedures agreed by Sandwell Safeguarding Children Board. More information regarding Sandwell Safeguarding Children Board, Multi Agency Threshold, for members of staff can be found on the School's T-drive under Safeguarding.

Implementation, Monitoring and Review of the Safeguarding and Child Protection Policy

The Safeguarding and Child Protection policy will be reviewed on an annually basis by the Governing Body or when any Government guideline changes for Safeguarding and Child Protection are announced. The new changes will then implemented by the Designated Safeguarding Lead as part of their role and responsibilities.

Safeguarding and Child Protection related Training

All staff do training on a range of issues relating to Safeguarding and Child Protection, these take place on an annual basis as a minimum. However, if guidelines are published or issues arise, training is put into place as soon as possible.

Training is undertaken by all staff, new staff, governors and if applicable students.

There are also opportunities provided by the School for parents to be trained on the above issues.

COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19).

The department has issued guidance on [Guidance for full opening: schools](#) during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools might consider safeguarding policy and process differently when compared to business as usual.

Site Security

All visitors must present at reception and show photographic identification before being able to sign in using the electronic system and must wear a visitor's badge. Visitors are expected to wear their badges at all times. If staff are expecting visitors, it is their responsibility, along with the school receptionist to make sure this takes place. All staff are required to wear security badges. All external doors are locked magnetically at certain times.

The front gate is electronic. It will remain open from 8.00am to 9.00am and 3:10pm to 3.45pm however on a Wednesday the gate will open 2:10pm to 2:45pm. At all other times, staff and visitors will be expected to either use their magnetic card/fob or use the intercom system. Anyone intending to walk on to the site after 9.00am and 3.45pm (2:45pm on a Wednesday) will need to use the intercom system.

In the event of a major breach of school security, which could endanger the health and safety of staff or students, the 'Lockdown procedure' should be followed;

DURING LESSON

- If an intruder is onsite JPK/SGN are to be alerted immediately. JPK/SGN or ICT support will trigger the 'lockdown software' with the alert immediately being displayed on all screens throughout the school.
- The person who triggers the alert must then call the Emergency Services
- Staff lock doors immediately & turn lights off.
- Member of staff then instructs students to quietly and calmly get under desks and remain in silence. Once all students under desk, staff should also do the same.
- PE staff will be alerted via iPad/phones. They should follow same protocol if using indoor sports facilities. If outside, staff should lead students to the safest & nearest indoor sports facility or classroom.
- Once the site has been declared as safe, members of SLT will go round the site and give the all clear

BREAK, LUNCH & CHANGE OVER

- Fire Alarm and 'lockdown software' will be used to alert staff & students
- Staff should make their way to the evacuation point immediately whilst ensuring students are also making their way there.
- With the support of all staff, students will be evacuated out of one of the side gates towards the primary school or woodland area depending on the safest route available.
- If the intruder is outside all magnetic locks will be activated by the site team
- Students are to go straight home
- Parents will be alerted via all contact platforms with a request to alert the school immediately if their child does not arrive home safely.
- If the school or part of the school may need to be closed, a meeting between SLT will take place immediately, followed by a meeting with staff.
- The Headteacher will contact the LA and Chair of Governors in order to discuss a response to the security breach

Mission Statement

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

The school aims to establish and maintain an environment where children, parents, staff and volunteers feel secure, are encouraged to talk and are listened to when concerns about the wellbeing of a child is raised.

Ensure children know that there are adults in the school whom they can approach if they are worried.

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

To develop and deliver the PSHE curriculum to create opportunities for children to develop the skills they need to recognise and stay safe from harm. Assemblies and PSHE, through PDM sessions, are used to explore issues around students keeping safe from domestic violence and abuse (DVA), staying safe online, child sexual exploitation (CSE), female genital mutilation (FGM); honour based abuse (HBA) and forced marriage (FM), amongst other relevant safeguarding topics.

Contribute to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing.

Respecting British Values and Extremism

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and young people, these are addressed as a safeguarding concern.

We encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the students; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to students.

Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 2004
- Sandwell Safeguarding Children Board Inter-Agency Procedures
- Working Together to Safeguard Children (July 2018)
- The Education (Student Information) (England) Regulations 2005
- Dealing with Allegations of Abuse against Teachers and Other Staff (DfE 2012)
- Keeping Children Safe in Education (September 2020)
- Education Act 2002 (Section 175/157)
 - Section 175 of the Education Act 2011 requires local education authorities and the governors of maintained schools and further education (FE) college to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
 - Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote welfare of children who are students at the school.
- Children Missing Education (September 2016)
- COVID-19 – Guidance for full opening: school (27 July 2020)

“Working Together to Safeguard Children” 2018 requires all schools to follow the procedures for protecting children from abuse which are defined by Sandwell Safeguarding Children Board and have appropriate procedures in place for responding to all concerns of actual or suspected abuse including allegations against members of staff in a position of trust. The best way to safeguard a child is through effective early help and prevention so it is important to carry out effective early help assessment and take on the role of the Lead Professional. Sandwell’s multi-agency Threshold Document explains early help and expectations more in depth.

