



Safeguarding and Child Protection Policy 2024/2025

Governors Approved: Full Governing Body Meeting 25th Sept 24

Chair of Governors: DAWN ERKEK APPROVED BY VICE CHAIR - SIMON BATES

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1. Useful Contact Information

Role/Agency	Name	Contact
Headteacher	Tracey Flanagan	559 2068 tracey.flanagan@causewaygreen.sandwell.sch.uk
DSL/Named Prevent lead	Deb Kendrick	559 2068 debbie.kendrick@causewaygreen.sandwell.sch.uk
Deputy DSL & Safeguarding team	Tracy Tooth Helen Meredith Tracey Flanagan	559 2068 tracy.tooth@causewaygreen.sandwell.sch.uk tracey.flanagan@causewaygreen.sandwell.sch.uk helen.jones@causewaygreen.sandwell.sch.uk
Family Support	Tracy Tooth Deb Kendrick	559 2068
Chair of Governors	Dawn Erkek	559 2068
Safeguarding Governor	Dawn Erkek	559 2068
Children in care Lead	Helen Jones	559 2068 helen.meredith@causewaygreen.sandwell.sch.uk
On-line Safety Lead	Matt Postin	559 2068 matt.postin@causewaygreen.sandwell.sch.uk
Attendance Officer	Jayne Walters	559 2068 jayne.walters@causewaygreen.sandwell.sch.uk
Senior Mental Health Lead	Deb Kendrick	559 2068 debbie.kendrick@causewaygreen.sandwell.sch.uk
Trainee Mental Health Lead	Aneesa Bibi	5592068 aneesa.bibi@causewaygreen.sandwell.sch.uk
Sandwell MASH/Social care out of hours	Sandwell Children's Trust	569 3100
Children with Disabilities Team	Sandwell Children's Trust	569 5616
Designated Officer/LADO	Michelle Pinnock-Ouma	569 4770 sandwell_lado@sandwellchildrenstrust.org
National Counter Terrorism Helpline		0800 789 321 counter.extremism@education.gov
Prevent Education Officer	Justin Nixon	07790396643 justin.nixon@sandwell.gov.uk
Police	Police	101 or 999
Sandwell Virtual School contact	Balwant Bains-Executive Head	569 2770 LACEteam@sandwell.gov.uk
Local Authority Child protection officers for Education	Lisa Harvey Louise Atkinson Beverley Need Jemma Jones	569 3100 Individual mobile phone numbers available from safeguarding team
Horizons Exploitation Safeguarding team		569 2524/8391
NSPCC		0808 800 5000 or help@nspcc.org.uk
NSPCC Whistleblowing helpline		0800 0280285
Strengthening Families teams		Oldbury 0121 569 7295 Rowley 0121 569 7296 Smethwick 0121 569 7297

2. Introduction and Definition

At Causeway Green we understand 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.

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

providing help and support to meet the needs of the children as soon as problems emerge;

protecting children from maltreatment, whether that is within or outside the home, including online;

preventing impairment of children's mental and physical health or development;

ensuring that children grow up in circumstances consistent with the provision of safe and effective care;

and taking action to enable all children to have the best outcomes.

(the term children include everyone under the age of 18; this is extended to 25 where the child has special needs)

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 and describes the policy and procedures specifically for these children.

At Causeway Green Primary School, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that may worry them.

Our policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply staff working in our school. It will be reviewed at least annually and is in line with legislation, local procedures and the expectations of Ofsted which inspects schools' safeguarding arrangements.

It extends to any establishment our school commissions to deliver education to our pupils/students on our behalf including alternative provision settings. We will continue to be responsible for the safeguarding of any pupil placed in Alternative Provision and ensure we are satisfied that the provider meets the needs of the pupil.

The school follows the procedures agreed by Sandwell's Children's Safeguarding Partnership. We demonstrate our compliance with these arrangements via the annual S175/157 Safeguarding Audit.

We use the terms "**must**" and "**should**" throughout the guidance. We use the term "must" when the person in question is legally required to do something and "should" when the advice set out should be followed unless there is a good reason not to.

WE WILL ALWAYS ACT IN THE BEST INTERESTS OF THE CHILD

3. Our Policy Aims/Principles and Values

Aims

Our policy aims to provide all staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities; to ensure consistent good practice across the school; and to demonstrate our commitment to protecting and supporting our vulnerable children, children who need support through early help, children in need and children who have a child protection plan. It informs all staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and their responsibilities therein.

Principles and values

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

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

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

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

We ensure that everyone is aware of their safeguarding responsibilities.

We create a culture of safe recruitment and adopt robust recruitment procedures as outlined in Keeping Children Safe in Education 2024.

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

We are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. Our school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued and understanding that their voice will be heard.

We also recognise our duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse. This includes providing a coordinated offer of early help and contributing to any statutory assessments.

We encourage all children and young people to respect, value and support each other.

4. Statutory Framework

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

[Keeping Children Safe in Education 2024](#)

[The Education Act 2002](#)

[Working Together to Safeguard Children 2023](#)

[The Children Act 2004](#)

[Sandwell Children's Safeguarding Partnership - Inter Agency Procedures](#)

[What to do if you're worried a child is being abused: advice for practitioners](#)

[Information sharing advice for safeguarding practitioners](#)

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

[Sexual violence and sexual harassment between children in schools and colleges](#)

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

[The Prevent Duty](#)

[Section 5B of the Female Genital Mutilation Act 2003](#)

[Child and Social Work Act 2017](#)

[General Data Protection Legislation \(2018\)](#)

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

[Voyeurism Offences Act 2019](#)

[DfE statutory guidance on Children Missing Education](#)

Additional links to information/resources can be found in Keeping Children Safe in Education 2024

5. Related Policies

This Safeguarding and Child Protection policy forms one part of our safeguarding responsibilities and sits within a suite of linked policies including, but not limited to:

- Attendance
- Anti-bullying
- Educational Visits

- Staff Code of Conduct
- Behaviour Policy
- Equality
- PSHE and SRE policy
- Online Safety
- Intimate care
- Physical intervention
- Low level concerns
- Safer Recruitment policy
- Health and Safety
- Mobile phone policy

And any other relevant policies as defined by statutory guidance and the School's Governing Body

6. Roles and Responsibilities

a) Roles and responsibilities of our Governing Body

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in our school.

Our Safeguarding Governor and Chair of Governors is Dawn Erkek.

Our governing body will ensure they comply with their duties under legislation. They will have regard to Keeping Children safe in Education 2024 to ensure that the policies, procedures and training in our school are effective and comply with the law at all times and facilitate a whole school approach to safeguarding.

Our Governors will be subject to an enhanced DBS and section 128 check

Our governing body will ensure that:

- appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare and these are shared with all appropriate persons
- our safeguarding/child protection policy will reference procedures which are in accordance with government guidance, Keeping Children Safe in Education 2024 and local safeguarding arrangements; will be updated annually (as a minimum), and be available publicly either via our school website or by other means.
- policies and procedures are followed by all staff.
- appropriate safeguarding responses are in place to children who go missing from education, particularly on repeat occasions.
- they are aware that the Data Protection Act and GDPR place a duty on organisations and individuals to process personal information fairly and lawfully and keep any information they hold safe and secure.
- they receive an annual report regarding safeguarding/child protection and that this is on the agenda for discussion and review at least once a year. Safeguarding updates will also be added to the agenda on a termly basis.
- the safeguarding lead governor meets with the DSL/deputy on a termly basis in order to carry out an internal monitoring check on both safeguarding in school and the Single Central Record to ensure it meets statutory requirements.

