



# WREN'S NEST PRIMARY SCHOOL

School Key Policy for 2022-2023

## Safeguarding and Child Protection Policy

September 2022

Document to be read in conjunction with ***other key school policies (listed within document)***

# Wren's Nest Primary School

## Safeguarding and Child Protection Policy



### **SAFEGUARDING IS EVERYONE'S RESPONSIBILITY**

This policy is monitored and reviewed annually or in response to changes in legislation or DSPP operating procedures.

Updated September 2022 – reviewed by Jill Snow (Chair of Governors with Specific Responsibility for Safeguarding)

Review Date: September 2023

The policy has been updated as part of the annual review of policy and to reflect the recently published changes to Keeping Children Safe in Education 2022 and the changes within Dudley's Safeguarding Procedures.

Signed ..... Chair of Governors

A handwritten signature in black ink, appearing to read 'Spikes', is written over a dotted line.

Signed ..... Head Teacher

Abbreviations used in this policy are: WN = Wren's Nest Primary School (including Time for Two's Provision, DSPP = Dudley Safeguarding People Partnership, LA = Local Authority (Dudley)  
Staff = all teaching, support and ancillary personnel.

## **Management Update: Review and Contact details**

Date of Last Review: August 2022

Reviewed by: Mrs Emily Vivash, DSL

Agreed by Governors: 1<sup>st</sup> September 2022 – Mrs Snow, Chairs Action

Shared with all Staff: Monday 5<sup>th</sup> September 2021

Frequency of Review: Annually

Date of Next Review: August 2023, unless national or local procedures require update sooner

Contact Details:

Designated Lead Person for Child Protection: Miss Amber Harris, Acting Deputy Headteacher and SENDCO, aharris4@wrens-nest.dudley.sch.uk , 01384 818515

Deputy Designated Lead People for Child Protection: Mrs Sarah Parkes (Headteacher), Mrs Emily Vivash, Deputy Headteacher (Maternity Leave), Mrs Julie Smith, Family Support Worker, Mrs Tracey Cadman, Family Support Worker, Hannah Smith (KS1 Phase Leader/Reading Lead)

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Named Governor for Safeguarding & Child Protection: Mrs Jill Snow, [jill\\_snow@hotmail.co.uk](mailto:jill_snow@hotmail.co.uk) or via School Office 01384 818515

School CLA Designated Person: Miss Amber Harris

Privately Fostered named person: Miss Amber Harris

Privately Fostered named person (Dudley LA): Angela Marsh

School E-Safety Lead: (names and contact details) Miss Amber Harris, Mr A. Snape, Mr S. Butler

Local Authority Designated Officer (DO), for allegations against staff:

Yvonne Nelson Brown Tel: 01384 813110 Referral email: [allegations@dudley.gcsx.gov.uk](mailto:allegations@dudley.gcsx.gov.uk)

Chair of Governors: Mrs Jill Snow, [jill\\_snow@hotmail.co.uk](mailto:jill_snow@hotmail.co.uk)

Vice-Chair of Governors: Mrs Jill Snow, 01384 818515

MASH: 0300 555 0050

Out of Hours Duty Team: 0300 555 8574

CSE Team: (name and contact details) Nicki Burrows [Nicki.burrows@dudley.gov.uk](mailto:Nicki.burrows@dudley.gov.uk)

Dudley Online Safety Team: DFGL - Heather Jeavons [hjeavons@dgfl.org](mailto:hjeavons@dgfl.org)

## [Contents Page](#)

Management Update: Review and Contact details.....	3
Wren's Nest Primary School Safeguarding Team.....	6
Designated Staff.....	6
Rationale and Purpose.....	7
Policy Aims.....	8
Child Protection Procedures at Wren's Nest.....	9
What to do if a Child Makes a Disclosure to You. (Summary).....	10
What to do if a 'Child Reports' or you 'Notice an Injury.'.....	10
Escalation.....	11
Communication of referrals with Parents.....	11
Welfare.....	11
Early Help.....	11
Additional support for vulnerable children.....	12
Mental Health.....	12
Private Fostering.....	12
Training.....	13
Roles and Responsibilities.....	14
Everyone at Wren's Nest.....	14
Governing Body Role and Responsibilities:.....	14
Key Additional Responsibilities for the Safeguarding Team.....	15
Supervision.....	16
Safe Recruitment and Employment Practices.....	17
Responding to allegations or suspicions about a member of staff (Whistle Blowing).....	18
Actions to be taken:.....	18
Concerns about poor practice:.....	18
Concerns about suspected abuse:.....	19
Internal Enquiries and Suspension.....	19
Information Sharing, Confidentiality and Data Protection.....	20
Curriculum.....	21
Online Safety.....	21
Use of Cameras in School.....	22
Information for Staff, Parents and Carers.....	22
Links to other Policies.....	23
Attendance.....	23
Physical Intervention.....	23
Anti-Bullying.....	23
Racist Incidents.....	23

