



# CHILD PROTECTION POLICY

September 2016

# The Dormston School

## Child Protection Policy

### Rationale

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.

Dormston 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 likely to suffer significant harm is the responsibility of all staff within our school, superseding any other considerations. The following documents, circulars and guidance for good practice govern child protection work at the Dormston School:

- Keeping Children Safe in Education (DfE) September 2016;
- Working together to Safeguard Children (DfE) March 2015;
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (October 2015);
- What do you do if you are worried a child is being abused March 2015; (See Appendix 1)
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)
- Dudley Safeguarding Children Board (DSCB) - Safeguarding Children Procedures (<http://safeguarding.dudley.gov.uk>);
- Raising safeguarding concerns about a child schools policy (see page 20)
- Children Act 1989;
- Children Act 2004;

Dormston School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore to be alert to the possibility of abuse occurring, be aware of the procedures to be followed if you have suspicions and have the confidence to follow those

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

procedures. This policy applies to all staff, governors and volunteers working in the school. Safeguarding and protecting the welfare of pupils is everyone's responsibility. (Appendix 1 refers to what you should do if you have a concern)

## **Our Statement of Commitment**

"Dormston 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, Qualification and ID Checks."

## **Aims**

The Dormston School is committed to the safeguarding of all pupils in the school. This policy should be read alongside the schools:

- the Anti-Bullying Policy;
- the Complaints Procedure Policy;
- the Behaviour Policy.

Dormston School will provide information and training for all staff to carry out this duty of care responsibly.

## **Prevention**

The six main elements of the policy are:

- ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children;
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- supporting pupils who have been abused in accordance with his/her child protection plan;
- establishing a safe environment in which children can learn and develop;
- ensuring there are links with other safeguarding policies, for example, anti-bullying, behaviour policy, attendance, physical intervention, medical conditions, educational visits, intimate care, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism.

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

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

- 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 material for children to develop the skills they need and to help children develop realistic attitudes to the responsibilities of adult life to recognise and stay safe from harm and with regard to child care and parenting skills.
- include in the curriculum, activities and opportunities which equip children with the skills they need to stay safe from harm.

## Procedures

Dormston School will ensure that all staff follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department for Education (DfE) to:

- ensure we have a designated safeguarding lead for child protection who has received appropriate training and support for this role.

**THE DESIGNATED SAFEGUARDING LEAD OFFICER FOR THE DORMSTON SCHOOL IS  
STEVE DIXON,**

**THE DEPUTY OFFICERS ARE JAYNE ELLIOTT AND LISA SMITH**

**THE NOMINATED GOVERNOR RESPONSIBLE FOR CHILD PROTECTION IS  
GEORGE CRAIG**

*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 talk to Mr Dixon, Mrs Elliott or Mrs Smith.***

- ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding lead 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 any concerns to the designated senior person responsible for child protection;

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus. Parents should be made aware of the policies and procedures;
- ensure that parents are aware that this policy is available on request, and make the policy available on the school website;
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings;
- develop links with other agencies that support the child, such as Adult Mental Health Service, Education Investigation and Education Psychology Service;
- keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to Social Services and other relevant agencies immediately;
- ensure all records are kept securely, separate from the main pupil file, and in locked locations;
- ensure that if a child who has a child protection plan leaves, their confirmation 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. Appendix 1 refers to what to do if you are concerned. A multi-agency referral form must be completed when making a referral which can be accessed from the DSCB website.

## **Role and Responsibilities of Designated Safeguarding Lead**

The Designated Safeguarding has lead responsibility and management oversight and accountability for child protection and, along with the Head Teacher.

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Head Teacher.

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, and when.

Child protection records will be stored securely in a central place 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 beyond that in line with current data legislation and guidance.

Responsible Officers - Mr S Dixon & Mrs J Elliot  
 Review Officer – Mr N Eveson  
 Link Governor – Mr G Craig  
 Review Date – September 2017

Access to these records by staff other than by the Designated Safeguarding Leads will be 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 any home school policies and give due regard to which adults have parental responsibility. **We do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**

If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead 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. We will record where and to whom the records have been passed and the date.

If sending by post pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

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

Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

When a child is new to the school we will always send a request to the previous school for any child protection files.

