

Maidensbridge Primary School



Child Protection Policy

Safeguarding Children

Key Safeguarding Personnel Contact Details

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Policy Management- Responsibility for monitoring this policy: Katie Thomas

(Reviewed annually or in response to changes in legislation or DSCB operating procedures)

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1. Purpose and Aims:

1.1 Safeguarding Ethos

Children and young people have a fundamental right to be protected from harm. They have a right to expect schools to provide a safe and secure environment. It is a guiding principle of the law and child protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

All information gathered and held in respect of this policy will be protected in line with the General Data Protection Regulations & Data Protection and Data Retention Policy.

1.2 Child Protection Policy Statement

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

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

Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore, to create a culture of vigilance, to be alert to the possibility of abuse occurring, and to be aware of and have confidence to follow these procedures if suspicions are raised. This includes being vigilant during periods of remote learning in times of restricted attendance to school or when a child becomes absent or missing from education.

This policy applies to all staff, governors, lettings and volunteers working in the school.

1.3 Definition of Safeguarding:

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

- providing help and support to meet the needs of 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
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children

- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

1.4 Policy Aims

Maidensbridge Primary School is committed to the safeguarding of all pupils in the school. Our aim is to ensure that all pupils are safe in school and that measures are put in place to support any child who is at risk of harm.

Overall the policy provides information for all adults working with children to carry out their duty of care responsibly. Maidensbridge Primary School will ensure that pupils are taught about safeguarding and will provide information and training for all staff and other adults to carry out this duty of care responsibly.

1.5 Policy Principles

The six main principles of the policy are:

- **Prevention**
Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- **Raising Awareness**
Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- **Protecting Our Pupils**
By implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- **Supporting Pupils**
Supporting pupils who have been abused in accordance with his/her child protection plan.
- **Establishing a Safe Environment**
Establishing a safe environment in which children can learn and develop.
- **Ensuring there are links with other safeguarding policies and practice.**
For instance, *GDPR Compliance, Data Retention Policy, Anti-bullying, Attendance, Behaviour (Relationships Policy), Emergency Evacuation, Physical Intervention, Medical Conditions, First Aid, Intimate Care, Educational Visits, Safer Recruitment, Sexual Exploitation, Sexting, Disability, Homophobic Abuse, Racism, Domestic Abuse, Female Genital Mutilation, Radicalisation and Extremism.*

Further information on some of these procedures can be found on the DSPP website-

<https://dudleysafeguarding.org.uk/>

There is also separate guidance on what to do in the event of: the death of a child, use of images and safer working practice.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention.

The school will therefore:

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

2. Statutory Framework

Maidensbridge Primary School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from ‘*significant harm*’. The protection of our pupils from suffering or being likely to suffer significant harm is the responsibility of all staff within our school, superseding any other considerations.

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who is exposed to children and their families has a role to play. In order to fulfil this role responsibly, all professionals should make sure their approach is **child-centred**. This means they should always consider, what is in the **best interests** of the child.

The following documents and guidance for good practice govern child protection work procedures and work at Maidensbridge Primary School:

- *Children Act 1989 and 2004*
- *Children Missing in Education (2016)*
- *Child Sexual Exploitation (2017)*
- *Education Act 2002*
- *Dealing with Allegations of Abuse against Teachers and Other Staff (2012)*
- *Dudley Safeguarding People Partnership (DSPP) – Interagency Child Protection and Safeguarding Procedures* [Home - Dudley Safeguarding People Partnership](#)
- *Female Genital Mutilation Act 2003 Section 5B (as inserted by section 74 of the Serious Crime Act 2015)*
- *Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (April 2021)*

• [Information sharing: Advice for Practitioners providing safeguarding services WT2018](#)

- *Keeping Children Safe in Education (KCSIE)*
- *Prevent Duty for England and Wales (June 2015)- Under section 26 of the Counter-Terrorism and Security Act 2015*
- *What to do if you are worried a child is being abused (March 2015)*

- *Working Together to Safeguard Children (2023)*
- Early Years Foundation Stage Statutory Framework for group and school based providers January 2024
- [Working together to improve school attendance \(applies from 19 August 2024\)](#)

3. Role and Responsibilities of the Designated Safeguarding Lead (DSL)

The Lead DSL has ultimate responsibility, management oversight and accountability for safeguarding and child protection.

3.1 Designated Safeguarding Leads (DSLs)

The Designated Safeguarding Lead is the Headteacher, Mrs Katie Thomas.

A deputy is assigned in the absence or unavailability of the Lead DSL.

The Deputy Safeguarding Lead is **Mrs Gaynor Morgan**.

Other Deputy DSLs available in school are **Mr Mark Pearson and Mrs C Pryde**.

The DSL is the Headteacher and has the lead responsibility for child protection and wider safeguarding. The Deputy DSL (DDSL) has completed training to the same standard as the DSL.

In the absence of the DSL and the Deputy DSL, the most senior member of staff in school will assume responsibility for any child protection matters that arise. The DSL retains overall responsibility for safeguarding even when the activities associated with the role are delegated to deputies. The DSL remains responsible for safeguarding in times of remote education and restricted attendance to school.

3.2 Sharing Concerns

Staff should promptly share their concerns about children in **writing** with the DSL, using CPOMS or a written form for visitors.

During term time, the DSLs will be available during school hours for staff to discuss any safeguarding concerns.

Outside of school hours or during times of remote education, concerns can be logged on CPOMS or the DSLs can be contacted by telephone or email.

All verbal conversations with the DSL should promptly be recorded in writing, on CPOMS.

When the school has concerns about a child, the DSL will decide what steps should be taken and if appropriate, should advise the Headteacher, if the Headteacher is not the DSL dealing with the concern. However, if the DSL is not available the adult must decide if it needs reporting by themselves to the Front Door Dudley Service. **03005550050**.

Child protection information will be dealt with in a **confidential** manner.

Staff will be informed of relevant details only when the DSL feels that those staff having knowledge of a situation will improve their ability to deal with an individual child and/ or

family. Staff will be tagged into information on CPOMS that is necessary to be known for the safety and wellbeing of the child.

A written record will be made on CPOMS of what information has been shared with whom, and when and actions taken.

Child protection records will be stored securely on CPOMS separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and then will be handed over securely to their next education establishment, either a secondary school or change of primary school.

Access to these records by staff other than the DSL is restricted.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with home school policies and give due regard to which adults have parental responsibility.