‘Keeping Safe in Education’ (2020) places the following statutory duties on all schools:

- Schools should be aware of and follow the procedures issued by Sandwell Safeguarding Children Board
- Staff should be vigilant to signs of abuse and to whom they should report any concerns
- Schools should have procedures in place which are disseminated to all staff for handling suspected or actual cases of abuse of students, including procedures to be followed in the case of allegations against persons in a position of trust
- Every school should have Designated Safeguarding Lead who is a member of the senior management team and responsible for co-ordinating safeguarding/child protection work within the school and liaising with other agencies as appropriate

- Staff with designated responsibility for safeguarding and child protection should receive appropriate single agency and multi-agency training approved by SSCB at least every two years. Any deputies should be trained to the same standard as the DSL and role should be explicit in their job description.
- All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates, as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- That all schools and FE colleges should share information and work in partnership with other agencies when there are concerns about a child's welfare.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) in this school is:

NAME: **Mrs J Paddock**

The activities of the DSL can be delegated to appropriately trained deputies, however the ultimate lead responsibility for child protections, remains with the DSL.

A Deputy Safeguarding Lead should be appointed to act in the absence/unavailability of the DSL.

The Deputy Safeguarding Leads in this school are:

NAME: **Mrs T Hinkinson**
Mrs K Wainwright
Mrs S Thompson
Mr S Pinfield
Mrs S Shaw
Mrs M Smith

It is the role of the Designated Safeguarding Lead to:

Manage referrals

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

Work with Others

The DSL is expected to:

- Act as a point of contact with the three safeguarding partners
- Act as a source of support, advice and expertise for all staff.
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, SENCOs and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with the Headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the 'case manager' and the designated officer at the local authority for child protection concerns.

Training

The DSL and deputies should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The DSL should undertake Prevent awareness training. Training should provide DSLs with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

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

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The DSL should:

- Ensure that the school's child protection policies are known, understood and used appropriately
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school staff. Their role could include ensuring that the school and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child Protection Files

Where children leave the school (including for in-year transfers) the DSL should ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained.

Ensure that child protection files are kept securely and confidentially (locked and with limited access).

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving.

Availability

During term time the DSL (or a deputy) should always be available (during school hours) for staff in school to discuss any safeguarding concerns.

It is a matter for individual schools and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/ out of term activities.

The Multi Agency Safeguarding Hub (MASH) and Community Operating Groups (COGs) will contact Mrs Hinkinson (Safeguarding and Welfare Manager) for any concerns during out of hours/out of term.

Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risk or concerns about the safety and welfare of children, whether this is when problems first emerging, or where a child is already known to the local authority children's social care.

Data Protection Act 2018 and GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep information they hold safe and secure. All staff should have due regard to the relevant data protection principles, which allow them to share (and withheld) personal information, as provided in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- For schools, not providing students' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and GDPR.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further details on information sharing can be found:

- Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
- at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department
- Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

Safeguarding Information for All Staff

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes in contact with children and their families have a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding and promoting the welfare of children is defined as "protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Keeping Children Safe in Education, 2020).

The Role of School Staff

All school staff have a responsibility to provide a safe environment in which children can learn.

As part of staff induction, staff members will receive copies of the:

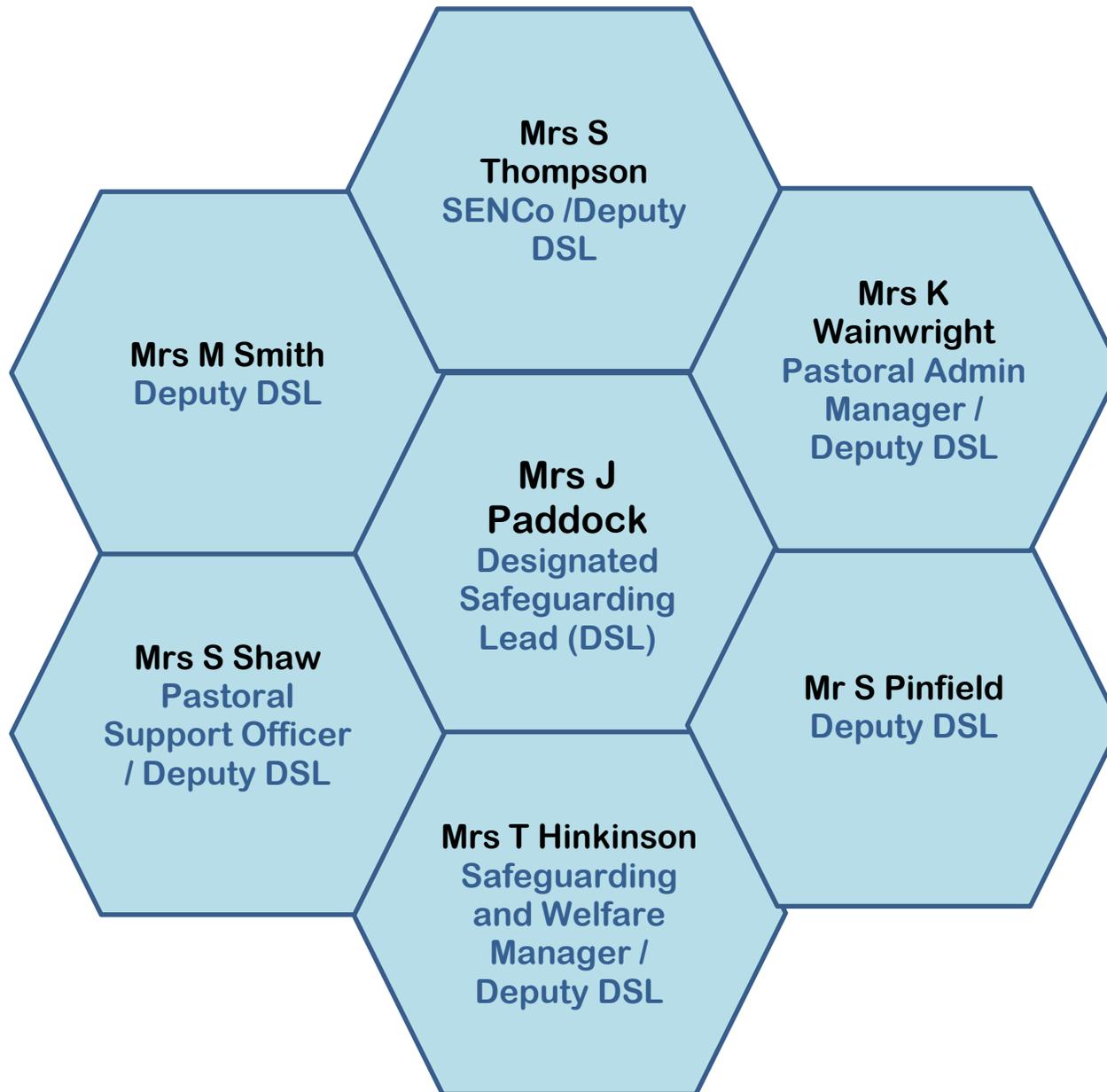
Safeguarding Policy and Child Protection Policy
Code of Conduct for Teaching and Support Staff
Part one and Annexe A of Keeping Children Safe in Education (2020)
Managing Student Behaviour Policy

Staff will also be expected to complete the relevant safeguard training at the point their employment begins.

Staff will also receive a login for the School's behaviour and safeguarding system
Class Charts.

Figure 1 shows the School's Safeguarding Hub.

Figure 1



The school will ensure that all school staff and volunteers receive safeguarding children training, to identify concerns and to ensure that all staff are aware of this policy and those relating to the safeguarding of children. KCSIE training takes place on an annual basis as a minimum and other relevant safeguard training occurs periodically, as calendared CPD throughout the academic year. However, if guidelines are published or issues arise, training is put into place as soon as possible.

Perryfields High School has a designated safeguarding lead that will provide support to all staff members to carry out their safeguarding duties. More information about the designated safeguarding lead can be found on page 10 - [Designated Safeguarding Lead](#)

Class Charts

This is an electronic system for recording any concerns that staff may have about a child in school.

- Staff log any safeguarding concerns on Class Charts using the Safeguarding tab.
- Any concerns recorded are sent to the Head of Year (HOY), Assistant Head of Year (AHOY), DSL and Deputies.
- Once action has been taken, the concern is updated and then closed.
- The **green child protection form** must be completed **urgently** if the member of staff believes that **a child is at risk of harm**. Once completed the member of staff must pass it **immediately** to the DSL/Deputy. The DSL/Deputy will then then take the appropriate action and record this on Class Charts.

The Use of Reasonable Force in Schools

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

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff should consider the risks carefully and recognise the additional vulnerability of these groups. Individual behaviour plans are drawn up for more vulnerable students. These are agreed with parents and carers as well as the students. These plans can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Early Help

All school staff should be prepared to identify children who may benefit from Early Help. Early Help means providing support as soon as a problem emerges. In the first instance staff should discuss early help requirements with the DSL or deputies.

All staff should be aware of the Early Help process, and understand their role in it. This includes identifying emerging problems, liaising with the DSL and sharing information with other professionals.

If Early Help is appropriate, the DSL, Deputies or HOYs will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.

More information about Early Help can be found in chapter one of Working Together to Safeguard Children 2018.

What to look out for

All school staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Staff should not assume a colleague or another professional will take action and share information that might be critical to keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Abuse and Neglect (Types of abuse and neglect are listed in [Appendix A](#).)

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

Other advice on understanding and identifying abuse can be found via these links:

[NSPCC](#)

[What to do if you are worried a child is being abused - Advice for practitioners](#)

Concerns about a child

If a member of staff has a concern about a child they must record this on Class Charts with all details. This concern will then go to the school's DSL, Deputies, HOYs, and AHOYs.

A child protection concern, where a member of staff believes that a child is at risk of harm, needs to be reported **urgently** on a **green child protection form** and passed **immediately** to the DSL/Deputy. The DSL/Deputy will then take the appropriate action and record this on Class Charts.

If anyone other than the DSL makes the referral they should inform the DSL as soon as possible.

Fig. 2 is a flow chart setting out the process for staff when they have concerns about a child.