## **Roles and Responsibility of Governors and Governing Bodies**

It is the responsibility of governing bodies and proprietors to ensure that they comply with their duties under legislation. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The statutory guidance, Keeping Children Safe in Education 2016 places statutory requirements on all governing bodies. Governing bodies must make sure that their school

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

has policies and procedures in place and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter- agency procedures.

## **Involving Parents and Carers**

In general, we will discuss and child protection concerns with parents/carers before approaching other agencies, and we will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. 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 the Child Protection policy through the website, the prospectus, newsletters, group call.

## **Safer Recruitment and Employment Practices**

Dormston School has created a culture of safe recruitment, and has adopted the Local Authority policy on recruitment procedures. Dormston School will follow the 'Safer Recruitment' processes for all appointments, which will include the following;

- declaration of the intent to undertake a DBS check in the advertisement;
- ensuring that at least one member of the interview panel has attended DSCB Safer Recruitment Training;
- ensuring that references are gained before interview;
- ensuring that a safeguarding question is included in the interview;
- ensuring that any gaps in employment are explored at interview
- undertake a DBS check at the relevant level to the position.
- all governors now require an enhanced DBS check
- the Prohibition of teaching checks must be completed for everyone engaged in 'teaching work', whether a qualified teacher or not, and recorded on the Single Central Record.

(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

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

will always ask for written information about previous employment history and check that the information is complete.

The school does not have the power to request DBS checks for visitors (for example children's relatives visiting a sports day) in these occasions the Head Teacher will use his professional judgment on how best to supervise these occasions.

## **Allegations against Staff**

Dormston School will follow the 'Managing Allegations against Staff' (DSCB Procedures) the Head Teacher will deal with allegations made against school staff. In the event of the allegation being made against the Head Teacher, the Chair of Governors is to be notified.

In addition to this, Dormston School will have routine systems for continually monitoring the performance of staff ensuring compliance with both Child Protection procedures and the code of good practice. All staff within Dormston School will adhere to the Guidance for Keeping Children Safe in Education (May 2016) and Safer Working Practice for Adults who work with Children and Young People (October 2015). This covers a wide range of issues around staff conduct e.g. mobile phones etc. All staff have access to the counselling service within Dudley.

If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Local Area Designated Officer (LADO) It is useful at this stage to also provide full names of the members of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the LADO in accordance with the Working Together to Safeguard Children (2015) and the DSCB Safeguarding Children Procedures. A LADO Referral and Monitoring Form will need to be completed.

If staff have concerns about a fellow colleague, they should follow the Whistle Blowing Procedures.

The NSPCC whistle blowing helpline is available for staff within our school who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285. The email address is [help@nscpp.org.uk](mailto:help@nscpp.org.uk)

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017



## **Referral to Disclosure and Barring Services (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 Keeping Children Safe in Education (2016). Further advice can be sought from HR.

## **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 Designated Safeguarding Lead and to seek further support as necessary.

## **The Use of Reasonable Force**

Under Section 93 of the Education and Inspection Act (2006) the Head Teacher is empowered to authorise those members of his staff who are enabled to use reasonable force. The Head Teacher has empowered the following members of staff to use reasonable force:

- teachers and any member of staff who has control or charge of pupils in a given lesson or circumstance have permanent authorisation;
- other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between children. Deciding whether to use reasonable force under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- injury or risk of injury to another child;
- injury or risk of injury to a member of staff;
- serious damage to property;
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how, and why to use reasonable force. To help Staff in making decisions about using reasonable force the following considerations may be useful:

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a non-physical way was low;
- the age, size, gender, developmental maturity of the persons involved.

Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police. All staff owes a duty of care to children, to take no action, where the outcome is that a child injures him/herself, or another, including staff, could be seen as negligence.

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

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 need to decide what action to take. Where possible, they will have a conversation with the Designated Safeguarding Lead to agree a course of action. Staff members are aware they can make a direct referral to children's social care.

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

If a child is in immediate danger or is at risk of harm a referral should be made to the Single Point of Contact and / or the police immediately. Telephone contact – **0300 555 0055**

Advice should be sought from the Single Point of Access Team (SPA) where the child lives.

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

It may be necessary to liaise and where necessary challenge other agencies involved, in order to obtain relevant information to support the child appropriately. If a child resides in another borough but attends a school in Dudley Dormston School will ensure that we liaise with the Local Authority in which the child resides.