- all staff hold a current enhanced DBS certificate and those carrying out teaching roles have an additional check to ensure they are not prohibited from teaching.
- they appoint an appropriate senior member of staff to the role of designated safeguarding lead and support them to carry out their responsibilities as outlined in Keeping Children Safe in Education and their job description.
- the designated safeguarding lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years and all members of the safeguarding team will be trained to the same required standard.
- all staff members undergo safeguarding and child protection training at induction. All staff members will receive level 1 safeguarding training annually along with regular, termly safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings). This training will also include online safety and our filter and monitoring systems.
- all governors receive appropriate safeguarding and child protection training at induction, which equips them with the knowledge to challenge and assure themselves that safeguarding in our school is effective. This training should be regularly updated.
- appropriate filters and appropriate monitoring systems are in place and that school adhere to the latest DfE guidance. They should take care that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding; and that these are monitored to review their effectiveness.
- children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- safer recruitment procedures (including an online search on any shortlisted candidates) are in place and reviewed annually.
- at least one person on any appointment panel has undertaken appropriate safer recruitment training.
- the SCR is monitored termly to ensure it meets statutory requirements.
- there are procedures in place to handle allegations (including the management of low level concerns) against all staff, headteachers, volunteers and any other adults that work in our school and that these are reviewed annually. Such allegations will be referred to the designated officer(s) at the local authority by the appropriate person.
- procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed from working (paid or unpaid) due to safeguarding concerns, or would have been had they not resigned. **Our governing body is aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence.**
- a member of the governing body is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher.
- our safeguarding/child protection policy includes a specific section regarding child on child abuse; procedures to minimise the risk of child on child abuse; and sets out how allegations of child on child abuse will be investigated and dealt with.
- systems are in place for children to express their views and give feedback. Systems and processes will operate with the best interests of the child at their heart.
- they appoint a designated teacher to promote the educational achievement of children in care and to ensure that this person has the relevant qualifications, experience and appropriate training. This person will engage with the DSL and the Virtual School to ensure we are meeting the child’s needs as identified in the child’s personal education plan.
- our safeguarding/child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.
- Our obligations under the Human Rights Act 1998 21, the Equality Act 2010 (updated Nov 2023) (including the Public Sector Equality Duty 23) and their local multi-agency safeguarding arrangements are maintained and any breaches are tackled accordingly.

b) Roles and Responsibilities of Designated Safeguarding Lead and Safeguarding team

The designated safeguarding lead takes the lead responsibility for safeguarding and child protection in our school (including online safety and understanding the filtering and monitoring systems and processes in place). Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility will not be delegated.

At Causeway Green, we recognise that when a child has a social worker, it is an indicator that the child is at more risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning behaviour and poor mental health. The DSL holds the responsibility to ensure that children who have or have had a social worker maintain academic and attendance standards.

Deb Kendrick is our DSL and is a member of the senior leadership team.

Our Deputy Designated Safeguarding Leads are Tracy Tooth Tracey Flanagan and Helen Meredith.

Our Designated Safeguarding Lead (supported by the DDSL and Safeguarding Team) is expected to:

a) Policies and Procedures:

- ensure the school's Safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this.
- ensure the Safeguarding 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.
- ensure the school's Safeguarding policies and reporting and referral procedures are known, understood and used appropriately.
- ensure that parents and staff are aware that the school is part of Operation Encompass

b) Manage referrals:

- complete/oversee all necessary paperwork and correspondence including referrals to the MASH team for safeguarding and child protection referrals or Early Help Assessments.
- ensure the school is represented at child protection conferences, core group and multi-agency meetings by either the DSL or the Deputy.
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and refer cases where a crime may have been committed to the Police as required.
- be aware of 'NPCC - When to call the police' and be aware of the requirement for children to have an appropriate adult when being questioned by the police in regards to any criminal matters.
- compile and submit a written report regarding children who are subject to child protection conferences, which should be shared with the parents before the conference takes place.
- ensure paperwork is completed in a satisfactory manner and stored confidentially.
- be aware of contact details and referral routes to support families, including referral routes to local housing authority for those at risk of being homeless and referral routes for children in households where there is domestic abuse, child criminal exploitation and children missing from education.

- Provide guidance to parents, children and staff about obtaining suitable support.
- Make the senior leadership team aware of trends in behaviour that may affect pupil welfare and, if necessary, arrange training.
- Ensure mechanisms are in place to support the DSL and the safeguarding team in specific regard to their welfare responsibilities, e.g meetings to offer mutual support.
- Be aware of pupils who have a social worker.

c) Work with others:

- act as a point of reference with the three local safeguarding partners and with other agencies in line with Working Together to safeguard Children.
- work closely with agencies and services to improve outcomes for children including (but not limited to) Local Authority Designated Officer, allocated social workers, special educational needs coordinators, senior mental health leads, school nurses, locality strengthening families team, community policing.
- work with our attendance officer to monitor the attendance of children in school in line with the Attendance policy, ensuring suitable safeguarding arrangements are in place to respond to children absent from education. When a safeguarding/child protection concern is raised, attendance concerns will be shared with partner agencies in accordance with local information sharing protocols.
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for staff.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school staff, where appropriate.
- work with others to ensure that the school's filtering and monitoring systems are functional and effective.
- submit a safeguarding report to Governors termly.

d) Knowledge and Training:

- undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The designated safeguarding lead and deputy should undertake Prevent awareness and tackling extremism training. In addition to the formal training set out above, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
- understand the assessment process for providing early help and intervention.
- be alert to the specific needs of vulnerable children, those with special educational needs, children who are (or have previously been) in care, children with social workers and young carers.
- understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- obtain access to resources and attend any relevant or refresher training courses.
- understand that, whilst the fact that a child may be LGBT is not in itself a risk factor for harm, children who are (or are perceived to be) LGBT can be targeted by other children and so may need a safe space or trusted adult for support.
-

e) Staff knowledge and understanding:

- ensure that all staff undertake appropriate training to equip them to carry out their responsibilities for safeguarding children. This training will take place annually at the beginning of each academic year, alongside regular updates throughout the year to include specific safeguarding issues and local concerns.
- ensure all staff are aware of the school's reporting and referral procedure and the needs for timely reporting.
- ensure all staff understand the PREVENT duty.
- ensure all staff are aware of the Early Help process and their role in it.
- at induction, ensure all staff, volunteers etc are aware of systems within our school which support safeguarding. These should include Safeguarding policy, behaviour policy, staff code of conduct, safeguarding response to children absent from education, the role of the DSL including their identity and that of any deputies,
- help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children are experiencing with teachers and school staff; supporting staff to understand the challenges these children might face and identify any additional support that staff could make to best support these children.
- ensure all staff are aware that a child going missing from education is a potential indicator of abuse and neglect and the school's procedures for dealing with children that go missing from education.
- 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.
- ensure that staff understand the statutory duty to report to police when they suspect a child has had FGM carried out.
- ensure staff understand about filtering and monitoring in school, how it works and how to share concerns. Ensure staff take part in annual cybersecurity training.

f) Safeguarding Records:

- ensure a child's safeguarding record is transferred to any new school within 5 days for an in-year transfer and within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- 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 the child leaving, e.g. information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.
- know where individual children have come from (i.e. previous school or new to the country) and also where they go upon leaving our school.
- ensure record keeping is detailed and records are stored confidentially and securely.
- ensure that there are systems in place to regularly update contact numbers for parents/carers and that best practice is to ensure, where possible, there are at least two emergency contact numbers for every child on roll.

g) Availability:

- be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking our designated safeguarding lead (or deputy) will be available in person, there may be occasions, in exceptional circumstance when this is not possible however they will be available via e-mail, phone or other such mediums. Telephone numbers for the DSL and Deputy and Sandwell Children's Trust are also on display in the staff room to ensure referrals do not need to be delayed. In the absence of the DSL or deputy, members of the safeguarding team will assume responsibility for any child protection matters that may arise.
- ensure adequate and appropriate cover arrangements will be made for any out of hours/term time activities which may take place.

h) Alternative provision

- continue to be responsible for the safeguarding of any pupil that has been placed in alternative provision, ensuring that the provider meets the need of the child.

i) Filtering and monitoring

- ensure that appropriate, robust Filtering and Monitoring is in place for on school devices and networks which are regularly reviewed at least annually to assess their effectiveness. Any school devices used away from school will also be subject to filtering and monitoring procedures.
- meet with our IT team annually to review filtering and monitoring procedures to ensure they effectively prevent access to harmful or inappropriate content.

c) Roles and Responsibilities of all staff

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

This means that:

- **ALL** staff have a responsibility to provide a safe environment in which children can learn.
- If any member of staff is concerned about a child the DSL or Deputy must be informed immediately, there is an absolute responsibility for all members of the school to respond to any suspected or actual abuse of children in line with our procedures.
- Staff must record information about safeguarding concerns, giving a clear, precise, factual account.
- All staff must be aware of the main categories of abuse: physical abuse, emotional abuse, sexual abuse, neglect and the signs of these so that they are able to identify cases of children who may be in need of help or protection; in addition to these, they must be alert to specific safeguarding issues, as included in this policy.
- **ALL** staff have a responsibility to identify children who may be in need of extra help, including children who may benefit from Early Help, or who are suffering, or are likely to suffer, significant harm. All staff have a responsibility to take appropriate action, working with other services as needed.
- staff must be aware of the systems within our school which support safeguarding (these will be explained to them as part of their induction and reminders given regularly throughout the year). This includes: the safeguarding/child protection policy; the behaviour policy; the staff code of conduct; KCSIE 2024, procedures for children absent from education, the role of the DSL and the names of the designated safeguarding lead and deputies.
- all staff members will receive appropriate safeguarding/child protection updates regularly, but at least annually.
- staff should be aware that children can be at risk of harm inside or outside school and online.
- staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and talk to the DSL.
- staff should ensure that if a child has made a disclosure, the child is aware that the information will only be shared with the DSL and other adults who wish to keep them safe, in an age appropriate

manner. Under no circumstances, should staff agree to keep information a secret, even if they intend to share it.