The DSL will take the appropriate action and may delegate to the appropriate member of staff. This must be followed up by the DSL to ensure the task is completed.

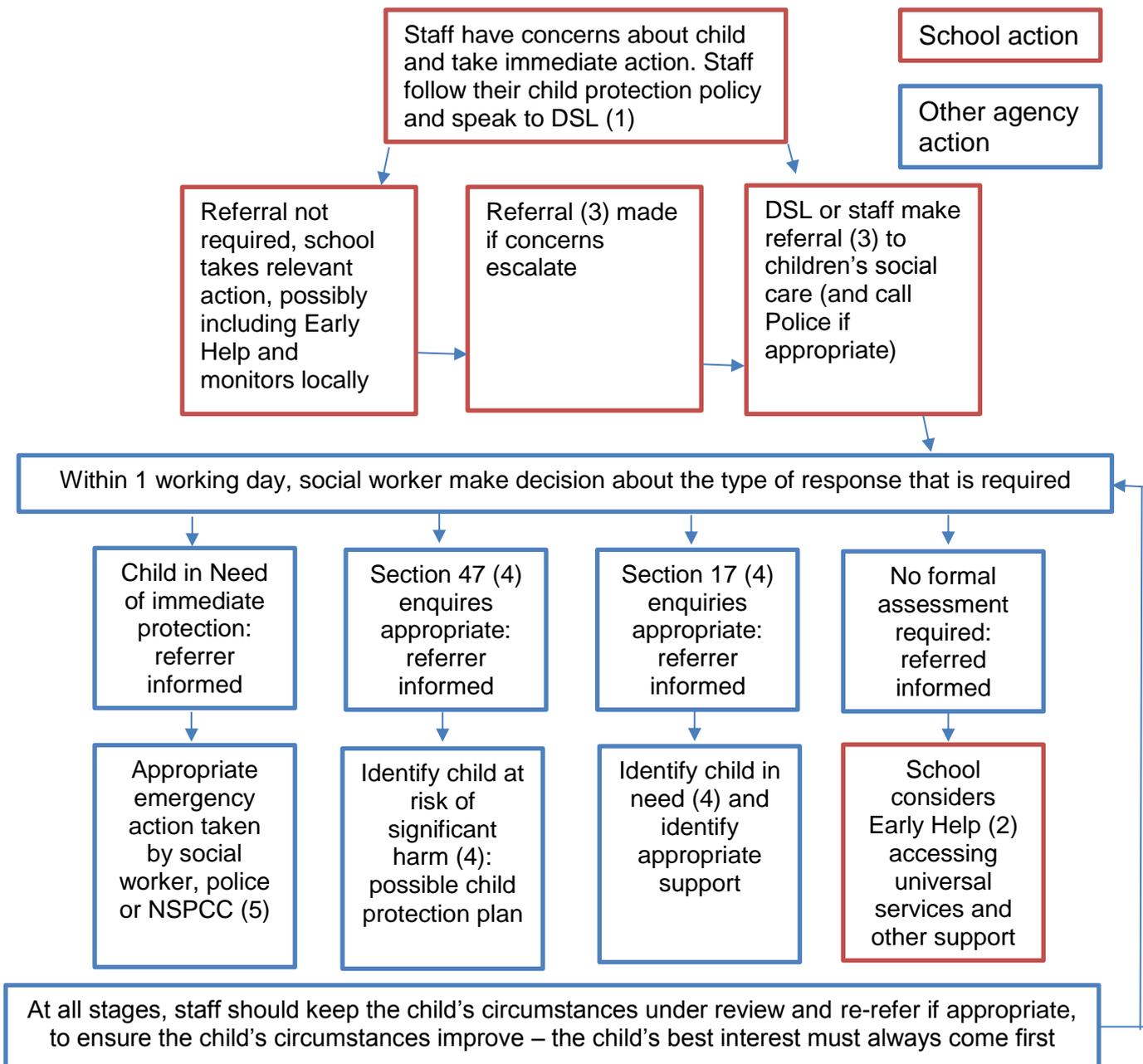
Whilst all staff should speak to the DSL or deputy with regards to any concern about Female Genital Mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been

carried out on a girl under the age of 18, the teacher must report this to the Police.
See [Appendix A](#) for further details.

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

Fig 2

Actions where there are concerns about a child



1. In cases which involve an allegation of abuse against a staff member, see Allegations of Abuse made against Teachers and Other Staff.
2. Early Help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.
3. Referrals should follow the Sandwell LA referral process.
4. Under the Children Act 1989, LA’s are required to provide services for children in need for the purposes of safeguarding and promoting welfare. More information is in chapter one of Working Together to Safeguard Children
5. This could include applying for an Emergency Protection Order (EPO).

Dealing with a Disclosure

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

RECEIVE

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm then you will have to talk to someone else
- Listen carefully to the child. Do not stop a child who is freely recalling information
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused. Respond to a child wanting to talk to you to help clarify vague concerns, your aim is to result in the right action being taken.
- Ensure that details of the disclosure (in the students words) are entered onto the green child protection form, signed and dated and given to the DSL immediately.