Health and Safety.....	24
SEND.....	24
Other Policies.....	24
Adoption and Review of the Wren’s Nest Safeguarding and Child Protection Policy:.....	24
Appendix 1: Aspects of Safeguarding .....	26
Appendix 2: Definitions and Indicators of Abuse (KCSIE 2021, Part 1) .....	30
Appendix 3: Female Genital Mutilation (FGM).....	38
Appendix 4: Prevent Strategy (Radicalisation and Extremism) .....	39
Appendix 5: Keeping children safe in education 2021, page 23 - Flowchart Process of referral actions .....	42
PROCESS FOR RECORDING AND REPORTING A CHILD PROTECTION CONCERN ABOUT A CHILD .....	43
Appendix 6: School Referral Forms:.....	44
Appendix 7: Dealing with a Disclosure of Abuse .....	47
Immediately afterwards.....	47
Appendix 8: Safeguarding Training Log .....	48
Appendix 9: Multi Agency Referral Form (MARF).....	50
Appendix 10: Local Authority Referral form for the Management of Allegations against Staff .....	51
Appendix 11: DotCom Overview of the PSHE Curriculum .....	56
Appendix 12: Dudley Safeguarding People Partnership (DSPP) .....	57
Appendix 13: Training Log for staff.....	58
Appendix 14: COVID-19 Addendum (April 2020).....	59

## **Wren's Nest Primary School Safeguarding Team**



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

*(Keeping Children Safe in Education, 2022)*

**Some staff and governors have additional responsibilities for safeguarding within their roles.**

Chair of Governors **Mrs Jill Snow**

Governor with Responsibility for Safeguarding and Child Protection **Mrs Jill Snow**

### **Designated Staff**

**All staff can be reached on tel. no: 01384 818515**

**Mrs Sarah Parkes** Head Teacher - Overall Responsibility for Safeguarding  
Single Point of Contact – Prevent  
[sparkes@wrens-nest.dudley.sch.uk](mailto:sparkes@wrens-nest.dudley.sch.uk)

**Miss Amber Harris** Acting Deputy Headteacher and Designated Safeguarding Lead  
Single Point of Contact – Prevent  
Designated teacher for Children Looked After (CLA)  
Online Safety  
[Aharris4@wrens-nest.dudley.sch.uk](mailto:Aharris4@wrens-nest.dudley.sch.uk)

**Staff with Safeguarding and Child Protection responsibilities included within their specific roles.**

**Mrs Julie Smith** Deputy Safeguarding Lead  
Family Support Worker. Welfare Lead  
[jsmith01@wrens-nest.dudley.sch.uk](mailto:jsmith01@wrens-nest.dudley.sch.uk)

**Mrs Emily Vivash** Deputy Headteacher, Safeguarding Lead (Maternity Leave)  
[emoren@wrens-nest.dudley.sch.uk](mailto:emoren@wrens-nest.dudley.sch.uk)

**Mrs Tracey Cadman** Deputy Safeguarding Lead, Family Support worker.  
Attendance Officer  
[tcadman@wrens-nest.dudley.sch.uk](mailto:tcadman@wrens-nest.dudley.sch.uk)

**Mrs Hannah Smith** KS1 Phase Leader/Reading Lead, Deputy Safeguarding Lead  
[hsmith@wrens-nest.dudley.sch.uk](mailto:hsmith@wrens-nest.dudley.sch.uk)

**Mrs Elaine Pugh** Business Manager: Health and Safety, Staff Recruitment,  
Disclosure and Barring Checks, Maintenance of the Single Central  
Record.  
[epugh@wrens-nest.dudley.sch.uk](mailto:epugh@wrens-nest.dudley.sch.uk)

**Mr A. Snape** Curriculum Lead  
**Mr S. Butler** Online Learning Lead

## **Rationale and Purpose**

Safeguarding is:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

**Safeguarding is what we do for all children and young people to keep them safe whilst in our care. Safeguarding starts at the front entrance, ensuring all those who come into contact with the pupils at Wren's Nest have been vetted and behave professionally. It moves through the curriculum and environment teaching children protective behaviours, respect, and about risks from social media to keep them safe. Through it all, it identifies and protects children who have been harmed or are at risk of harm.**

**Abuse can happen anywhere and to any child.** Because of our daily 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.