- staff should be aware that a child with unexplainable and/or persistent absences from education is a potential indicator of abuse or neglect. Staff members should follow the school procedures for dealing with children who go missing, particularly on repeat occasions.
- any member of staff who has a concern about a child's welfare must follow the school's referral process.
- all staff should be aware of the local Early Help process and understand their role in it.

All staff in school are required to have read and understood:

- Keeping Children Safe in Education 2024 Part 1
- Staff Code of Conduct
- Safeguarding & Child Protection policy
- Behaviour policy

d) Roles and Responsibilities of Volunteers, Work experience and Students

A member of the Safeguarding team will explain to volunteers, work experience and students the responsibility of reporting any concerns about children's safety and welfare to the DSL. Further, they will be briefed on the required policies which include our code of conduct, behaviour, safeguarding and child protection and the confidentiality standards that we expect from all in our school.

Volunteers and students have the responsibility to:

- Work within the school's code of conduct, KCSIE 2024, safeguarding/child protection policy and confidentiality/information sharing expectations; and
- Immediately share any concerns about a child's welfare with the DSL.

e) Parental Responsibilities

At Causeway Green Primary we have an open-door policy where we encourage parents to share any concerns regarding their own children or any other child/children who they feel may be at risk of harm. All concerns will be explored in a sensitive and timely manner. Parents /carers should ensure their child attends school and that they arrive on time and are collected on time.

We expect parents/carers to notify us of any changes in family circumstances and inform us of any changes of address and contact numbers.

f) Children's Responsibilities

In our school we respect our children. We aim to ensure that the atmosphere within our school is one that encourages all children to do their best and to talk freely about any concerns or worries. We provide opportunities that enable our children to take and make decisions for themselves. Children will always be taken seriously and listened to if they seek help from a member of staff. Our school encourages all pupils to share any worries or concerns with any adult in the school at any time. To support this, there are posters around school which clearly identify members of the safeguarding team.

In addition, we have a team of children who have undergone Safeguarding Champion training and are available for pupils to talk to about any worries or concerns, if they do not feel comfortable talking to an adult. The Safeguarding Champions will then report directly to the safeguarding team. The Safeguarding Champions will be identified on posters around the school.

7. Confidentiality and Information sharing

Our school adopts the principles outlined in Keeping Children Safe in Education 2024, DfE Information Sharing 2024 and Working Together to Safeguard Children 2023.

Sharing the right information at the right time with the right people is fundamental to good safeguarding practice.

We recognise that all matters relating to safeguarding/child protection are confidential. All information and data is stored securely and any information or data is shared on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other statutory agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. If a child wishes to confide in a member of staff/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.

If in any doubt about sharing information, staff should speak to the DSL or deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent. Further guidance on data protection and compliance with GDPR can be found in 'Data protection: toolkit for school' on www.gov.uk.

Staff should be aware of the 7 Golden Rules for sharing information which are that the information you share is:

Necessary Proportionate Relevant Adequate Accurate Timely Secure

8. Communication with Parents

Our school will always discuss concerns with parents/carers, where possible, and consent for any referrals should be sought unless to do so would:

- place the child at risk of significant harm or further risk of significant harm;
- place a vulnerable adult at risk of harm; and
- compromise any enquiries that need to be undertaken by children's social care or the police.

The school will endeavour to ensure that parents understand the responsibilities placed on the school and staff for safeguarding children.

In the best interests of safeguarding children there may be occasions when the school has to consult with other agencies without a parent or carers' prior knowledge. Our first concern and responsibility is the child's welfare and **we have a duty to protect children first and always**. Such consultation may result in a formal referral which could prompt visits from social care and/or the police. We fully understand that this

can be a distressing set of circumstances. Our school will follow the procedures required by the local authority.

We will work with parents to support them in safeguarding their child/ren by raising awareness of any such issues/concerns in the community, emerging hoaxes, challenges that may cause harm, online safety, filtering and parental controls.

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

9. Definitions and signs of abuse, neglect and exploitation

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

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

All staff are expected to be vigilant at all times and refer any safeguarding concerns without delay, taking account of the following:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact of children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or 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.

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

Some signs:

- Bruising, bite marks, burns and scalds which do not have an accidental explanation
- Fractures in non-mobile children
- Injuries in unusual areas or with well - defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Injuries not consistent with the explanation given for them
- Injuries which have not received medical attention
- Talk of punishment which seems excessive
- Arms and legs kept covered in hot weather
- Reluctance to remove clothing for PE or swimming

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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Some signs:

- Physical, mental or emotional development delay
- Abnormal attachment to parents/carer
- Low self-esteem/ Lack of confidence
- Over-reaction to making mistakes
- Fear of new situations
- Fear of parents being contacted
- Self-harm
- Depression, aggression, extreme anxiety
- Obsessions or phobias
- Sleep or speech disorders
- Negative statements about self
- Extreme shyness or passivity
- Running away, stealing, lying

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.

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.

The sexual abuse of children by other children is a specific safeguarding issue in education (see section on peer on peer abuse).

Some signs:

- Aggression
- Withdrawn
- Self-harming, including eating disorders

- Distrust of familiar adult
- Wetting or soiling day and night
- Fear of undressing for sport or swimming
- Sleep disturbances or nightmares
- Apparent secrecy about social activities or special friends
- Inappropriate sexualized conduct
- Drawings of sexual behaviours
- Sexually explicit behaviour
- Excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Severe sleep disturbances with fears, phobias, dreams or nightmares which have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia

The effects of sexual abuse can include disturbed behaviour, self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem. Its adverse effects may last long into adult life. 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.

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

Some signs:

- Inadequate food, clothing and shelter (including exclusion from home or abandonment)
- Failing to protect a child from physical and emotional harm or danger;
- Inadequate supervision (including the use of inadequate care-givers)
- Failing to ensure access to appropriate medical care or treatment
- neglect of or unresponsiveness to a child's basic emotional needs
- Under weight for age
- Hungry
- Tired
- Poor state of clothing for the child's size, weather or time of year
- Persistently dirty with a body odour
- Frequent lateness or non-attendance
- Compulsive stealing or scavenging
- Poor health and untreated medical problems/ frequently missed appointments
- Lack of immunisations

The list of signs is not an exhaustive list. 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.

If staff recognise any of these signs they should not presume that the child is being abused, but **MUST** report their concerns to the DSL or DDSL.

School will consider use of the NSPCC Graded Care Profile 2 tool to help identify cases of neglect.

10. Early Help Assessment

Early Help is the support we all offer to potentially vulnerable children, young people, and their families. The purpose of Early Help is to put in the right support, at the right time, so that the additional vulnerabilities and needs that families may be facing are addressed and are less likely to escalate to a point where intrusive statutory interventions are required. All staff should be aware of their role in the Early Help process.

Any child may benefit from Early Help but staff should be particularly alert to the *potential* need for early help for a child who

- has a mental health need
- is at risk of honour-based abuse
- is persistently absent or late
- has a family member in prison or has been affected by parental offending
- is disabled, or has certain health conditions 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 (refer to school's young carers policy)
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- has experienced multiple suspensions, is at risk of being permanently excluded and in alternative provision or a pupil referral unit
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'so-called' honour-based abuse
- is a privately fostered child

The school works alongside all agencies to deliver Early Help in line with the Sandwell Early Help Strategy.