REACT

- If you need to clarify information, ask open-ended questions e.g. *"Is there anything you'd like to tell me?"*, *"Can you explain to me...?"*, *"Can you describe to me....?"*
- **Never** ask leading or suggestive questions e.g. *'Did he/she do anything that they shouldn't have done?'*
- **Never** ask 'accusing' questions e.g. *"Why didn't you tell someone earlier?"*
- **Never** criticise the alleged perpetrator, it may be someone that they will continue to live with.
- **Never** ask the student to repeat their disclosure for any other member of staff, it is your responsibility to share the information
- The above four factors when mishandled, may compromise enquiries that need to be made later by children's social care or Police.
- Remember, as a teacher/non-teacher, it is not your role to investigate a disclosure.

REASSURE

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

RECORD (on the green child protection form)

- Inform the student that you will be making notes as they are talking to you, using the appropriate form utilised by the school. (Green form)
- ensure you use the words that the child has used.
- do not record your assumptions and interpretations, just what you heard and observed.
- Do not destroy the original notes, even if you write things up neatly and fully, in case they are needed by a court
- Do distinguish fact from opinion.
- record the date, time, place of disclosure and any noticeable non-verbal behaviour.
- sign any written records and identify your position in the school setting.
- do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.
- hand all forms to the DSL immediately. They will take the appropriate action and then be logged on Class Charts.
- no copies should be retained by the member of staff or volunteer.

REFER

- Immediately hand the green form to the DSL (**Mrs J Paddock**) or in their absence the Deputy Safeguarding Lead (**Mrs S Thompson, Mrs T Hinkinson, Mrs K Wainwright, Mrs M Smith, Mrs S Shaw and Mr S Pinfield**) who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Local Authority Child Protection Officers on 0121 569 3100 for advice.
- The DSL will then take appropriate action and log the information onto Class Charts.

A consultation with your DSL or Deputy DSL does not mean a referral has been made. This decision is the responsibility of the DSL for child protection who will contact the appropriate agency as and when required. This may involve consultation and advice from Deputy DSL's.

Where there is a safeguarding concern, the DSL or the deputies should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at heart.

If you are unhappy about the response you receive from your DSL, contact the Sandwell Children's Trust on 0121 569 3100 where you will be able to speak to a qualified social worker.

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

Making a Referral

A referral involves sharing information in line with the Multi Agency Threshold Document to either the Early Help Team or the MASH Team, with the consent of the parents/carers, children's social care or the Police in matters of immediate risk. See [Sandwell LSCB - Reporting Concerns](#) for more information.

Parents/carers should be informed if a referral is being made except in the circumstances outlined in Communication with Parents (page 23).

However, inability to inform parents, for any reason should not prevent a referral being made to children's social care via the MASH Team. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom.

If low level multi agency support is required for a child and/or their family, the DSL for child protection will, with consent of the parent/carer, refer to the Early Help Team to enable a 'Team around the Family (TAF)' plan to be initiated. This will be targeted multi-agency support to help the family resolve any identified concerns.

If the concerns are more complex and require statutory intervention, then the DSL will refer the matter to children's social care via the MASH team, where a decision will be made whether any enquiries are needed under Section 17 (child in need enquiry) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at [Appendix C](#) detailing the referral procedure.

How to make a referral to Childrens Social Care

- **Step 1** – complete a Multi Agency Referral Form (MARF) and send into the MASH secure email address on the front of the form. Be prepared to give as much of the following information as possible using the SAFER guidelines (see [Appendix B](#))
- **Step 2** – if a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a MARF is complete) the referrer should consider telephoning 999 and children's social care's contact centre (0121 569 3100). A MARF will also need to be completed without delay.

All MARFs must be uploaded onto Class Charts

Accurately record the action agreed following the referral, or that no further action is to be taken and the reasons for this decision. Ensuring you document with whom discussions were held and who made the decisions on the appropriate school form.

Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly children's social care and the Police.

If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.

Staff/volunteers who receive information about children and their families in the course of their work should share that information within the expectations of the schools confidentiality policy and other relevant policies e.g. the safeguarding and child protection policy, SSCB inter-agency procedures.

Communication with Parents

The school will always discuss concerns with parents/carers 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 have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Record Keeping

When a child has made a disclosure, the member of staff/volunteer should ensure you:

- Inform the student that you will be making notes as they are talking to you, using the appropriate form utilised by the school. (Green form)
- ensure you use the words that the child has used.
- do not record your assumptions and interpretations, just what you heard and observed.
- not destroy the original notes, even if you write things up neatly and fully, in case they are needed by a court
- distinguish fact from opinion.
- record the date, time, place of disclosure and any noticeable non-verbal behaviour.
- sign any written records and identify your position in the school setting.
- do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.
- all forms should be handed to the DSL immediately. They will then take the appropriate action and log the concern on Class Charts.
- no copies should be retained by the member of staff or volunteer.

The DSL will ensure that all safeguarding records are managed and transferred in accordance with the Education (Student Information) (England) Regulations 2005.