DO NOT disclose to a parent any information held on a child if this places the child at significant risk of harm.

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

If a pupil moves from our school, child protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. Maidensbridge Primary School will record where and to whom the records have been passed and the date. This will be stored electronically when an electronic transfer has been made between two CPOMS schools.

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

When a DSL resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/ exchange of information with the new post holder.

Face to face transfer of records to a pupil's new educational setting is preferable.

3.3 Multi-agency working

New safeguarding partners and child death review arrangements are now in place.

The DSL must be aware of the three safeguarding partners (Police, Health and LA) and the procedures that are in place within the Dudley Authority. These can be found on the Dudley safeguarding People Partnership website. (DSPP)

3.4 Roles and Responsibilities of DSLs

The DSLs will be given the time, funding and support to undergo training to provide them with the knowledge and skills to carry out the role.

The roles and responsibilities of the DSL include:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/ or support other staff to do so.
- Contribute to the assessment of children.
- Work with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.
- Referring cases of suspected abuse to the relevant body (children's social care, Channel programme, Disclosure and Barring Service, and/ or Police), and support staff who make such referrals directly. NPCC- When to call the Police should help DSLs understand when they should consider calling the police and what will happen if they do.
- Refer cases where a person is dismissed or left due to risk/ harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.
- Liaise and act as a source of support, advice and expertise for all staff.
- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated **every two years**.
- Have a solid understanding of new and current safeguarding themes and regularly train staff,
- Undertake Prevent awareness training.
- Understand the assessment process for providing Early Help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Ensure the school child protection policy is reviewed annually (as a minimum) and the legislation, procedures and implementation are updated and reviewed regularly.
- Be available (during school hours) for staff in school to discuss and safeguarding concerns and arrange adequate and appropriate cover arrangements for any out of hours/ out of term activities.
- Liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019

- The DSL will also liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- DSLs will work closely with senior Mental Health Leads.
- DSLs will help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns Safeguarding and Attendance.
- Ofsted Inspectors will consider how school leaders adapted approaches to safeguarding during the pandemic. Ofsted will be looking out for and want to see records of:
 - vulnerable pupils, including those with special educational needs and/or disabilities (SEND), were prioritised for face-to-face education in school
 - safeguarding procedures remained effective for those receiving remote education, as well as those attending school
 - DSLs will take the lead and understand the monitoring and filtering systems in school.
 - The full responsibilities of the DSL are set out in their job description.

4. Role and Responsibility of Governors and Governing Body

The statutory guidance, Keeping Children Safe in Education places statutory requirements on all governing bodies. Governing bodies must make sure that their school has policies and procedures in place and, takes into account any guidance issues by the Secretary of State, any LA guidance and locally agreed inter-agency procedures.

The Chair of Governors is **Mrs Christine Quinton**.

The Designated Governor for Child Protection is **Mrs Deborah Green**.

4.1 Role of the Designated Governor

The role of the nominated governor for child protection is to champion good practice, to liaise with the DSLs and provide information to the governing body.

4.2 Role of Governing Board

It is the responsibility of the governing body to ensure that they comply with their legislative duties. They must have regards to this guidance to ensure that the policies and procedures in place, for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This should include:

- Implementation of an effective child protection policy. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures, be updated annually (as a minimum), and be available publicly either via the school website or by other means.
- A staff code of conduct which should, amongst other things, include- acceptable use of technologies, staff/ pupil relationships and communications including the use of social media.
- The Governing Bodies safeguarding response to children who go missing from education, particularly on repeat occasions. Going missing, particularly repeatedly, can

act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in the future.

- Where reasonably possible, the school should hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/ or safeguarding concern (KCSIE).
- Governors will have had annual safeguarding training on induction or annually in September. This will either be done at school with staff or through training on Governorhub.
 - The governing board should make sure the designated safeguarding lead (DSL) takes responsibility for understanding the filtering and monitoring systems and processes in place as part of their role (paragraph 102)
 - The board should also make sure all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of their safeguarding training (paragraph 124)
 - Governing boards should review the DfE's [filtering and monitoring standards](#). Your board should discuss with your IT staff and service provider what needs to be done to support your school in meeting the standards (paragraph 143)

Safeguarding is on the agenda at all governing body meetings.

5. Safeguarding Procedures

Safeguarding and promoting the welfare of children is **everyone's responsibility**. Everyone who comes into contact with children, their families and carers have a role to play in safeguarding children.

5.1 Legal Responsibilities and Duties

Maidensbridge Primary School will ensure that all staff, lettings and volunteers on site follow the procedures set out by Dudley Safeguarding People Partnership (DSPP) and take account of guidance issued by the Department of Education (DfE) to:

- Ensure we have a Designated Safeguarding Lead (DSL) for child protection who has received appropriate training and support for this role. The formal training will be updated every 2 years. The DSL will be updated on a regular basis (at least annually) to keep up to date with current safeguarding developments and priorities.

*Child Protection issues can be very difficult to spot. If in doubt, it is always best to inform the relevant person, and allow them to make the decision about what further action is necessary. If in doubt, **ASK**.*

The DSLs and DDSLs are most likely to have a complete safeguarding picture and will be the most appropriate individuals to consult. If the DSLs are unavailable, the DDSL will be the next point of contact.

- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff, lettings and volunteers) and governing body knows the name of the designated safeguarding lead and deputy responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring concerns to the DSL responsible for child protection.

5.2 Sharing Information

- Ensure that parents have an understanding of the responsibility placed on the school and staff; parents should be made aware of the policies and procedures for child protection.
- Ensure that parents are aware that this policy is available on request and make the policy available on the school website.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings.
- Develop links with other agencies that support the child such as Child and Adolescent Mental Health Service (CAMHs), Education Support Service and Education Psychology Service.
- Keep written records on CPOMS of concerns about children (noting date, event and action taken), even where there is no need to refer the matter immediately to Children's Social Care or other agencies.
- Ensure that if a child, who has a Child Protection Plan, leaves their information is transferred to the new school immediately and Social Care is informed.
- Ensure that all staff are aware of what to do if there are concerns around a child. A **Request for Support Form** must be completed when making a referral. All staff must know how to access the online portal to make request for support [Multi Agency Safeguarding Hub \(MASH\) - Dudley Safeguarding Children](#) in the absence of a DSL. If needed an electronic copy of the form is also on Teams for staff to send to the front door using the secure email: mash_referrals@dudley.gov.uk

Appendix 1 refers to what to do if you are concerned and reporting procedures.