11. Specific safeguarding issues

Child on Child abuse

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

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

We also recognise that children can abuse other children and this is referred to as child on child abuse and that it can happen inside or outside school and online. All staff should understand that even if there are no reports in our school, it does not mean it is not happening, it may be the case that it is just not being reported. If staff have any concerns they should speak to the safeguarding team.

ALL child on child abuse is unacceptable and **all** allegations will be taken seriously. At Causeway Green Primary we understand that **'abuse is abuse' and should never be tolerated or passed off as "banter" "just having a laugh" or "part of growing up"**. It is essential then that all staff challenge any inappropriate behaviour between children.

ALL allegations will be carefully considered and all decisions will be made on a case by case basis in consultations with social care. Referral under safeguarding arrangements may be necessary, key specific considerations will include the age, maturity and understanding of the children and any disability or special needs of the children.

We recognise that child on child abuse can occur between and across different age ranges and can take different forms, such as:

- Bullying, including cyber bullying, prejudiced based and discriminatory
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting
- physical abuse
- sexting
- initiation/hazing type violence and rituals.

We recognise that a child or young person being lesbian, gay, bisexual or gender questioning is not, in itself, an inherent risk factor or harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children as being lesbian, gay, bisexual or gender questioning can be just as vulnerable as children who are.

School will endeavour to ensure children feel they have a trusted adult they can talk to. We will also endeavour to reduce the additional barriers faced and create a culture where everyone feels that they can speak out if they have any concerns.

Preventing, assessing and minimising the risks

At Causeway Green Primary, we will minimise the risk of allegations against other children by:

- providing a developmentally age appropriate PSHE, SRE, British Values curriculum which develops children's understanding of acceptable behaviour and keeping themselves safe;

- having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued;
- delivering targeted work on assertiveness, protective behaviours and keeping safe to those children identified as being at risk;
- developing robust risk assessments & providing targeted work for children identified as being a potential risk to other children; and
- adopting a whole school approach to tackling sexism and any form of discrimination
- challenging inappropriate behaviours between children
- providing training and awareness sessions for staff.

Procedure to record, investigate and manage child on child allegations

When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern.

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

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

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

If there is a safeguarding concern:

- the designated safeguarding lead (DSL) will be informed;
- a factual record will be made of the allegation, but no attempt at this stage should be made to investigate the circumstances;
 - the DSL should contact social care/multi-agency agency safeguarding hub (MASH) to discuss the allegation and seek advice;
 - the DSL will follow through the outcomes of the discussion and make a referral where appropriate.

Examples of some of the safeguarding issues against a child could include physical abuse, emotional abuse, initiation or hazing violence, blackmail, threats, intimidation, cyber-bullying, sexual abuse or exploitation.

If the allegation indicates that a potential criminal offence has taken place, this will be referred to the multi-agency agency safeguarding hub MASH where the police will become involved. Following advice from Social Care and/or the police, parents of both the child being complained about and the alleged victim, should be informed and kept updated on the progress of the referral. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children's files.

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual behaviour procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan; and the plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Support and care for all children involved

At Causeway Green Primary we recognise and understand that child on child allegations will be very distressing situations for all concerned - children, family members and staff. We recognise that both the victim and perpetrator may need support and so will seek to provide any support required by making any necessary referrals for counselling and support services, including use of outside agencies and services where appropriate.

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

Mental Health

School have an important role to play in supporting the mental health and wellbeing of their pupils. In recognition of this, and in line with current DfE guidance, our school has a Mental Health Lead with the responsibility of overseeing the help the school gives to pupils with mental health problems, helping staff to spot pupils who show signs of mental health problems, offering advice to staff about mental health and referring children to specialist services.

Our school has links with the Sandwell Reflexions team – a mental health support team that can offer access to support for our pupils.

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

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

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

Staff should be aware of the range of services available to support children with mental health.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the Mental Health Lead, DSL or a member of the safeguarding team.

Extra familial harm

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school.

All staff, but especially the designated safeguarding lead and deputies should be considering the context within which such incidents and/or behaviours occur and be aware that wider environmental factors could be present in a child's life that are a threat to their safety and/or welfare.

Extra-familial harms, or contextual safeguarding, 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. The school assesses the risks and issues in the wider community when considering the well-being and safety of our pupils. When making a referral to children's social care school will provide as much information as possible as part of the referral process to allow any assessment to consider all the available evidence and the full context of any abuse.

Children who are absent from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Knowing where children are during school hours is an important part of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

All staff should be aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children who have unexplainable or persistent absences from education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage.

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Our attendance officer and Designated Safeguarding Lead will work closely together to offer support where necessary. It is important that staff are aware of our school's absence procedures.

We monitor attendance carefully and address poor/irregular attendance without delay.

Our school has appropriate safeguarding policies, procedures and responses for children with unexplainable and/or persistent absences from education. We will always follow up with parents/carers, when pupils are absent from school. To support this, we will always request at least two up to date contact numbers. If we are unable to contact parents or carers and there are concerns around their absence a home visit will be carried out by the attendance officer and a member of the safeguarding team. If we are still unable to contact parents or carers and have cause for concern, then we may request a safe and well check be carried out by the police.

Our school has an admission and attendance registers and all pupils are placed on both registers. Our school will inform the local authority of any pupil who has stopped attending altogether and who is going to be removed from the register.

In response to the guidance in Keeping Children Safe in Education 2024, our school has:

- staff who understand the links between attendance and safeguarding
- staff who understand what to do when children do not attend regularly
- staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
- appropriate policies, procedures and responses for pupils with unexplainable and/or persistent absences from school
- procedures to inform the local authority when we plan to take pupils off-roll when they
 - a) leave school to be home educated
 - b) move away from the school's location
 - c) remain medically unfit beyond compulsory school age
 - d) are permanently excluded.

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

When a pupil leaves the school, we will record the name of the pupils' new school and their expected start date.

We have a separate Attendance policy that reflects our latest policy and procedures.

Child Exploitation including Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) and County Lines

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

The following vulnerabilities can increase the risk of child exploitation, although it must be remembered that not all children with these indicators will be exploited. Child exploitation can also occur without any of these issues:

- having a prior experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment now or in the past (domestic violence, parental substance misuse, mental health issues or criminality)
- recent bereavement or loss
- social isolation or social difficulties
- absence of a safe environment to explore sexuality
- homelessness or insecure accommodation status
- economic vulnerability
- connections with other children and young people who are being sexually exploited
- having a learning or physical disability
- being in care
- family members or other connections involved in adult sex work
- children who are lesbian, gay, bisexual or gender questioning

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

- Children who appear with unexplained gifts or new possessions such as money, clothes, mobile phones etc
- Children who associate with other young people involved in exploitation,
- Children who have older boyfriends or girlfriends,
- Entering and/or leaving vehicles driven by unknown adults
- Children who suffer from changes in emotional well-being,
- Children who misuse drugs and alcohol,
- Children who go missing for periods of time or regularly come home late,
- Children who regularly miss school or education or do not take part in education,
- Exclusion or unexplained absences from school,
- Gang association and/or isolation from peers/social networks,
- Leaving home/care without explanation and persistently going missing or returning late,
- Excessive receipt of texts/phone calls,
- Inappropriate sexualised behaviour,
- Evidence of/suspicions of physical or sexual assault,
- Relationships with controlling or significantly older individuals or groups,
- Concerning use of internet or other social media,
- Increasing secretiveness in behaviours,
- Multiple callers (unknown adults or peers)

School will make use of the Child Exploitation toolkit, where appropriate, when considering possible cases of exploitation and referrals to the Horizons team.

Any concerns around exploitation will be dealt with by our safeguarding procedures. We will also report any suspected criminal activity to the police via the FIB (police intelligence form) or by reporting to 101 or 999 in an emergency.

Child Criminal Exploitation (CCE)

CCE does not always involve physical contact, it can also occur through the use of technology. The victim may have been criminally exploited even if the activity appears consensual.

CCE can include children being forced to work in cannabis factories, local businesses such as car washes, nail bars and beauty salons, being coerced into moving drugs, or money across the country (county lines), forced to shoplift or pickpocket or to threaten other young people. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

As children involved in CCE often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at a higher risk of sexual exploitation.

Child exploitation can also occur through gang recruitment. Young people at risk of joining a gang are usually vulnerable individuals who can be both perpetrators and/or victims of crime. Children may often be at the periphery of involvement for some time before they become active gang members and it is important to recognise when this may be happening as there are often opportunities for preventative work to be undertaken with children to deter them from joining a gang.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse where children are sexually exploited for money, power or status. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact: it can also occur through the use of technology.