Responsible Officers - Mr S Dixon & Mrs J Elliot  
 Review Officer – Mr N Eveson  
 Link Governor – Mr G Craig  
 Review Date – September 2017

If a child who is subject to a child protection plan leaves, their information should be transferred to the new school immediately and the child's social worker notified.

## **Curriculum**

Child Protection and wider child safety issues will be addressed through the curriculum as appropriate, especially in Personal, Social and Health Education (PSHE), Information and Communication Technology (ICT), Citizenship and Sex Education. Relevant issues will be explored and discussed for example self-esteem, emotional literacy, assertiveness, power, sex and relationships, e-safety, radicalisation, FGM and bullying.

## **Other Areas of Work**

All our policies which address issues of power and potential harm, for example, bullying, on-line safety, equal opportunities, 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.

Staff will follow DSCB Children Procedures if there are concerns around peer on peer abuse. This is most likely to include, but not limited to bullying (including cyber bullying) gender based violence / sexual assaults and sexting.

## **Virtual School Heads**

Dormston School is committed to working with the Virtual School Head and supporting the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

## **Children with Special Educational Needs and Disabilities**

The Dormston School is committed to working with children with special educational needs (SEN) and disabilities 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;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outward showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

## Training and Development

Dormston School is committed to ensuring all staff are fully trained to a high standard. The details around this are set out below.

- all staff are kept up to date with Child Protection issues by formal training taking place regularly (at least every two years). This includes online courses, external training and in-house training;
- 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;
- the designated Safeguarding Lead/s will take part in regular formal training sessions Advanced level training (at least every two years);
- all policies and procedures will follow DFE guidance on Child Protection issues;
- governors will be kept informed about procedures through the Child Protection Link Governor;
- good monitoring takes place of pupils identified as at risk;
- the pastoral team works closely with outside agencies to share information and co-ordinate support for the pupil.

According to 'Keeping Children Safe in Education 2016' the Designated Safeguarding Lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out their role. The training is updated every two years.

In addition to the formal training their knowledge and skills should be updated (for example via emails and bulletins, meetings with other Designated Safeguarding Leads or taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to keep up to date with any developments relevant to their role.

The school requests that the Governing Body undertake level 1 child protection training at induction. Their Child protection training, along with all other staff will be updated every two years.

In addition all staff receive regular safeguarding and child protection updates via weekly briefing, e-mails and INSET to ensure that they have the necessary skills and knowledge to safeguard children effectively. This includes bespoke WRAP and FGM training.

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

## Definitions of Abuse

There are four types of child abuse. They are defined in the UK Government guidance Keeping Children Safe in Education; statutory guidance for schools and colleges, September 2016 as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

### 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.

### 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. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation or exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

### 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

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in 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.

## **Neglect**

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

Provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **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."

## **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.

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

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.

## **Domestic Abuse**

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over, who are or have been intimate partners or family members, regardless of gender or sexuality. 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.

## **Specific Safeguarding Issues**

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 and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting – Youth produced sexual images
- trafficking

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

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

## **Honour Based Violence (HBV)**

Honour Based Violence (HBV) is a term used to describe violence committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim. Most victims of HBV are women or girls, although men may also be at risk.

Responsible Officers - Mr S Dixon & Mrs J Elliot  
 Review Officer – Mr N Eveson  
 Link Governor – Mr G Craig  
 Review Date – September 2017



## Children Missing Education (CME)

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 (4 weeks).
- 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.

Further information can be found can be found in 'Children missing education: statutory guidance for local authorities – September 2016

## 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 also important to recognise that

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

some young people who are being sexually exploited do not exhibit any external signs of this abuse.

## **Prevent Strategy**

Dormston 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 pupils 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.

## **Indicators of Vulnerability to Radicalisation**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

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 faiths and beliefs. 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. Extremism is defined by the Crown Prosecution Service as:

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

The demonstration of unacceptable behaviour 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 extremist 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 vulnerability 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 new and 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 with 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 motivations 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 could include:

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

- 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;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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

The SPOC for Dormston School is **S Dixon/J Elliott**. The responsibilities of the SPOC are described below.