### **Vulnerable groups: (for children aged 2-11)**

Particular groups of children are particularly vulnerable to abuse and/or neglect, they include:

- Babies and younger children
- Children with physical and/or learning disabilities
- Children who are isolated
- Children in care, private fostering, children with emotional, behavioural or mental health needs
- Children in stressful circumstances where there may be one or more of the following:
  - Poverty, violence, parental mental illness, drug misuse, parents with learning disabilities, racist abuse, high crime rates, poor housing, high unemployment, isolation, lack of parental control, previous abuse, chaotic, unsettled or transient lifestyles.
- Children with LGBT+ inclinations
- Children at risk of child criminal exploitation (CCE) – County Lines (appendix 2)

**We need, therefore, to be alert to the possibility of abuse occurring, be aware of the procedures to be followed if suspicions are aroused and have the confidence to follow those procedures. This policy applies to all staff, governors and volunteers working in the school.**

Safeguarding also includes other issues for schools, including child sexual exploitation, school security, Medical Needs, bullying, the curriculum, First Aid, trafficking, female genital mutilation (FGM), preventing radicalisation, e-safety, management of visitors etc. (a full list of other aspects is included as [Appendix 1](#), together with hyperlinks to guidance and advice). (see appendix 2-4)

Our Safeguarding and Child Protection Policy reflects the ethos of the school in which our pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Wren's Nest Primary School recognises its responsibility under sections 175/157 Education Act 2002 to work with other agencies to safeguard and promote the welfare of children and protect them from harm. These duties are defined by the following:

- Dudley Safeguarding People Partnership (DSPP) – Interagency Child Protection and Safeguarding Procedures; <https://safeguarding.dudley.gov.uk/safeguarding/>

- Dealing with a disclosure, school guidance (*See page 7*)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Working together to safeguard children (DfE) December 2020;
- Keeping Children Safe in Education (DfE) September 2022
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (February 2022);
- What do you do if you are worried a child is being abused March 2015;
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- Information Sharing 2018
- Early Years Foundation Stage (EYFS) Statutory framework (September 2021)  
[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97149/eyfswf-2021.pdf)

Key aspects of these documents are included within the policy or within the appendices. All are published on the school website or the Dudley Safeguarding People Partnership website and in the staff shared area.

### **Policy Aims**

**The aim of this policy is to provide information for all staff, governors and volunteers working at Wren's Nest to enable them to carry out their Safeguarding and Child Protection duties. Much of the information will be held within the policy and appendices. Local and national guidance are either part of the school website or available through a hyper-link.**

Safeguarding and Child Protection procedures are rigorously implemented through:

1. Knowing, understanding and strictly applying WN's procedures for identifying and reporting cases, or suspected cases of abuse.
2. Clearly established lines of communication and responsibility.
3. Safer Recruitment.
4. The development of an effective PSHE and RSE curriculum to raise awareness of child protection issues and equip the children with the skills they need to recognise potential harm and keep themselves safe in a developmentally appropriate way.
5. Establishment of a safe and secure environment in which children can learn and develop, are encouraged to talk and know that they will be listened to. They also know that there are adults in school whom they can approach if they are worried.
6. Support for pupils who have been abused or neglected.
7. Partnership Working – especially with the Police, Social Care and Health to prevent and act upon concerns of abuse or neglect, exploitation and radicalisation through Early Help, Child in Need and Child Protection Plans.
8. Links to other policies including Anti-bullying, Behaviour, Physical Restraint, Health and Safety, Medical Needs, Whistleblowing and First Aid as well as national strategies including "Prevent".