In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even when the child may believe they are engaging voluntarily in sexual activity with the person who is exploiting them. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Child sexual exploitation can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity; can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. It may also 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).

It 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.

CSE 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.

Early intervention and preventative work is key in helping to support and educate children.

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 lines'. Drug networks and gangs groom and exploit children and young people to carry drugs and money within and from urban areas into suburban and rural areas.

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) and weapons to ensure compliance of victims. Children can be targeted and recruited

into county lines in a number of locations including schools, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and 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.

Key to identifying potential involvement in county lines are missing episodes in 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.

Domestic abuse (including Operation Encompass)

As outlined in the Domestic Abuse Act 2021, we recognise that children who experience, see or hear domestic abuse in all its forms are victims and appropriate support will be offered.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality, or background and domestic abuse can take place inside or outside of the home.

Behaviours can include physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological, emotional or other abuse.

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

We are fully compliant and promote Operation Encompass, which is a police and Education early intervention safeguarding partnership that supports children and young people exposed to Domestic Abuse. It aims to ensure Schools are notified in a timely manner of any Domestic Abuse incident where child/ren are present. This includes undertaking the Key Adult online Training and ensuring all parents/carers are aware we are part of this initiative via our new parent pack, school website and induction.

Refuge runs the National Domestic Abuse helpline which can be called free of charge 24 hours a day on 0808 2000247. It also has a website which provides guidance and support not only for potential victims but also for friends and loved ones with concerns.

Any disclosures or indicators regarding domestic abuse noticed or identified by staff should be referred to the safeguarding team, using the school's safeguarding procedures, so that support and the appropriate referral can be made.

Homelessness

At Causeway Green, we are aware that a number of our families can experience housing issues, which, if resulting in being homeless or being at risk of becoming homeless, presents a real risk to a child's welfare.

Where we are aware that a child has been harmed or is at risk of harm from this issue, a safeguarding referral will be made by the designated safeguarding lead (or member of the safeguarding team) to the local authority. The designated safeguarding lead (and any deputies) is aware of contact details and

referral routes in to the Local Housing Authority so they can also raise concerns or discuss support available with them.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

So-called 'Honour based' abuse

So-called 'honour-based' abuse encompasses incidents or crimes which may have been committed to protect or defend the honour of the family and/or the community. It is often linked to family members or acquaintances (and can include multiple perpetrators) who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture.

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of motivation) and should be handled and escalated as such. Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a child being at risk of HBA or already having suffered HBA.

Honour based abuse might be committed against people who

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

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

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

If staff have any concerns they must speak to the designated safeguarding lead without delay.

Female Genital Mutilation (FGM)

FGM is a procedure where the female genitals are deliberately cut, injured or changes but where there is no medical reason for this to be done. It is also known as female circumcision.

It is illegal in the UK to perform FGM, assist a young girl to carry out FGM on herself or assist a non-UK person to carry out FGM outside the UK on a UK national or UK resident. It is a form of child abuse with long-lasting harmful consequences.

FGM typically takes place between birth and around 15 years old, most commonly before puberty starts.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman.

Staff should not assume that FGM only happens outside the UK.

Some warning signs to look out for:

- Difficulty walking, sitting or standing, complaining about pain between the legs
- Unusual behaviour after an absence from school;
- A young girl may visit the bathroom more frequently or spend more time than usual in the bathroom;
- A young girl may have frequent, urinary, menstrual or stomach problems;
- Prolonged or repeated absence from school, with noticeable behaviour change on return, possibly with menstrual or bladder problems;
- A young girl may try to avoid PE lessons;
- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday
- The child may talk about a special procedure/ceremony is taking place
- Travel to a country known to practise FGM (School holiday times);
- An Elder family member visiting from a country known to practise FGM;
- Over hearing conversations related to FGM;
- A young girl may disclose, ask questions or ask for advice;
- Reluctance to undergo normal medical examination; and
- Girls that are withdrawn from PSHE or SRE.

More information on FGM and the countries where it may be practised can be found on the World Health Organisation website (www.who.int/news-room/fact-sheets/detail/female-genital-mutilation)

The Serious Crime Act 2015 places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. This means that teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. A useful summary of the FGM mandatory reporting duty is available on the [FGM Fact Sheet \(FGM the facts\)](#) found on www.gov.uk.

At Causeway Green Primary, teachers must also report their concerns and share the information with the DSL following the school's procedures for recording and reporting. The teacher then will be supported by the DSL to fulfil their duty to report FGM cases to the police and social care. Our staff will contact the police on 101

All other staff must also report any concerns around FGM immediately to the Designated Safeguarding Lead and follow our safeguarding procedures.

Forced Marriage

In February 2023, the age of consent for marriage in England was raised to 18.

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. It is also when anything is done to make someone marry before they turn 18, even if there is no pressure or abuse.

Forced marriage is illegal in the UK. It is a form of domestic abuse and a serious abuse of human rights.

Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). There is no religion that says it is right to force you into a marriage.

If staff have any concerns regarding Forced Marriage and Honour Based abuse they must report to the DSL. The DSL will support the individual, as required, to fulfil their duty to report to the police and/or social care.

Preventing Radicalisation and Extremism

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including education, 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 and is a part of the wider safeguarding obligation.

Extremism is defined by the Government in the Prevent Strategy as the vocal or active opposition 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.

At Causeway Green Primary we will:

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

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).

Indicators of susceptibility may include:

- Identity crisis, where the pupil is distanced from their heritage
- personal crisis, where the pupil may be experiencing family tensions, a sense of isolation, low self-esteem, disassociation from existing friendship groups, searching for answers to questions about faith, identity and belonging
- personal circumstances, migration, local community tensions, events affecting the pupil's country or region of origin
- experiences of criminality
- special educational needs, pupil may experience difficulties with social interactions, understanding the consequences of actions and the motivations of others.

However, it is possible to protect 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 designated safeguarding lead (or deputy) making a referral to the Channel programme

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 judgment in identifying children who might be at risk of radicalisation and act proportionately, referring to the DSL (or deputy) when needed, who can then make a Prevent referral.

Early indicators of radicalisation or extremism may include:

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

The examples above are not exhaustive and susceptibility may manifest itself in other ways.

At Causeway Green Primary, we aim to build the children's resilience to radicalisation by providing a safe environment, reinforcing the school's RESPECT values, an effective behaviour policy and pastoral support system and a broad and balanced curriculum including British Values, PSHE and RSE (Jigsaw). We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We will always challenge any forms of sexism, misogyny, homophobia, biphobia and sexual violence harassment.

Training on Prevent will be delivered as required to the relevant staff.

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

Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 or with the LA Prevent Strategy Coordinator for further advice.

Channel

Channel is a voluntary, confidential programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Sexual Violence and Sexual Harrassment

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003. This includes rape, assault by penetration and sexual assault without consent. When considering what is consent, this is about having the freedom and capacity to choose. Consent can be withdrawn at any time.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline as outlined in Keeping Children Safe in Education 2024. Whilst not intended to be an exhaustive list, sexual harassment can include

- Sexual comments, telling sexual stories
- Calling someone sexualised names
- Sexual jokes or taunting
- physical behaviour such as deliberately brushing up against someone
- Displaying pictures of a sexual nature
- Online sexual harassment such as sharing images, sharing nudes and semi-nudes (previously known as sexting), unwanted sexual comments and upskirting.

At Causeway Green we hold a **zero-tolerance** approach to sexual violence and harassment and it will not be tolerated under any circumstances. We recognise that even if there are no reports it does not mean that it is not happening, it may be just the case that it is not being reported.

We will challenge inappropriate physical behaviours and touching in order to ensure such behaviours are not normalised. Addressing inappropriate behaviour, even if it appears to be relatively innocuous, can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Training on sexual violence and sexual harassment is done with staff as part of their annual safeguarding update. They will be aware that 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 attainment.

Schools should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school.

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.

At Causeway Green, staff are made aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff are also 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 and upskirting

The initial response to a report from a child is important. We have systems in place that are easily understood and accessible for children to confidently report abuse. All victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim must never be given the impression that they are creating a problem. Nor must a victim ever be made to feel ashamed for making a report. This will be the case regardless of where the abuse took place, whether this is in school, outside school or online. If staff have a concern about a child or a child makes a report to them, they should follow the school’s safeguarding referral process.