Online Safety

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

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

- Content: being exposed to illegal, inappropriate or harmful material: for example pornography, fake news, racist or radical and extremist views;
- Contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Perryfields does all that is reasonably possible to limit student's exposure to the above risks from the schools IT system. As part of this process the school and the Governing Body ensures that the school has appropriate filters and monitoring systems in place.

The School and the Governing Body consider a whole school approach to online safety. This includes the use of mobile technology in the school. Students are not allowed to use their mobile phones whilst in school.

E-safety training is completed annually by all staff.

Students also access a wide range of teachings in PDM and assemblies to educate them on how to stay safe online.

Relationships and Sex Education and Health Education

Relationships and Sex Education and Health Education will be compulsory from September 2020. Schools have the flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.

The Management of Safeguarding

The Governing Body

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

The nominated governor for child protection is:

NAME: **Mrs Carole Gallant**

In particular the Governing Body must ensure that:

- safeguarding and child protection policy and procedures are in place and reviewed annually
- Code of Conduct for Teaching and Support Staff are in place and reviewed regularly
- safe recruitment procedures are in place and reviewed annually
- position of trust procedures are in place and reviewed annually
- a DSL who is a senior member of school leadership team is appointed and notify the LA of any changes in personnel to this role
- a member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher
- relevant safeguarding/child protection training is accessed by all school staff/volunteers according to their role and responsibilities
- that they receive an annual report from the DSL regarding safeguarding/child protection work undertaken in the year which is shared with the LA or other appropriate body.
- deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required.
- The governors support the designated member of staff for Child Protection in carrying out his/her responsibilities outlined in 'Keeping Children Safe in Education' (2020).
- Ensure that appropriate filters and appropriate monitoring systems are in place so that students are safeguarded from potentially harmful and inappropriate online material
- To ensure that students are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- To ensure that the school has recruitment and selection policies and procedures in place.
- To ensure that at least one person on an appointment panel has undertaken safer recruitment training.
- To ensure that there are procedures in place to handle allegations against teachers, Headteachers, volunteers and other staff.

- Ensure that procedures are in place to make referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- To ensure that appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

Allegations of Abuse made against Teachers and Other Staff

This part of the policy relates to members of staff, supply staff and volunteers who are currently working in the school regardless of whether the school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

An allegation relates to an anyone working in the school,including supply teachers and volunteers has:

- behaved in a way that has harmed or may have harmed a child;
- possibly committed a criminal offence against, or related to, a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Where the school or college are not the employer of an individual they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers, see paragraphs on supply teachers below).

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in the school is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Supply Teachers

In some circumstances schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency.

Whilst the school does not employ supply teachers, all allegations will be dealt with properly. In no circumstances, should the 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.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children services. The school will usually take the lead due to their direct access to the children and other school staff and having the relevant information that is required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and

control of the Governing Body when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague to support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, schools should inform the agency of its process for managing allegations. This should include inviting the agency's human resources manager or equivalent to meetings and keeping them up to date with information about its policies.

Initial Considerations

The procedure for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquires by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or Police. The DSL should be informed of all allegations that come to a school attention and appear to meet the criteria so they can consult Police and children's social services as appropriate.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
- **Unfounded:** to reflect a case where there is no evidence or proper basis which supports the allegation being made

In the first instance, the Headteacher (or where the Headteacher is the subject of the allegation, the Chair of Governors) should immediately discuss the allegation with the DSL. This is to consider the nature, content and context of the allegation and agree a course of action.

The case manager (Headteacher) should inform the accused person about the allegation as soon as possible after consulting with the DSL. However, where a strategy discussion is needed, or police or children's care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused.

Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved.

To reduce the risk of allegations, all staff should be aware of the safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'.

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

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up. A referral to DBS must be made.

Supporting those involved

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should be given access to welfare counselling or medical advice where this is provided by the employer.

The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what informed can be disclosed.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate should consider what support the child or children involved may need.

Confidentiality

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a student from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The

reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

Parents and carers should also be made aware of the requirements to maintain confidentiality about an allegation made against teachers whilst investigations are ongoing. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

More information can be found in Keeping Children Safe in Education 2020.

Statutory School Policies

A full list of statutory policies can be found at the [Department of Education - Statutory Policies](#). Note that none of these policies relate to safeguarding and child protection.

Other Recommend Safe Environment Policies

Anti-bullying	PSHE curriculum
Drugs and substance misuse	Race, Disability and Equality Policy
E-Safety (including Acceptable Use Policies and Use of Digital Images)	Recruitment and selection
First aid (including management of medical conditions, intimate care)	Physical Intervention
Management of allegations against staff	Whistle blowing

Useful Telephone Numbers

Sandwell Children Services – 0121 569 3100
Dudley Children Services – 0300 555 0050
Birmingham Children Services -0121 303 1888
West Midlands Police – 0345 113 5000 / 101
Local Authority Designated Officer – 0121 544 6033

Appendix A – Definitions of Abuse, Neglect and Safeguarding Issues

Physical Abuse

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

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness.