- Ensuring that staff of the school are aware that you are 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 to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved 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; and
- 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 the West Midlands Police Counter-Terrorism Unit, and it aims to*

Responsible Officers - Mr S Dixon & Mrs J Elliot  
 Review Officer – Mr N Eveson  
 Link Governor – Mr G Craig  
 Review Date – September 2017

- 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; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

## **Sexting - Youth produced sexual images, (including Peer on Peer Abuse)**

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.

Further information can be found in the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2016) ***Please refer to Dormston Safeguarding Policy***

## **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 has been ratified by the Governing Body in January 2016. A copy of this policy is also available on the School website.

## **Supporting Documents**

DSCB Safeguarding Children Procedures : <http://safeguarding.dudley.gov.uk/>

Working Together to Safeguard Children (2015)

Keeping Children Safe in Education (2016)

Keeping Children Safe in Education: Information for all Schools and College Staff (2016)

Safer Working Practice Guidance (October 2015)

Responsible Officers - Mr S Dixon & Mrs J Elliot  
 Review Officer – Mr N Eveson  
 Link Governor – Mr G Craig  
 Review Date – September 2017

School Code of Conduct

Whistleblowing Policy

## Useful Numbers

Dudley Single Point of Access:	0300 555 0055
Emergency Duty Team	0300 555 8574
Local Authority Designated Officer:	01384 813061
Education	Funbir.Jaspal/Alyson.Sayers @dudley.gov.uk Jayne Underwood – Education Liaison Offer 01384 813061
Police and for FGM Disclosure	Child Abuse Investigation Unit Halesowen Police Station 101
Ofsted:	0300 123 1231
NSPCC Whistleblowing Helpline:	0800 0280285
Website:	<a href="http://safeguardingchildren.dudley.gov.uk">http://safeguardingchildren.dudley.gov.uk</a>

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

## What to do if you are concerned:

## APPENDIX 1

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

- Report your concerns to the, Designated *Safeguarding Lead* who should contact Social Care Team or the Police as soon as possible.
- If the *Designated Safeguarding Lead* is not available, then the Head Teacher or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
- Social Care 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.

### 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 an Inter-Agency Referral form.

### Responding to allegations or suspicions (about someone working with children or young people (e.g.

It is not the responsibility of anyone working within Dormston 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 the appropriate officer or the appropriate authorities.

Dormston School will ensure 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

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

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 to children

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  
(s16-19 *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/email messages or images, gifts, socializing etc.);
- Possession of sexual images 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 Dormston School including administrative and other support staff.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice; the Head Teacher 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 Head Teacher/Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017



### 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 Designated *Safeguarding Lead*/Head Teacher, 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 Designated *Safeguarding Lead*/Head Teacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the DO (Designated Officer for Managing Allegations).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Head Teacher. If the Head Teacher 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.

### Internal Enquiries and Suspension

- The Head Teacher 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 DO (Designated Officer for Managing Allegations).
- Irrespective of the findings of the Social Care Team or Police inquiries the Head Teacher/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 Head Teacher 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.

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. (See Appendix 3 Reporting a concern form)

NB 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.

### Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead or the Headteacher.

Complete the reporting form (Appendix 3) available in your planner / staff room noticeboard/ t drive-safeguarding and hand it directly to the appropriate person. Do not leave it in their pigeon hole or on their desk for them to 'find'. It may be urgent and require an immediate response.

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

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.

Responsible Officers - Mr S Dixon & Mrs J Elliot  
Review Officer – Mr N Eveson  
Link Governor – Mr G Craig  
Review Date – September 2017

## Recording and Reporting Concerns about a child form APPENDIX 3



Once complete please pass this form to the Designated Child Protection Officer.



Form for recording and reporting concerns about a child	
Full name of child:	Form:
Date of birth (if known):	
Your name:	Position:
Date and time of incident/disclosure/concern:	
Please provide details of the incident/disclosure/concern, including times, dates, description of injuries (body map included yes/no), and, if applicable, exact words spoken by the child (please continue on the other side if needed):	
Signed:	Time and date of reporting:
Name of staff member reported to:	Further action taken by staff member:
Signed:	Date:
Any other information helpful for referral ( <b>to be completed and discussed with pastoral team/child protection designated teacher</b> ). Include academic progress, attendance, behaviour, presentation, peer relationships and parental knowledge:	

Responsible Officers - Mr S Dixon & Mrs J Elliot  
 Review Officer – Mr N Eveson  
 Link Governor – Mr G Craig  
 Review Date – September 2017

## FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