Appendix 2 is a format for recording child protection concerns.

Appendix 3 provides a list of useful contact numbers.

5.3 Alternative Provision:

- Gain written confirmation from the alternative provider that appropriate staff and safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk.
- Provider must notify the school of any changes/risk/ staff changes.
- Immediately review or end placement if safeguarding concerns arise.
- Review placements regularly (At least half termly) to ensure suitability and safeguarding.
- Keep accurate records of where the child is including all sites attended. Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend.

6. Staff Support

We recognise the stressful and traumatic nature of child protection work.

We will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

DDSLs can access supervision with the Headteacher.

The Headteacher can access supervision from the Chair of Governors or Safeguarding Governor.

7. Safer Recruitment and Employment Practices

Maidensbridge Primary School has created a culture of safe recruitment and has adopted the Local Authority policy on recruitment procedures.

Maidensbridge Primary School will follow Safer Recruitment processes for all appointments, which will include the following:

- Declaration of the intent to undertake a DBS check in the advertisement;

Our Statement of Commitment:

"Maidensbridge Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, Check a Teacher's Record, Qualification and ID Checks."

- Ensuring that references are gained before interview.
- Ensuring that at least one member of the interview panel has attended Safer Recruitment training.
- Ensuring that a safeguarding question is included in the interview.
- School will undertake an online search of shortlisted candidates to ensure there is no online indicators of safeguarding issues.
- Ensuring that any gaps in employment are explored at interview.

- Undertake a DBS* check at the relevant level to the position of staff and governors in line with the new DBS Government Workforce Guide and Disqualification under the Child Care Act for staff who work in a child-care capacity, whether paid, volunteer or in work placement. Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff is required to speak to the school.
- All governors now require an Enhanced DBS check and new appointments are checked for Section 128 prohibition from governance.
- Prohibition of teaching checks must be completed for everyone engaged in 'teaching work', whether a qualified teacher or not, and must be appropriately recorded on the Single Central Register, ensuring that a prohibition check is carried out for anyone in 'teaching work', not just those with QTS.
- Where the school placed a pupil with an alternative provision provider, the school will ensure that there is appropriate safeguarding provision in place to meet the needs of the pupil and will ensure that written confirmation is obtained regarding safeguarding checks carried out on those working at the establishment.

*(*An Enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in 'regulated activity'.)*

If the school has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage in such work.

All new appointments will have their identity verified from a current photographic ID and proof of address to obtain an enhanced DBS check with barred list information. The school will always ask for written information about previous employment history and check that the information is complete.

All relevant checks for Sports Coaches and extra-curricular activity leaders, who are not directly employed by the school, are carried out through the 'Safeguarding in School Sport' (SiSS) online portal to which the school pays an annual subscription.

The school does not have the power to request DBS checks for visitors (for instance, children's relatives visiting on sports day) on these occasions, the Headteacher will use their professional judgment on how best to supervise these occasions.

8. Dealing with Safeguarding Concerns about a member of staff (including supply staff and visitors) who may pose a risk of harm to children

This is not the responsibility of the DSL.

Maidensbridge Primary School will follow the **Managing Allegations against Staff or Volunteers** (DSPP Children Procedures).

The **Headteacher** will deal with allegations made against school staff.

All staff have access to the counseling service within Dudley Council.

If any concerns or allegations are made against a member of staff, in the first instance these should be discussed with the Local Authority Designated Officer for Managing Allegations (LADO) or Duty Independent Reviewing Officer. It is useful at this stage to also provide the full names of the member of staff and child involved in the allegation, their dates of birth, addresses and any details of any previous concerns, as this will avoid delay. All allegations about people who work with children will be passed on to the Designated Officer (Managing Allegations) in accordance with *Working Together to Safeguard Children* and the DSCB Safeguarding Children Procedures. A **Managing Allegations Referral** form will need to be completed.

This procedure will also be used if an allegation about a member of staff **indicates** that they would pose a risk of harm to children.

In the event of the allegation being made against the **Headteacher**, the Chair of Governors, **Mrs Chris Quinton**, is to be notified.

If an allegation is made against any Governor, including the Chair of Governors, the Headteacher will contact the LA appointed Designated Officer. Yvonne Nelson Brown & Valerie Wilmot (PT)

- If any allegation is made, a quick resolution should be a clear priority. Any unnecessary delays should be eradicated;
- In response to an allegation, all other options should be considered before suspending a member of staff;
- Allegations that are found to be malicious should be removed from personnel records;
- Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should then consider the appropriate sanction;
- As the employer, we have a duty of care to all staff and support for the individual is the key to fulfilling this duty;
- When an allegation is made, it is extremely important that every effort is made to maintain confidentiality;
- After any allegations of abuse have been made, the outcome will be categorised as either: substantiated, malicious, false, unsubstantiated or unfounded.
- Where an allegation has been substantiated and the individual is dismissed or resigns, the school may consider referring the matter to the TRA for consideration for a prohibition order.

In addition to this, Maidensbridge Primary School will routinely monitor the performance of staff, ensuring compliance with both child protection procedures and the code of practice.

All staff within Maidensbridge Primary School will adhere to the *Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings*. This covers a wider range of issues around staff conduct.

Whilst school is not the employer of supply teachers, we will ensure that allegations are dealt with properly. We will not just cease using the supply teacher, without finding out the facts and liaising with the LADO to determine a suitable outcome.

We will inform the agency of the process for managing allegations and make every effort to invite the agency's Human Resources manager to relevant meetings.

If staff members have concerns about a fellow colleague, they should follow the Whistleblowing procedures and not add this to CPOMS. It should be brought to the Headteacher immediately or the Chair of Governors if it is about the Head. **If a child makes an allegation about an adult in school, this does not go on CPOMS it must be brought to the head immediately.**

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other channels are open to them such as the NSPCC Whistle Blowing helpline. Staff can call: 0800 028 0285 or e-mail: help@nscpp.org.uk.

If Maidensbridge receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, we will follow our safeguarding policies and procedures and inform the local authority through the LADO as with any other allegation.

9. Referral to Disclosure & Barring Service (DBS)

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

The Single Central record must be in place and include all the areas covered in the *Keeping Children Safe in Education*. Further advice on this can be sought from the HR Officer linked to our school.

10. Information Sharing, Confidentiality and Record Keeping

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection.