Possible effects of physical abuse

Physical abuse can lead directly to neurological damage, physical injuries, disability and, in extreme cases, death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

Emotional Abuse

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

Signs of possible emotional abuse

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

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

Possible effects of emotional abuse

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

Sexual Abuse

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

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

Possible effects of sexual abuse

Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem has all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse, once recognised, can

be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of possible neglect

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

Possible effects of neglect

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

Serious Violence Crime

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendship groups or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice can be found at [Preventing youth violence and gang involvement](#) and [Criminal exploitation of children and vulnerable adults](#).

Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but not limited to):

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Sexual exploitation;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals;
- Emotional abuse;
- Financial abuse.

Specific instances may not be abusive in themselves, but they may be indicative of power or coercive control. In areas where gangs are prevalent students may attempt to recruit other students using any of the above methods. Peer abuse may be used within and between gangs as weapons. Some children affected by sexual exploitation may be forced to recruit other children under the threat of blackmail or violence.

Peer on peer abuse should never be dismissed as 'banter' or even an inevitable part of growing up. It can have a lifelong impact and may even lead to young people ending their own life. Gender is an important aspect of peer on peer abuse, with girls more often affected than boys. Children with SEN and Disabilities are also more frequently abused by the peers.

Sexual Violence and Sexual Harassment between children in schools

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational development. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT Children are at greater risk.

Staff should be aware of the importance of:

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

Sexual Violence

It is important that school staff are aware of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus of another person (B) with a part of his/her body or anything else, the penetration is sexual, B does not consent to penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual Harassment

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

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual “jokes” or taunting;

- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (school should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Non-consensual sharing of sexual images and videos;
 - Sexualised online bullying
 - Unwanted sexual comments and messages, including, on social media; and
 - Sexual exploitation; coercion and threats and
 - upskirting

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, contact the schools DSL or deputies.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

It is a criminal offence. Anyone of any gender, can be a victim.

Allegations of Abuse made against other Children

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

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

- providing developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those students identified at risk

- Developing robust risk assessments & providing targeted work for students identified as being a potential risk to other students

Sandwell specific guidance

Consideration will be given to whether the complaint raises a safeguarding concern and then reports it to the DSL.

A factual record should be made but no attempt should be made to investigate at this stage.

The DSL can discuss the case with advisory personnel such as the COG or the Education safeguarding officer to determine if a referral to MASH is required. If there is an indication that a criminal offence has been committed then the police may become involved. School may be advised to refer this case to the police or advise parents to do so.

The DSL will speak to parents of the victim(s) and the alleged perpetrator to inform them of the referral as long as it does not put either parties at risk of further harm. Records of action and advice will be kept on both children's file.

Consideration will be given to whether the alleged perpetrator should be excluded from school according to the school's behaviour policy.

If Children Services decide there will be no further action, a thorough investigation will be carried out in school using the schools usual disciplinary procedure.

If the school consider a safeguarding risk is still present then a full risk assessment will be carried out with a date set for follow up review.

Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special education needs they may have. Local Authorities (LA) have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools and LA's is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow the school's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of their going missing in the future.

Is it essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Admissions and Attendance Register

The law requires all schools to have an admissions register and an attendance register. All students must be placed on both registers.

It is important that the admission register is accurate and kept up to date. School should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and the LA when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the LA of any student 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 between the school and the LA.

Please see [Statutory Guidance - Children Missing Education](#) for more information.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and Deputies have contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

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

- Household debt
- Rent Arrears
- Domestic abuse
- Anti-Social Behaviour
- Family being asked to leave the property.

Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Mental Health

Schools have an important role to play in supporting the mental health and wellbeing of their students.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing mental health problem or be at risk of developing one. Only trained professionals should attempt to make a diagnosis of a mental health problem.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these childhood experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the above procedures and speaking with a HOY, DSL or Deputy DSL.

The Department for Education has published advice and guidance on preventing and Tackling Bullying and Mental Health and Behaviour in Schools;

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>;
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>

In addition to the above guidance, Public Health have produced guidance on 'Promoting Children and Young People's Emotional Health and Wellbeing' to help promote positive health, wellbeing and resilience among young people;

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing> (

Domestic Abuse

The cross-government definition of domestic violence and abuse is:

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

- Psychological;
- Physical;
- Sexual;
- Financial; and
- Emotional

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

Operation Encompass

Perryfields High School is a part of Operation Encompass. This project is run jointly between schools and West Midlands Police.

Operation Encompass will be reporting to schools, prior to the start of the next school day, when a child or young person has been exposed to, or involved in, any domestic incident.

Operation Encompass will ensure that member of school staff, known as a Key Adult, is trained to allow them to liaise with the Local Authority and to use the information that have been shared, in confidence, while ensuring that the school is able to make

provision for possible difficulties experienced by children, or their families, who have been involved in, or exposed to, a domestic abuse incident.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Their website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time can be booked for a call from the team.

Child Sexual Exploitation (CSE)

All staff should be aware of CSE and refer any concerns that they may have to Mrs J Paddock (DSL) or the Deputies. Head of Years, Form Tutors and those who oversee attendance may be the first to recognise signs of CSE and should therefore be vigilant when speaking to students and parents.

Information about CSE is placed on the school website under Safeguarding. It is an expectation that staff read this information. Staff will be regularly updated via email or training.