In some circumstances, it may be necessary to carry out a risk assessment and safety plan to ensure locations and victims are made safer. This will be done by the DSL and SLT.

Reports of sexual violence and sexual harassment are likely to be complex and may involve a number of agencies, including the police. However, it is important to note that the law is in place to protect children and young people rather than criminalise them. The Department of Education has published detailed advice to support schools which can be found on their website ‘Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2021’. We will use this guidance along with section 5 of Keeping Children Safe in Education 2023 to support our response and to make informed decisions.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020).

Upskirting

Upskirting refers to the action of placing equipment e.g. camera or mobile device beneath a person’s clothing (not necessarily a skirt) to take a voyeuristic photograph without their permission and or knowledge with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification or cause the victim humiliation, distress or alarm. It is a criminal offence and anyone of any gender can be a victim.

Children and the court system

At Causeway Green we are aware that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age

appropriate guides to support children 5-11-year olds and 12-17 year olds entitled 'Going to court' which are available on the government website. These guides explain each step of the process and support and special measures that are available. Parents will be signposted to these guides as well as being offered support in school.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year and at Causeway Green, we are aware that this is an issue that may affect some of our families. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Our school will ensure support is offered to VAWG (Violence against women and girls). The family will also be offered support if required by our Family Support Officer.

NICCO (National Information Centre on Children of Offenders) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. This can be accessed on their website www.nicco.org.uk

Children who have suffered Adverse Childhood experiences (ACES)

Adverse childhood experiences are traumatic events occurring before the age of 18. ACES include all types of abuse and neglect as well as parental mental illness, substance use, divorce, incarceration and domestic violence. ACES can impact brain development which in turn impacts functions such as decision making, self-regulation, fear processing, memory and stress management.

A child's experiences of adversity and trauma can leave them vulnerable to further harm as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Our staff at Causeway Green will receive training to ensure they are aware of what ACES are, the impact these can have on our children and how to support children who have experienced traumatic events.

Violence against Women and Girls

VAWG is defined as any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts and coercion. It is the umbrella term which brings together multiple forms of serious violence such as crimes committed in the name of "honour", domestic abuse, FGM, forced marriage, sexual violence, exploitation and harassment. If staff have a concern or knowledge about VAWG incidents, they must share this with the safeguarding team.

12. Private Fostering Arrangements

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) who is cared for by someone who is not their parent or a 'close relative' in their own home, with the intention it should last 28 days or more. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts, (whether of full blood, half blood, or marriage/ affinity.)

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country.

School staff will notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the Local Authority. Our school is aware that we also have a mandatory duty to report to the Local Authority if we are aware or suspect a child is subject to a private fostering arrangement.

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

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

At all times, staff should maintain an attitude of 'It could happen here' when it comes to safeguarding children and ALWAYS ACT IN THE BEST INTERESTS OF THE CHILD.

If staff have any concerns about a child, they can speak to the DSL or a member of the safeguarding team for advice; however, all concerns MUST also be put in writing either by use of our electronic system 'My Concerns' or by completion of a safeguarding concern forms, which can be found by the display in the staffroom.

It should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited or neglected, and they may not recognise their experiences as being harmful. Staff should have professional curiosity if they are concerned about a child and speak to the DSL.

If staff have any urgent concerns about a child's welfare, they should act on them immediately (see flow chart Appendix A) and speak to the DSL or a member of the safeguarding team, who should always be available. However, if in exceptional circumstances, they are not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of SLT and/or take advice from Sandwell Children's Trust (number available on displays around school or in this policy). In these circumstances any action taken should be shared with the safeguarding team as soon as is practically possible.

14. Dealing with a disclosure

Where a pupil makes a disclosure, 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 time to talk to you.
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything you believe may be putting them at harm you will have to talk to someone.
- Listen carefully to what they have to say. Don't 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 why they are upset or how an injury was caused, or respond to the child wanting to talk to you to clarify concerns

REACT

- If you need to clarify information, ask open-ended questions e.g. Is there anything you want 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 they shouldn't have done
- Never ask accusing questions e.g. Why didn't you tell someone sooner?
- Never criticise the alleged perpetrator. It may be someone they will continue to live with.
- Never ask the pupil to repeat their disclosure to another member of staff. It is YOUR responsibility to share the information.

These 4 factors may compromise enquiries that need to be made later by Children's social care or the police.

REASSURE

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

RECORD

- Make notes as soon as possible afterwards using the words that that child has used. Best practice is to wait until the end of the child's disclosure then immediately write a thorough summary.
- It may be appropriate to make notes, but staff should be conscious of the need to remain engaged with the child and not distracted.
- Do not record assumptions and interpretations, just what you heard and saw
- Do not destroy original notes, even if you write things up more neatly and fully
- Include a body map if appropriate
- Record the date, time and place of the disclosure
- Sign any written records with your name and position in school setting
- Do NOT ask a child to write an account or sign any of your documentation as this may compromise further enquiries
- Where the report includes an online element, be aware of searching, screening and confiscation advice and UKCCIS sexting advice. Do not view or forward images.

REFER

- If the concern is urgent, immediately inform the DSL or Deputy, or in their absence, a member of the safeguarding team, who will be responsible for following the appropriate procedures. Follow up with a written report. In the absence of anyone being available in school, contact Sandwell Children's Trust for advice.
- To consult with the DSL does not mean a referral has been made. This decision will be the responsibility of the DSL who will contact the appropriate agency.

- If you are unhappy about the response you receive from the DSL, you should contact Sandwell Children's Trust directly on 0121 569 300.

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

DON'T

- Discuss with parent/carers without speaking to the DSL, or a member of the safeguarding team;
- Discuss with any other staff;
- Investigate an allegation of child protection concern yourself;
- Believe that safeguarding matters are someone else's business and responsibility – it is... but it's also yours.

15. Response to a concern or disclosure, including making a referral to Social care

A referral involves sharing information in line with the Multi Agency Threshold document to either the Strengthening Families Team, with the consent of the parents 'carers, the Multi Agency Safeguarding Hub (MASH) or the police in matters of immediate risk. This will usually be done by the DSL or Deputy, although anybody can make a referral. See Appendix B for flow chart.

Parents/carers should be informed if a referral is being made, unless to do so would put the child at risk of further harm or potentially compromise any future investigations. Inability to inform parents for any reason should not prevent a referral being made. It would then become a joint decision with Sandwell Children's Trust about how and when the parents should be approached and by whom.

Upon receipt of a concern, whether electronically or written, the DSL or designated deputy will decide based on the Sandwell threshold document and, where necessary, seek advice to determine whether the concern/disclosure meets the threshold for support.

If, a child is in immediate danger or is at risk of significant harm a referral will be made to children's social care and/or the police immediately. A MARF (Multi Agency referral form – found on Sandwell Children's Safeguarding Partnership website) will need to be completed following this contact. This MARF will need to be completed within an hour of reporting the concern.

If the child is in no immediate danger but we still have child protection concerns we will complete a MARF as soon as possible and within a maximum of 24 hours.

If lower level multi agency support is required for a child and their family, the DSL or Deputy will, with the consent of the parent/carer, complete an Early Help Assessment to enable the most appropriate services and support to be identified.

An alternative contact is the NSPCC helpline 0808 800 5000.

16. Section 17 and Section 47 assessments

Section 17 of the Children Act 1989 says a child in need is defined as:

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

Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Section 47 of the Children Act 1989 states that Child Protection may be needed for:

children at risk or who are suffering significant harm; children suffering the effects of significant harm; children with serious health problems.

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

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

17. Voice of the Child

A system will be in place and well promoted for children to confidently report abuse to any member of staff knowing their concerns will be treated seriously. In addition, the school have appointed Pupil Safeguarding Champions, who have been trained in how to deal with children's concerns/worries, should children feel more comfortable talking to their peers.

At Causeway Green, we have an active school council who act on behalf of their peers and whose views are regularly sought and acted upon. We also do regular pupil conferences to explore our children's views.

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

18. Record Keeping

Good up to date record keeping of concerns and action taken is essential as it helps school identify causes for concerns at an early stage and helps us to monitor and manage our safeguarding practise.

At Causeway Green Primary, most records of concerns and safeguarding/child protection files are stored

electronically on the safeguarding recording system “My Concerns”. Where this is not possible, for whatever reason, or for historical cases, the records are kept in a file separately from the child’s school file. These are locked in a secure location.