KCSIE:

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

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need-to-know basis.

Staff within our school are clear that if they have any concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take. Where possible, they will have a conversation with the DSL to agree a course of action. Although staff members **can** make a referral to children's social care.

Advice should be sought from the Social Care Team, who should approach the alleged abuser (or parents if the alleged abuser is a child). Advice Line is 0300 555 0050 and press option 4.

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

If a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with government guidance on the transfer of such records (see the Role of Designated Safeguarding Lead).

11. Dudley's Thresholds and Early Help

Maidensbridge Primary School is committed to the Early Help approach and staff are able to, identify learners and families who need support through this route.

The Early Help Strategy guidance and thresholds information is available to staff through the following link: <http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families/>

<https://dudleysafeguarding.org.uk/children/professionals-working-with-children/safeguarding-children-procedures/>

Brierley Hill is the designated Family Centre for Maidensbridge Primary School. Based in Parkes Street, Brierley Hill, the Family Centre can be contacted on 01384 813322 or via e-mail: f.s.brierleyhill@dudley.gov.uk.

If a child is in immediate danger or is at risk of significant harm, a referral should be made to front door via the online portal and/ or Police immediately.

The front door contact number: 0300 555 0050. Any request for support form completed on the online portal [Multi Agency Safeguarding Hub \(MASH\) - Dudley Safeguarding Children](#) or a form completed and should be sent directly to MASH_Referrals@Dudley.gov.uk.

12. Communication with Parents/ Carers

In general, we will discuss any child protection concerns with parents/ carers before approaching other agencies and will seek their consent to making a referral to another agency.

Appropriate staff will approach parents/ carers after consultation with the DSL. However, there may be occasions when the school will contact another agency before informing parents/ carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/ carers will be informed about our Child Protection Policy through the school website and they will be signposted to the DSLs if they have concerns.

13. Safeguarding in the Curriculum

Child protection and wider child safety issues will be addressed through the curriculum as appropriate, especially in Personal, Social and Health Education (PSHE), ICT and

Relationships and Sex Education. Relevant issues will be addressed through the curriculum, for example *self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying*.

Our school will teach an age-appropriate curriculum for the following aspects of safeguarding:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice, and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse
- so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support
- what constitutes sexual harassment and sexual violence and why these are always unacceptable

Our school will support all pupils by:

- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to (SCARF).
- Supporting the child's development in ways that promote security, confidence and independence.
- Ensuring that the curriculum includes social and emotional aspects of learning.
- Delivering RSE curriculum
- E-Safety/ Internet safety
- Road Safety
- Stranger Danger

All of the school policies which address issues of power and potential harm for instance, anti-bullying, equal opportunities, physical handling, positive behaviour management, will be linked to ensure a whole school approach.

Our Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff will follow DSPP procedures if there are concerns around child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/ sexual assaults and sexting.

14. Children in Care (CiC)- Looked After Children (LAC) and Previously Looked After (PLAC)

The Designated Teacher for CiC at Maidensbridge Primary School is **Mrs Katie Thomas**. She is responsible for promoting the educational achievement of children who are looked after. The Designated Teacher will work closely with the Virtual School Head, to ensure that pupil premium funding is best used to support the progress of the looked after child.

In September 2024, the role of Virtual School Heads was further extended to include a non-statutory responsibility to promote the educational achievement of all children in kinship care. Non-statutory guidance on Promoting the education of children with a social worker and children in kinship care arrangements contains further information on the roles and responsibilities of Virtual School Heads.

In Dudley, the Acting Virtual School Head is Emma Thomas.

15. Children with Special Education Needs and Disabilities

Maidensbridge Primary School is committed to working with children with special educational needs and disabilities (SEND) who often face additional safeguarding challenges.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- That they may be more prone to peer group isolation than others.
- Children with SEND can be disproportionately impacted by things like bullying without showing outward signs.
- Communication barriers and difficulties in overcoming these barriers.

16. Other Areas of Our Work

All our policies which address issues of power and potential harm, for example bullying equal opportunities, physical handling, positive behaviour, will be linked to ensure a whole school approach.

Our Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to. This relates to our school values of Safety, Caring, Achievement, Resilience and Friendship.

17. Safeguarding Training and Development

Maidensbridge Primary School is committed to ensuring all staff on site are trained to a high standard. The detail around this is set out below:

17.1 All Staff on Site

According to *Keeping Children Safe in Education*, The Headteacher and all other staff who work with children will undertake training to equip them to carry out their responsibilities for Child Protection effectively.

All staff are kept up to date with Child Protection issues by formal training taking place annually and regular in-house training throughout the year. This included online training and external training. A Training Record is kept for all adults working in contact with children.

In addition, *Keeping Children Safe in Education* recommends that all staff should receive safeguarding updates as required, to provide them with the relevant skills and knowledge to safeguard children effectively.

Clear reminders of all procedures will be given out to all staff in the INSET session at the start of every academic year, with frequent reminders at appropriate meetings/ training events.

All staff will read, understand and agree to abide by the Safeguarding policy, Code of Conduct and Relationships Policy on Parago.

All staff will ensure they can access CPOMS. Visitors and volunteers will be able to access paper copies of referral forms in the staffroom.

17.2 Designated Safeguarding Leads

According to *Keeping Children Safe in Education*, the DSLs and deputy DSL should undergo training to provide them with the knowledge and skills required to carry out the role.

The DSLs must undertake advanced training at least every two years. It is recommended good practice that the member of staff who deputises for the DSLs undertakes advanced training every two years as well.

In addition to formal training, the knowledge and skills of the DSLs and Deputy DSL should be updated at regular intervals and at least annually, via e-bulletins, DSL forums or taking time to read safeguarding developments, to ensure that they are up to date with developments relevant to the role.

Good monitoring will take place of pupils identified as at risk. DSLs will also have training in filtering and monitoring systems.

The DSL will work collaboratively with staff and outside agencies to share information and co-ordinate support external agency support for the pupil.

DSLs will also remain up to date and knowledgeable about Safeguarding practices in the Early Years, now Maidensbridge has a Pre-school provision.

17.3 Governors

Governors will be kept informed about procedures through the Child Protection Link Governor.

18. Definitions and Indicators of Abuse

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect. The signs and indicators of all categories are included in the Appendix of this policy.

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

18.1 Abuse

Abuse is a form of maltreatment. 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 on 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, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. (KCSIE)

They may be abused by an adult or adults or by another child or children.