What is Child Sexual Exploitation?

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

- can affect any child or young person under the age of 18 years, including 16 and 17 years old who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or become pregnant
- Mood swings or changes in emotional wellbeing
- Drug and alcohol misuse
- Students going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part in education

There may be other factors that may be a warning sign of CSE however, any concerns should be raised immediately to the DSL.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

The Law

1. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching
2. Sexual activity with a child under 16 is also an offence
3. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them
4. Where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered
5. Non consensual sex is rape whatever the age of the victim

If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.

Referring cases

Where child sexual exploitation, or the risk of it, is suspected, staff should discuss the case with the designated member of staff for safeguarding. If after discussion there remain concerns, local safeguarding procedures should be triggered, including referral to local authority (LA) children's social care and the police, regardless of whether the victim is engaging with services or not.

Child Criminal Exploitation (CCE)

Child Criminal Exploitation of children is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and or/ (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;

- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not part in education.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, student referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

So-Called ‘Honour Based’ Abuse (including Female Genital Mutilation and Forced Marriage)

So called ‘honour-based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding to take. All forms of HBA are abuse (regardless of motivation) and should be handed and escalated as such. If any doubt, staff should talk to the DSL.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the DSL or deputies.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty place on teachers that require a different approach.

Female Genital Mutilation (FGM)

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

What are the signs when FGM is imminent:

1. It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin
2. A member of staff may hear reference to FGM in conversation, for example a girl may tell other children about it
3. A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'. This may be to a friend who may report it to a member of staff
4. A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
5. Parents state that they or a relative will take the child out of the country for a prolonged period.
6. A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent i.e African countries, Asia, Middle East
7. Parents seeking to withdraw their children from learning about FGM.

What are the signs that FGM has taken place?

1. A girl may have difficulty walking, sitting or standing and may even look uncomfortable.
2. A girl may spend longer than normal in the bathroom or toilet due to difficulties urinating.
3. A girl may spend long periods of time away from a classroom during the day
4. A girl may have frequent urinary, menstrual or stomach problems.
5. There may be prolonged or repeated absences from school
6. A prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
7. A girl may be particularly reluctant to undergo normal medical examinations.
8. A girl may confide in a professional.
9. A girl may ask for help, but may not be explicit about the problem due to embarrassment or fear.
10. A girl may talk about pain or discomfort between her legs

Reporting FGM

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

Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students.

Teachers must personally report to the police cases where they discover an act of FGM appears to have been carried out. The case should also be discussed with the DSL immediately.

If a member of staff has any concerns about whether a girl is at risk of FGM it must be reported immediately to the DSL. They in turn should report it to the authorities as FGM is illegal. Students are made aware of FGM through PSHEE and assemblies.

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into with the full or free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning difficulties, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Schools can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [statutory guidance](#) and [Multi-Agency Guidelines](#), with pages 35- 36 focusing on the roles of schools. If staff need any advice or information you can contact the Forced Marriage Unit on 0207 008 0151 or email: fmu@fco.gov.uk

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the schools safeguarding approach.

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

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

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL or deputies making a referral to the Channel programme.

Prevent Duty

From the 1st July 2015, all schools are subject to a duty under section 26 of the Counter – Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard” to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty.

The Prevent Duty is seen as part of schools' wider safeguarding obligations. The DSL and Senior Leadership Team (SLT) should familiarise themselves with the [Revised Prevent Duty Guidance](#) paragraphs 57-76 are specifically concerned with schools.

[Educate Against Hate](#) has been developed by the Government to support and equip school leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The site provides information on and access to training resources for teachers, staff and school leaders.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. An individual's engagement with the programme is entirely voluntary at all stages.

Appendix B - Aide-memoire for Professionals to Support Efficient and Appropriate Telephone Referrals

Aide-memoire for Professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, significant harm

Situation

- I am (give your name / designation / base). I am calling about (child's name(s) / date of birth / address, or mother's details if an unborn child).
- I am calling because I believe this child is at risk of harm.
- The parents are/aren't aware of the referral.

Assessment and actions

- I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered).
- Or: I fear for the child's safety because (provide specific facts – what you have seen, heard and/or been told).
- An Early Help Assessment has/hasn't been completed/followed prior to this referral.
- The child is now (describe current condition and whereabouts).
- I have not been able to assess the child but I am concerned because ..
- I have (actions taken to make the child safe).

Family factors

- Specific family factors making this child at risk of significant harm are (base on the Assessment of Need Framework i.e. parenting capacity, family/environment, child's developmental needs)
- Additional factors creating vulnerability are ...
- Although not enough to make this child safe now, the strengths in the family situation are

Expected response

- In line with "Working Together to Safeguard Children 2018" and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).
- Other recommendations.
- Ask: Do you need me to do anything now?

Referral and recording

- I will follow up with a written referral and would appreciate it if you would get back to me as soon as you have decided your course of action.
- Exchange names and contact details with the person taking the referral.

Now complete the EHA or MARF ensuring that it is sent within 24 hours and record details and time and outcomes of telephone referral.

Appendix C - Safeguarding and Promoting Children's Welfare Procedural Flowchart