Our records include a summary of the concern, details of how the concern was followed up and resolved, a clear record of any action taken and decisions reached, and the outcome.

If a child moves school, a member of the safeguarding team will contact the new school to advise them of the need to transfer our records. Our school will then transfer the files either electronically or in person within 5 days. If it is not possible to transfer by either of these methods, an alternative secure method of transport will be used. When transferring records electronically the system will indicate a successful transfer. In cases where hard copies of the records are transferred in person, our school will obtain a receipt from the receiving school.

19. Children in care and the Virtual School

We are fully committed to safeguarding the welfare of children in care, (previously known as looked after children) and care leavers. Our Children in care lead is Helen Meredith.

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

Our CIC Lead will ensure:

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

We also recognise that a child that has previously been in care continues to remain potentially vulnerable and all staff should have the skills, knowledge and understanding to keep them safe. It is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

20. Children with special educational needs and disabilities

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

These can include:

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

We identify pupils who might need more support to be kept safe or to keep themselves safe and ensure we have appropriate mechanisms in place to assist these children.

Examples of these mechanisms:

- Suitably qualified professionals (SENCO/ individual staff)
- Suitable training
- Referrals to specialist agencies
- Use of communication packages
- Use of signs and symbols
- One to one support for communication
- Appropriate IT aides

There may also be occasions when it is necessary to use reasonable force in response to risks presented by children with SEN, disabilities or medical conditions and to safeguard these children. At Causeway Green, we recognise the additional vulnerability and so, as part of our physical intervention policy, we aim to identify those children most at risk and offer positive, pro-active behaviour support. We do this by the use of individual behaviour plans which detail positive strategies to be used with the child with the aim of reducing the occurrence of challenging behaviour. These plans are drawn up with staff, children and parents/carers and reviewed regularly.

21. Induction

All staff members will undergo safeguarding and child protection training at induction. The training will be regularly updated and in line with advice from the local authority and the requirements of Keeping Children Safe in Education 2024.

Upon appointment and starting a new post new staff, students, volunteers and long term supply (short term supply will be given separate advice) will be issued with an induction pack, Safeguarding/Child Protection policy, Keeping Children Safe in Education Part 1, Staff code of conduct, behaviour policy and other relevant safeguarding information . They will sign to say that they have received it, read and understood it. A meeting will be arranged on appointment to clarify and check understanding and to respond to any questions.

22. Safer working practices including the use of reasonable force

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

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

- work in a room where there is a glass panel in the door or leave the door open;
- make sure that other adults visit the room occasionally;
- avoid working in isolation with children unless thought has been given to safeguards;
- do not use own mobile phones or electronic devices when around children;
- do not give out personal mobile phone numbers or private e-mail addresses;
- do not give pupils lifts home in own cars;
- do not arrange to meet them outside of school hours; and
- do not chat to pupils on social websites.

This is not an exhaustive list and staff should have read and understood the Staff Code of Conduct for a full list of their responsibilities.

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

Physical Intervention/ The use of reasonable force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people.

Reasonable force may only be used when it is necessary to prevent a pupil from:

- Putting themselves or others at risk of harm;
- Causing serious damage to property;
- Committing a criminal offence (e.g. criminal damage, assault of pupils/staff etc)
- Engaging in any behaviour (including running around inside/outside the building and absconding) which is prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere and;

where no other form of control is available and where it is necessary to intervene.

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

The adoption of a 'no contact' policy at a school can leave staff unable to fully support and protect their pupils and so at Causeway Green we have a physical intervention policy, which is shared with staff and available on our shared area. We also use individual behaviour plans for vulnerable pupils which we have identified as being at risk. These plans are discussed with parents/carers and provide positive behaviour strategies to try and reduce the occurrence of physical intervention being necessary.

Any use of physical force or restraint of pupils will be carried out and documented in accordance with the physical intervention policy. If it is necessary to use physical action to prevent a child from injury to

themselves or others parents will be informed. Physical intervention or restraint will never be used as a punishment.

Full details on the use of physical intervention and the recording of each incident can be found in our separate Physical Intervention policy

23. Safer recruitment

In order to create a safe environment for our children our school will adopt the safer recruitment procedures that help deter, reject or identify people who might abuse children, outlined in Keeping Children Safe in Education 2024. These are detailed in our separate Safer Recruitment Policy.

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

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

School will ensure that appropriate checks are carried out to confirm that individuals employed to work in Reception classes or in wraparound care for children up to the Age of 8 are not disqualified from working in these settings under the 2018 childcare disqualification regulations.

Our school keeps a Single Central Record that complies with all the requirements. It is monitored by the Headteacher and/or Chair of Governors termly. The Single Central Record covers all staff (including supply)

24. Management of Allegations including low level concerns

At Causeway Green, we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of any staff or adults (including supply staff, volunteers, placement students, contractors) in the school should be taken to the headteacher without delay (or where that is not possible to the Designated safeguarding lead). Any concerns about the headteacher should go the Chair of Governors who can be contacted via the school office.

All allegations of abuse of children carried out by any adult in school will be taken seriously.

If an allegation, that may meet the harms test, is made regarding a member of staff, supply staff or volunteer, the following will be considered:

Has the adult:

- behaved in a way that has harmed a child, or may have harmed a child?
- possibly committed a criminal offence against or related to a child?

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

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

- allegations that meet the harm threshold
- allegations/concerns that do not meet the harms threshold – referred to in Keeping Children Safe in Education as low level concerns.

If an allegation is made against a member of staff or adult in school, the headteacher must be informed immediately or as soon as possible within 1 working day. The school will then follow the guidelines set out in Sandwell local authority's 'Management of Allegations' document and Keeping Children Safe in Education 2024. The headteacher must contact the Local Authority Designated Officer immediately to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

Position of Trust referrals will be referred via the SPOC/MASH. A MARF for the child will be completed, if requested by Sandwell Children's Trust and a Multi-Agency POT referral for the person allegations have been made about. This will detail the alleged incident and have all relevant details regarding the child and the adult who the allegations have been made about.

If an allegation is made against the headteacher or principal, the chair of governors must contact the Local Authority Designated Officer immediately or as soon as possible within 1 working day to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

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

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

We understand that in some cases, concerns will not meet the threshold. These will be known as low level concerns and will be investigated in line with the procedures set out in our separate Low Level Concerns policy. These concerns may still be significant and we always take them seriously as they possibly indicate that an adult may have acted in a way that is inconsistent with our staff code of conduct including inappropriate conduct outside of work.

They will be dealt with in a timely and appropriate manner and recorded on a separate file so that they can be monitored and any pattern established.

25. Whistleblowing

All staff, volunteers and parents at Causeway Green Primary should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime and such concerns will be taken

seriously by our headteacher, governing body and senior leadership team. Our school follows the local authority Whistleblowing code. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff code of conduct policies are in place for such concerns to be raised with our headteacher, governing body or senior leadership team.

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

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0808 800 5000 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

There is also a government website www.gov.uk/whistleblowing

26. Curriculum

At Causeway Green, pupils are taught about safeguarding as part of a broad and balanced curriculum through lessons including PSHE (Jigsaw scheme) and RSE, Computing and Online-Safety, and British values. We also have assemblies and workshops throughout the year. Children are taught about how they can keep themselves safe, including online. We present this information in an age-appropriate way, remaining sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special needs and disabilities.

We use a variety of resources and approaches to teach the children how to keep themselves safe, build their resilience, recognise when they are at risk and how to get help when they need it. This is reflected in our safeguarding curriculum.

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

Through the school's curriculum the children have the opportunity to go on school trips and residential visits to enhance their learning. All off site visits are recorded. Permission slips and medical forms are collected and kept with the visit leader. Risk assessments are completed and filed within the 'Visits Folders.' We follow LEA guidance when arranging offsite/out of hours visits.

27. Online-Safety including curriculum and computing, use of mobile technology, remote learning

Our Online-Safety lead is Matthew Postin.

We acknowledge that our children live in a digital world and in order to promote positive use of the internet, social media and gaming, we have a digital leaders council which reflects the child's voice and supports their online safety.

There are a breadth of issues relating to online safety and social media. They can be broadly categorised in to four broad areas of risk:

- Content – being exposed to illegal, inappropriate or harmful material
- Contact – being exposed to harmful interactions with other users
- Conduct – personal online behaviours that increase the likelihood of or actually causes harm
- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams.