18.2 Significant Harm

Significant Harm is any Physical, Sexual or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life.

Harm is defined as the ill treatment or impairment of health and development.

18.3 Signs of Abuse

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body;
- Multiple bruises - in clusters, often on the upper arm, outside of the thigh;
- Cigarette burns;
- Human bite marks;
- Broken bones;
- Scalds, with upward splash marks;
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation;
- Aggressive behaviour or severe temper outbursts;
- Flinching when approached or touched;
- Reluctance to get changed, for example in hot weather;
- Depression;
- Withdrawn behaviour;
- Running away from home.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking;
- Being unable to play;
- Fear of making mistakes;
- Sudden speech disorders;
- Self-harm;
- Fear of parent being approached regarding their behaviour.

18.3.1 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.

18.3.2 Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate;
- 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 or exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

18.3.3 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.
- Non-contact activities, such as involving children in looking at, or in production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

18.3.4 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; peer

- Ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care of treatment.
- Respond to, a child's basic emotional needs.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) **sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse)**, criminal exploitation, serious youth violence, county lines, and radicalisation.

19. Specific Safeguarding Issues

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

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools on its own website- www.nspcc.org.uk. Schools can also access DSCB guidance issues- [Home - Dudley Safeguarding People Partnership](#). Additional support and advice is provided in KCSIE

19.1 Child-on-child Abuse or Child on Child Abuse and Relationship Abuse

At Maidensbridge Primary School, 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 pupils. This is reflected in our school values (Safety, Caring, Achievement, Resilience and Friendship)

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations, may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, online abuse, verbal abuse, threats or intimidation, blackmail or extortion, sexual abuse, sexting, indecent exposure and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following will be found.

Abuse is abuse and will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. All Child-on-child abuse will be taken very seriously.

The allegation:

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

All staff should recognise that safeguarding issues could manifest themselves as child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking biting hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; The Voyeurism (offences) Act, commonly known as The Upskirting Act came into force in April 2019
- Gender-based violence;
- Sexting (also known as youth produced sexual imagery);
- Initiation, hazing type violence and rituals. This could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element KCSIE

If evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive, whether or not severe harm was actually caused.

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should develop high thresholds before taking action.

Professionals should be aware of the potential use of information technology for bullying and abusive behaviour between young people.

Professionals should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subject to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering Significant Harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

It is not enough to respond to incidents as they arise: all staff will strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it. To minimise the risk of child-on-child abuse, the school has an ethos of promoting friendship and cooperation. Through assembly time, school councillors, junior leadership team, PSHE and other curriculum areas the children are taught tolerance, empathy and understanding.

Any professional who feels that a young person has abused another child or young person should notify a DSL without delay

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a need to escalate the issue, it will then be passed to the DSL and Headteacher, and, in extreme cases, the Governing Board. At the Headteacher's discretion, the Police may be informed, in certain circumstances.

The DSL should contact Children's Social Care to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern on CPOMS and detail the discussion and any outcome on the CPOMS entry.

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 Children's Social Care or the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

19.2 Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

This can encompass, but is not limited to, the following types of abuse:

- **Psychological, Physical, Sexual, Financial and Emotional**

Controlling behaviour is: A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: An act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Our school recognises that exposure to Domestic Abuse can have a serious, long-term emotional and psychological impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse 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.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

At Maidensbridge we work with Operation Encompass and alerts of Domestic Abuse will come to Katie Thomas and then will be logged on CPOMS so that the relevant staff are aware and can support the child. diane.green@dudley.gov.uk is our contact for operation encompass.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

19.3 Child Sexual Exploitation (CSE)

"Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who are sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking".

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

19.4 Child Criminal Exploitation (CCE)

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. The key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

CCE encompasses County Lines, Gangs, Knife Crime, Trafficking, Honour Based Violence and Modern Slavery.

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

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

19.5 Female Genital Mutilation (FGM)

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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Section 5B of the Female Genital Mutilation Act 2003 places a **statutory duty upon teachers** along with regulated health and social care professionals in England and Wales, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18 years of age. Those failing to report such cases will face disciplinary sanctions.

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

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

19.6 Mental Health

All staff will 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.

Staff 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 at risk of developing one.

Staff need to be aware of how children's experiences such as, abuse and neglect or other traumatic adverse childhood experiences can impact on their mental health, behaviour, attendance and education progress and outcomes. **ACES** (Adverse Childhood Experiences)

If staff have a mental health concern that is also a safeguarding one, immediate action should be taken by speaking to the DSL and logging a concern on CPOMS.

Senior Mental Health Lead is Katie Thomas

19.7 Children Missing Education (CME) and Children Absent from Education

Children missing education are children of compulsory school age who are:

- Not on a school roll.
- Not being educated other than at school.
- Identified as having been out of any educational provision for a substantial period of time (10 continuous school days without the school's permission).

Children Absent from Education are:

- Missing prolonged periods of time at school
- Missing repeated occasions of education

Children go missing from education for a number of reasons including:

- They don't start school at the appropriate time and so they do not enter the educational system.
- They are removed by their parents.
- Behaviour and/or attendance difficulties.
- They cease to attend, due to exclusion, illness or bullying.
- They fail to find a suitable school place after moving to a new area.
- The family move home regularly.
- Problems at home.

Where children have poor attendance or are regularly missing then the school works in close liaison with the Local Authority CME officer and admissions team.

It is important that Maidenbridge's response to persistently absent pupils and children missing education supports identifying such abuse and in the case of absent pupils, helps prevent the risk of them being missing education in future. Please see Maidenbridge Attendance Policy for this procedure of how this is monitored closely and escalated when necessary. Early intervention is crucial.

Further information can be found in *'Children Missing Education: Statutory Guidance for Local Authorities* (September 2016). [Stat guidance template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/564211/children-missing-education-statutory-guidance-for-local-authorities.pdf)

[Working together to improve school attendance \(applies from 19 August 2024\)](#)

19.8 Honour Based Abuse (HBA)

So called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community, including FGM, forced marriage and practices such as breast ironing.

All forms of HBA are abuse (regardless of motivation) and should be handled and escalated as such.

Since February 2023, it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday.

If a member of staff has any doubt or concern, it should be reported immediately to the DSL.

19.9 Prevent Strategy (Radicalisation and Extremism)

Maidensbridge Primary School is actively involved in the Prevent strategy. The school has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the school and British values. Therefore, our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities.

Our school strategy for preventing extremism has five key objectives:

1. To promote and reinforce school and British values; to create space for free and open debate; listen and support the learner voice and enable pupils to develop their self-knowledge, self-esteem and self-confidence.
2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society.
3. To ensure pupil safety and that the school is free from bullying, harassment and discrimination.
4. To provide support for pupils who may be at risk and offer appropriate sources of advice and guidance.
5. To ensure that pupils and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

Our school, like all others, is required to identify a Prevent **Single Point of Contact (SPOC)** who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

The **SPOC** for Maidensbridge Primary School is **Mrs Katie Thomas**.

Contact and referral for PREVENT in Dudley is Mark Wilson at [PREVENT | dudleysafeandsound](mailto:PREVENT@dudleysafeandsound.org)

Indicators of Vulnerability to Radicalisation:

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremist ideologies associated with terrorist groups.
2. Extremism is defined by the Government in the Prevent Strategy as:
“Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different beliefs and faiths. We

also include in our definition of extremism calls for the death of members of our armed forces whether in this country or overseas.”

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

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviours by using any means or medium to express views, which:

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs*
- *Seek to provoke others to terrorist acts*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts, or*
- *Foster hatred which might lead to inter-community violence in the UK.*

4. There is no such thing as a ‘typical extremist’: those who become involved in extremism actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors- it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerabilities include:
 - **Identity Crisis**- the pupil is distanced from their cultural/ religious heritage and experiences discomfort about their place in society.
 - **Personal Crisis**- the pupil may be experiencing family tensions; a sense of isolation and low self-esteem. They may have dissociated from their existing friendship group and become involved with a different group of friends; they may be searching for answers to questions about identity, faith and belonging.
 - **Personal Circumstances**- migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
 - **Unmet Aspirations**- the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
 - **Experiences of Criminality**- which may include involvement in criminal groups, imprisonment, and poor resettlement’ reintegration.
 - **Special Educational need**- pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivation of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Joining or seeking to in extremist organisations; and
- Significant changes to appearance and/ or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/ personal crisis.

Preventing Violent Extremism

Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

- Ensuring that staff of the school are aware of who is the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism.
- Raising awareness about the role and responsibilities of the school in relation to protecting pupils from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the school's RE curriculum and assembly policy in relation to protecting pupils from radicalisation and involvement in terrorism.
- Collating relevant information from/ in relation to referrals of vulnerable pupils into the Channel ** process, attending Channel** meetings as necessary and carrying out any actions as agreed.
- Reporting progress on actions to the Channel** Co-ordinator.
- Sharing any relevant additional information in a timely manner.

***Channel is a multi-agency approach to provide support to individuals, who are at risk of being drawn into terrorist related activity. It is led by West Midlands Police Counter Terrorism Unit and it aims to:*

- *Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.*
- *Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity.*
- *Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.*

19.9.1 Sexual Violence and Sexual Harassment between Children in Schools

19.9.2 Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur between two children of any age and sex or 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/or sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND, LGBT children are at greater risk.

Staff should be aware of the importance of:

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

Dismissing or tolerating such behaviours risks normalising them.

19.9.3 What is Sexual Violence and Sexual Harassment?

Sexual Violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 (KCSIE).

Sexual Harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.

Sexual harassment is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

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

- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- Sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation; coercion and threats.

19.9.4 Responding to a Report of Sexual Violence or Sexual Harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the flowchart process as set out in Part One, page 24 of KCSIE.

As is always the case, if staff are in any doubt as to what to do they should speak to the DSL. However, **all staff** should know how to handle a report or disclosure of this nature.

- If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy)
- careful management and handling of reports that include an online element. Including being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. **The key consideration is for staff not to view or forward illegal images of a child.** In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead (or deputy) or local authority children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to
- recognising that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child

- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation
- listening carefully to the child, reflecting back, using the child's language, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made.
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by local authority children's social care and/or part of a criminal investigation, and
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.
- The victim may ask the school not to share the information but if there is another legal reason to do this such as the victim being in significant danger or at risk from harm, or other potential victims may be at risk then this information can be shared with agencies without the victim's permission.
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, **this should be referred to the police**. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.
- Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.
- Staff will also need to consider whether there is any potential that social media will breach confidentiality.

19.9.5 Sexting

The consensual or non-consensual sharing of nude and semi-nude images and/or videos online.

Further information and guidance can be found here:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection.

19.9.6 Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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

- **Content:** Being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **Contact:** Being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Misinformation, disinformation and conspiracy theories are safeguarding harms.

We can use the government tool to audit our filtering and monitoring capability. [Get help with technology for remote education - GOV.UK](#)

Staff can use resources for the safe use of AI: DfE guidance on the use of generative AI in education (2025) (Pg 41 Para 143) <https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safetyexpectations>

The Governing Body should be doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system, as well as considering a child's online safety while at being asked to learn at home. As part of this process, at Maidensbridge Primary we ensure our school has appropriate filters and monitoring systems in place (Smoothwall). The E-Safety Policy explains the monitoring and filtering systems in place, including Forensic monitoring. Pupils are taught as part of the curriculum about online safety, more information about resources and support can be found in KCSIE and Dudley Safeguarding website.

The Headteacher and E-Safety lead receive weekly emails with updates on the filtering and monitoring systems and receive an immediate email alert if the system has an attempted breach by anyone on the system. The device and user can be identified, and a screenshot of the screen can be seen. In the case of a child causing a breach, this would be dealt with using our Relationships Policy and there would be an appropriate sanction and parents informed. In the

case of a member of staff or adult in the building, this could warrant a breach of the code of conduct and may result in disciplinary issues.

In Early Years, it is expected that children in Pre-school and Reception will be adequately supervised when accessing technology and can only access age-appropriate online content.

Staff in early years will not wear smart watches or any watch that can take photos.

20. Contextual Safeguarding

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 DSL (and deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

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

Areas with particular risk include the following:

- Physical intervention
- Intimate care
- Changing for PE and swimming
- 1:1 Working
- Young carers
- Children of parents with mental health issues
- Children with mental health issues.

21. Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

Children will be taught how to keep themselves safe as they develop more independence and begin to walk to school by themselves. We will aim to build confidence and knowledge and not scare children with warnings. www.actionagainstabduction.org www.clevernevergoes.org.