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

This use of technology has become a significant component of many safeguarding issues including, amongst others, child exploitation, sharing of 'nudes' and sexting, and sexual predation. It is essential that children are safeguarded from potentially harmful and inappropriate online material.

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

Pupils can engage in or be a target of Cyber-bullying using a range of methods including text, sexting and instant messaging to reach their target.

In school, we have an online safety policy, as well as an agreement in the pupils' planners which require a signature regarding safe usage of ICT. Staff will oversee the safe use of electronic devices and take immediate action if they are concerned regards any bullying or risky behaviours.

Effective approaches to online safety will help us to protect our children whilst educating the whole school in their use of technology and establishing mechanisms to identify, intervene in and escalate concerns where appropriate.

In school we will make pupils aware of the dangers through curriculum teaching, particularly computing and IT lessons, PSHE and SRE.

At Causeway Green Primary:

- Software (filters, firewalls and monitoring) are in place to minimise access and to highlight any person or child accessing inappropriate sites or information;

- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable (if this results in child protection concerns the school's DSL will be informed immediately);
- Pupils are taught not give out personal details, phone numbers, schools, home address, computer passwords etc; and
- Pupils should adhere to the school policy on mobile phones.
- Pupils will be encouraged to recognise positive, healthy and respectful online relationships.
- Pupils will be taught how to identify online risks and how/when to seek support.
- Staff should be mindful when teaching online safety that there may be a child present who is/has been affected. This may lead to a disclosure from the child regarding an online incident. Where this happens, staff will need to follow our guidelines for referrals.
- Where a child reports they have seen inappropriate online content, staff must never ask to see such content but should immediately isolate the device

Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. We ensure that appropriate, robust filtering and monitoring is in place for school devices and networks, which are regularly reviewed at least annually to assess their effectiveness.

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

Consensual and non-consensual sharing of nude and semi-nude images and/or videos

Creating and sharing sexual photos and videos of under 18s is illegal. Sharing youth produced sexual imagery, which is commonly known as 'sharing of nudes and semi-nudes' covers incidents where

- a person under the age of 18 creates and shares sexual imagery of themselves with a young person under the age of 18
- a person under the age of 18 shares sexual imagery created by another person under the age of 18, with another person under the age of 18 or adult
- a person under the age of 18 is in possession of sexual imagery create by another person under the age of 18

When such an incident comes to a member of staff's attention, it must be shared with the DSL, who will refer to the appropriate agencies following the referral procedures.

Remote learning

Where children are being asked to learn online at home, parents and children will be given advice on how to do so safely following guidance from 'safeguarding-in-schools-colleges-and-other-providers' and 'safeguarding-and-remote-education'.

Use of mobile phones, cameras and other devices

We recognise that mobile phones and similar devices, including smart phones, are an important part of everyday life for our community and so we have a separate Mobile Phone policy that sets clear guidelines

for the use of mobile phones for pupils, staff, parents/carers and visitors to promote safe and responsible phone use

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

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

For their own protection staff never use a personal device (mobile phone, digital camera or digital video recorder) to take photographs of pupils. Only school equipment is to be used to for any recordings or images of children and this equipment will remain in school, unless on a school trip.

Pupils must have signed permission to bring their own mobile devices into school but these must be handed into the class teacher at the start of the day. They will then be locked away securely and given back to the pupil at the end of the day. Pupils are not allowed to use their mobile phones or any device where a camera can be accessed (e.g. a smart watch) in school.

28. Use of school building for non-school activities

Where our school is being used by organisations or individuals to provide community or extra-curricular activities, we will ensure that appropriate arrangements are in place to keep children safe.

If the activity provided is under the direct supervision or management of our school or staff, our own arrangements for safeguarding will apply. However, where services or activities are provided separately by another body we will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place; and ensure that there are arrangements in place for the provider to liaise with the school on any matters that arise. The school may refer any concerns about the provider to the local authority. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college. We will include our safeguarding requirements in any lease or hire agreement as a condition of use and occupation of the premises. Failure to comply with this would lead to termination of the agreement.

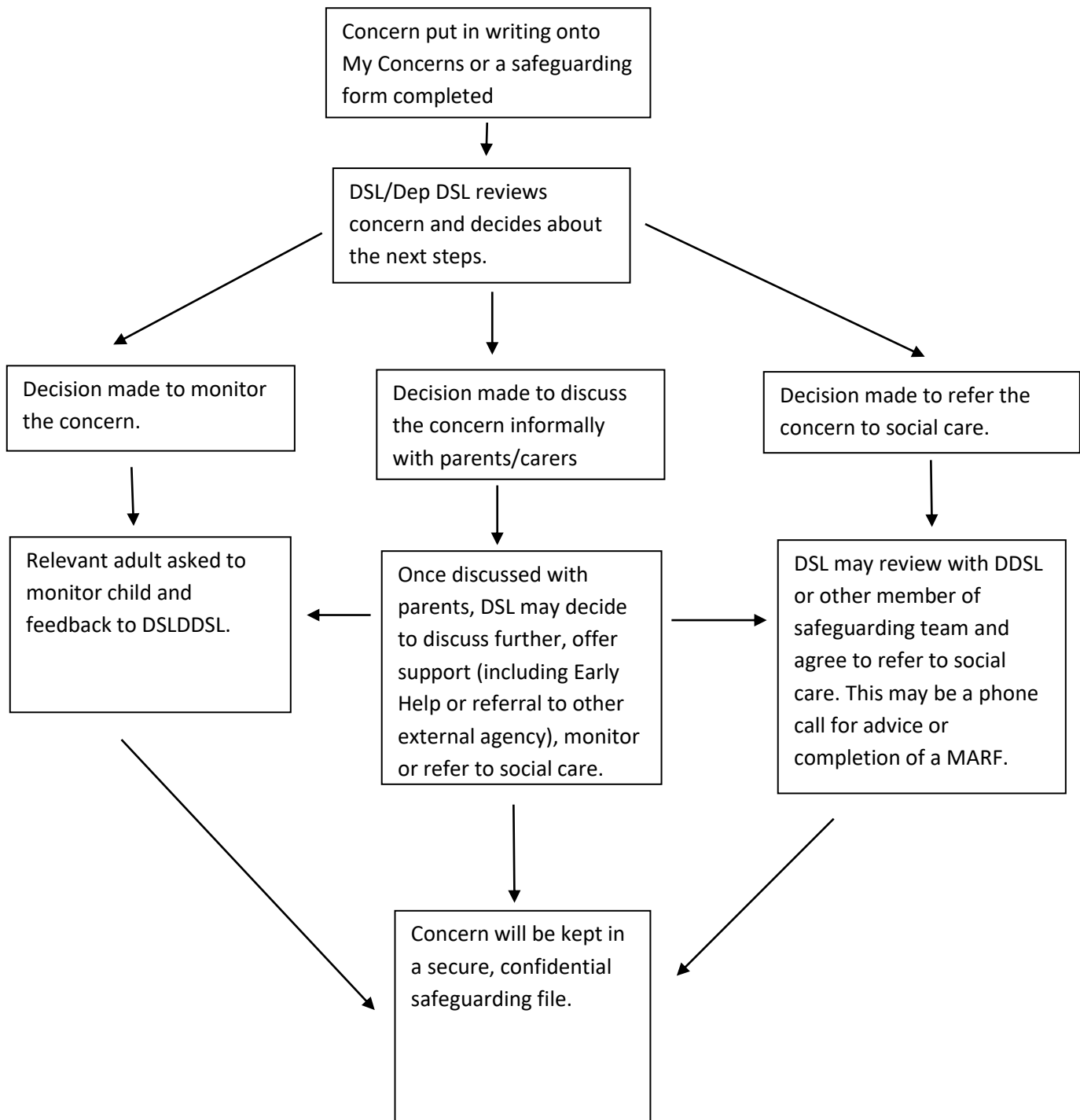
29. Monitoring policy and practice

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

Our school submits the Local Authority annual safeguarding audit within agreed deadlines (S175/157 Education Act 2002 audit) to evidence compliance with current legislative requirements.

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

Appendix A: Flow chart for staff raising concerns about a child



Useful numbers:

Sandwell Children's Trust: 0121 5693100
NSPCC Whistleblowing Helpline: 0800 0280285
Education Support Helpline: 08000 562561

Actions where there are concerns about a child

1