22. Children with Same Sex Orientation, Transgender Identity or Intersexual Variation (LGBTQ+) Gender Questioning

Children with a same sex orientation, transgender identity or an intersexual variation may be more vulnerable than heteronormatively defined children. These characteristics may make peers or adults think that they can be legitimately targeted with violence or sexual abuse. They also may be lonelier and longing for friendship, support and intimacy and may mistake sex for intimacy and support.

In working with LGBTI (Lesbian, Gay, Bisexual, Transgender, Intersex and gender questioning) children, staff members and volunteers need to be sensitive to these issues. This may be difficult when parents or legal guardians reject sexual diversity and are among the abusers.

23. Cybercrime

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

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

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

24. Children in the court system and children with a parent in prison (custody)

Guidance on how to support children and families in this situation can be found in KCSIE page 152.

25. Homelessness

Support for children and families who may find themselves homeless can be found on page 156 in KCSIE

26. Implementation, Review and Monitoring

Implementation will take place by ensuring this policy is discussed at the governors meeting and ensuring all staff are made aware of its existence.

This Policy will be monitored and reviewed on an **annual** basis and whenever significant changes to legislation, guidance or changes to local procedures require it. The cover page of this policy states the dates of review ratification by the Governing Board.

27. Linked Policies and Procedures

- Administration of Medicines Policy
- Supporting Children with Medical Conditions Policy
- Relationships policy including anti-bullying statement
- Complaints procedure
- Data Protection Policy
- E-Safety Policy and guidance
- Equality and Diversity
- GDPR Compliance Policy
- Data Retention Policy
- Governors Code of Conduct
- Intimate Care Policy
- Health and Safety Policy and Risk Assessments
- ICT Acceptable Use Policy
- Induction Procedures for Staff
- Information, Security and Data Use Policy
- Physical Intervention Policy
- Relationships and Sex Education Policy
- Special Educational Needs Policy
- Staff Code of Conduct
- Use of Mobile Phones and Social Media Procedures

Child Protection Policy Written by: Mrs Katie Thomas

Policy Review: September 2026

Signature Headteacher: _____ **Date:** _____

Signature Chair of Governors: _____ **Date:** _____

APPENDIX 1

Dealing with a Disclosure of Abuse

Do:

- Stay calm.
- Listen carefully to the child and remember what is said.
- Check that you have understood correctly what the child is trying to tell you.
- Take it seriously and believe the child. *Children very rarely lie about abuse.*
- Reassure the child that they are right to tell you.
- Praise the child for telling you. Communicate that they have the right to be safe and protected.
- Tell the child that it is not their fault.
- Tell the child who you are going to tell and why that person or those people need to know at the end of the conversation.
- Record the information as accurately as possible, using the child's own

language and including the time, setting and people present. Sign and date record. Include any questions you may have asked.

-

It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved.

Support for you will be available from your Designated Safeguarding Lead or Headteacher.

Immediately Afterwards:

Reporting Procedures

- You must not deal with this yourself. Clear indications or verbal disclosures of abuse must be reported to Children's Social Care without delay by the DSL or Headteacher. Unless in the rare circumstance that you cannot get in touch with a DSL and you feel that the child is at risk of significant harm then you must call the MASH team yourself.
- Record the disclosure or concern on CPOMs or alternatively, complete the **Recording and Reporting Concerns about a Child** form (*Appendix 2*) immediately if you do not have a log in to CPOMS or school is temporarily out of access to computers. Copies of the form are available from the Safeguarding Board in the Staffroom or they can be found on Teams in the Staffroom Team.
Record the date, time, place and exact words used by the child and how they appeared to you- be specific. Record the actual words used; including any swear words or slang. Record statements and observable things, not interpretations or assumptions- keep it factual.

Complete the Body Map if required.

At no time should an individual consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into 'Managing Allegations' procedures.

Hand it directly to the DSL. Do not leave it in their pigeon-hole classroom to find. It may be urgent and require an immediate response.

- Report your concerns to the, **Designated Safeguarding Lead, Mrs Katie Thomas** via CPOMS; who will decide the course of action including a possible referral to the Multi-Agency Support Hub (MASH), Police or designated social worker, and/ or referral to other agencies or an Early Help Assessment.

*Where a child is in immediate danger or at risk of harm, a referral should be made to Children's Social Care Services through the MASH and/ or the Police immediately.
Anyone can make the referral.*

- If the Designated Safeguarding Lead is not available, then the **Deputy Safeguarding Lead, Mrs Gaynor Morgan, Mr Mark Pearson or Mrs Cath Pryde** should be contacted.
- If the Deputy Safeguarding Lead is unavailable, inform the senior staff member currently responsible for the school. This is to ensure there is no delay in seeking advice or making a referral.
- The MASH Team and the **Designated Safeguarding Lead** will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child.
- Maintain confidentiality on a **need to know** basis only.

Contact Details		
Mrs Katie Thomas	Headteacher and Lead DSL	kthomas@maidens.dudley.sch.uk 01384 283691 07738221629
Mrs Gaynor Morgan	Deputy Head and Deputy DSL	gmorgan@maidens.dudley.sch.uk 01384 283691
Mr Mark Pearson	Deputy DSL	01384 283691 mpearson@maidens.dudley.sch.uk
Mrs Cath Pryde	Deputy DSL	01384 283691 cpryde@maidens.dudley.sch.uk

What to do if you are Concerned:

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

- Report your concerns to the DSL who should contact Social Care Team or the Police as soon as possible.
- If the DSL is not available, the Headteacher or the person currently responsible for the school should be informed.
- Social Care Team and the DSL will decide how to involve the parents/ carers. Parents should not be informed if to so would 'increase risk to the child'.
- Maintain confidentiality on a **need-to-know basis** only.

Information for social care or the police about suspected abuse

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

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

All incidents will be reported on the Children's social care portal [Multi Agency Safeguarding Hub \(MASH\) - Dudley Safeguarding Children](#) or on a request for support form, by the DSL to the MASH Team at MASH_Referrals@Dudley.gov.uk.

The completed request for support form should then be uploaded to CPOMS

Following a Referral

If after a referral, the child's situation does not appear to be improving, the DSL should press for reconsideration to ensure their concerns have been addressed, most importantly, that the child's situation improves. Cases can be escalated through the Resolution and Escalation Protocol. [Safeguarding Children Procedures - Dudley Safeguarding Children](#)

Early Help

If Early Help is appropriate, the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If Early Help and other support is appropriate, the case should be kept under constant review and consideration and increased to a Children's Social Care referral if the child's situation doesn't appear to be improving.

Include the Early Help Strategy guidance: [Safeguarding Children Procedures - Dudley Safeguarding Children](#)

Refer to new Dudley Threshold Guidance March 2021 [Multi Agency Safeguarding Hub \(MASH\) - Dudley Safeguarding Children](#)

Female Genital Mutilation

All staff should speak to the DSL with regard to any concerns about female genital mutilation. However, there is a specific **legal duty on teachers** that if an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the Police immediately.

Responding to allegations or suspicions about someone working with children or young people

It is not the responsibility of anyone working within Maidensbridge Primary School, in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a

responsibility to act on any concerns by reporting these to appropriate officer or the appropriate authorities.

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

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

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

Action if there are concerns

All low-level concerns about adults in school should be shared with the Headteacher, as these can build a picture that may indicate a risk of harm to children or possible risk of harm.

Concerns about poor practice:

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

Concerns about suspected abuse:

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

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

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (ss16-19 *Sexual Offences Act 2003*);
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text / e-mail messages or images, gifts, socializing etc);
- Possession of indecent photographs of children/pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone who works at Maidensbridge Primary School including administrative and other support staff.

Internal Enquiries and Suspension

The Headteacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the LADO (Local Authority Designated Officer).

Irrespective of the findings of the Social Care Team or Police inquiries the Headteacher / Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Headteacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

APPENDIX 2- Child Protection Record-Concern Form (double sided with body map)



Maidensbridge Primary School

CHILD PROTECTION RECORD- CONCERN FORM

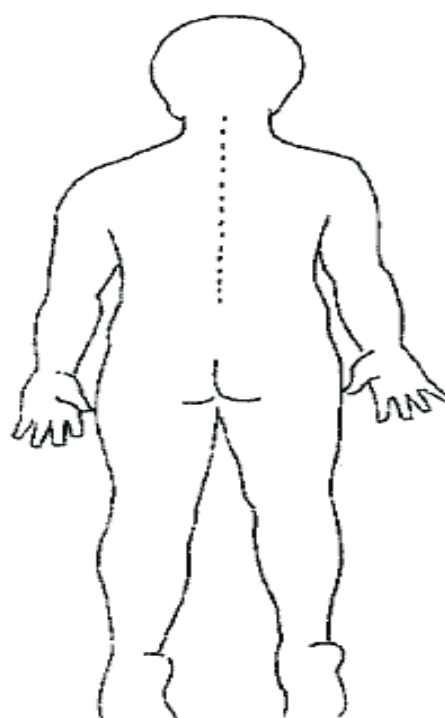
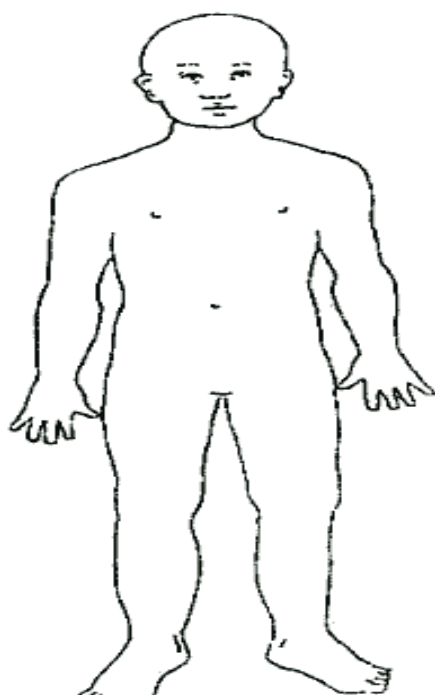
All information should be accurate, factual, relevant, concise and child focussed.

THIS FORM SHOULD BE PASSED TO THE DSL- I

Child's Name		Class	
Date of Birth			
Name of Person Completing Form		Position	
Date of Concern/ Disclosure/ Incident		Time	
Details of Concern/ Disclosure/ Incident: <i>Please provide details of the concern/ disclosure/ incident, including times, dates, description of injuries (body map included- yes/ no), and, if applicable, exact words spoken by the child.</i>			
Signature		Date	
Name Printed		Time	

Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead

Signature		Date		Time	
Does further action need to be taken?		Yes		No	

Body Map:

APPENDIX 3

Useful Safeguarding and Child Protection Contact Numbers

Multi-Agency Support Hub (MASH) <i>Call for advice or to make a CP referral</i>	Monday- Friday 9am-5pm	0300 555 0050
	At other times, contact the Emergency Duty Team	0300 555 8574
	Contact Police if risk of harm is immediate	999 or 101
Social Care Offices	Dudley, Sedgley and Coseley	01384 813200
	Brierley Hill	01384 813000
	Halesowen/ Stourbridge	01384 815902
Emergency Duty Team	Dudley- Out of hours	0300 555 8574
Education Safeguarding and Review Service	Yvonne Nelson-Brown	01384 813061
Local Authority Designated Officer (LADO)	Yvonne Nelson-Brown	01384 813061
Education	Alyson Sayers	01384 813061
Health	Safeguarding Team Cross Street, Dudley	01384 366210
Sports and Leisure	Rachael Doyle	01384 815547
Use of Images	Rachael Doyle	01384 815547
Police	Child Abuse Investigation Unit Brierley Hill Police Station	101 0845 111 5000
Early Help Service	www.dudley.gov.uk/caf	0300 555 0050
Community Safety Officer	Kat Lafferty	01384 813278 0758530658
Family Information Service	fis.cs@dudley.gov.uk	
Private Fostering- Social Worker		01384 813149
Teenage Pregnancy Team	Respect Yourself Campaign	01384 813653
Child Sexual Exploitation and Missing Co-ordinator	Nikki Fernandes nikki.fernandes@dudley.gov.uk	01384 814894

Connexions		01384 811400
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APPENDIX 4**Signed Declaration by Maidensbridge Staff Member:**

I state that I have read and understood the Maidensbridge Safeguarding and Child Protection Policy and Part one of Keeping Children Safe in Education and Annex A (KCSIE) and will adhere to the procedures within it for the safety of all children and staff at Maidensbridge Primary School.

Date: _____

Staff Name Printed: _____

Staff Signature: _____

If there is any information in this policy that you do not understand, please ask Mrs Katie Thomas for clarification.