The policy is reviewed and procedures audited annually by the SLT Safeguarding Team and Governors. This is done with reference to:

- Section 175 Audit Tool kit
- New/Updated National and Local Authority Guidance
- Matters arising through the Dudley Health and Well Being Online Survey for children in Year 5 and 6, Wren's Nest's Annual Parent Survey, Pupil Parliament and the Safeguarding SLT
- Training attended and cascaded by the Safeguarding team.



- Information shared through DSL Forums, child safeguarding practice reviews and Safeguarding in Education Newsletters.
- Reflective practice

### **Child Protection Procedures at Wren's Nest**

#### **What to do if you are concerned that a child is being neglected and/or abused or is at risk of harm:**

##### **The Practice at Wren's Nest:**

Through training delivered in school and on-line all staff are aware of the indicators of abuse and the fact that abusers may be known to the child or could be strangers; adults or children. Staff are also aware that abusers are not defined by age, social standing, sexuality or disability. The definitions and indicators of the four categories to describe abuse (physical, emotional, neglect and sexual abuse including child sexual exploitation, child on child abuse, sexting) are described in KCSIE 2022 p. 9-15 (Part 1) and have been included in [Appendix 2](#). "Definitions and Indicators of Abuse".

**Further information on other safeguarding concerns and abuse e.g.** Female Genital Mutilation, Forced Marriage can be found in [Appendix 3](#). Radicalisation and Extremism (Prevent Strategy) **are also included as [Appendix 4](#)**

**In all instances the referral route within school remains the same i.e. the referral needs to be immediate, confidential, documented and directly to the DSL for Child Protection – Miss Harris, Mrs J Smith, or in their absence Mrs Parkes, Mrs Cadman, Mrs H Smith or Mrs Vivash (maternity leave).** *(The exception to this is for FGM where the member of staff has a statutory duty to notify the police when they are aware that FGM has been carried out. Where there is a concern that a child may be at risk, an immediate referral must be made to the Police. This will be supported by the DSL. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information. (See KCSIE 2022 Annex B for further details.)*

Whenever a member of staff or, parent or a member of the community has a concern about a child, or a child discloses information regarding abuse or neglect; that concern must be passed on **IMMEDIATELY** to one of the Designated Safeguarding Leads or deputies (Emily Vivash (maternity leave), Julie Smith, Amber Harris, Hannah Smith, Sarah Parkes. (Even if they have to leave, postpone or cancel a meeting, return to Wren's Nest from a visit etc.) **CHILD PROTECTION IS PARAMOUNT.**

It is NOT the responsibility of anyone working within Wren's Nest to decide whether or not child abuse has taken place or is likely to take place.

A late referral could be a missed opportunity to protect that child from further harm.

The DSL for Child Protection will then take appropriate action to provide additional support through the "Early Help" process or refer the information on to Children's Services or the Police as appropriate, (having regard to the Thresholds Document whilst following the Dudley's Safeguarding Children Procedures).

The referral into children's services is through the MASH (Multi-Agency Safeguarding Hub) and is recorded onto a MARF (Multi Agency Referral Form) through the Dudley 'Tell Us' Portal. [Appendix 9](#)

Children's Services and the DSL for Child Protection will decide at what point and how to involve the parents/carers. See Flowchart from KCSIE 2022, Page 22 "Actions where there are concerns about a child" (Appendix 5).

**When concerned about the welfare or safety of a child, staff MUST always act in the best interests of the CHILD.**

#### **What to do if a Child Makes a Disclosure to You. (Summary)**

1. Reassure the child
2. You can (if necessary) seek clarification: "Have I understood this correctly....." "Did you say.....?"
  - You can ask: "What happened? Who was there? When did it happen? What did they say/do? Where were you?"
3. Report the concern **immediately** to Amber Harris, Julie Smith, Sarah Parkes, Hannah Smith, Tracey Cadman or Emily Vivash (Maternity leave) verbally and /or in writing using the Yellow Confidential Recording Sheet (**Appendix 6**)
4. Do not discuss with anybody else.
5. Do not ask the child to repeat what they have told you to another member of staff/parent.
6. Do not return the child to class until you believe/they tell you that they are ready to go.

#### **What to do if a 'Child Reports' or you 'Notice an Injury.'**

1. Reassure the child
2. You can (if necessary) seek clarification: "Have I understood this correctly....." "Did you say.....?"
  - You can clarify - "What happened? Who was there? When did it happen? What did they say/do? Where were you? Is it anywhere else?" But do not interrogate.
  - Document the site, size and colour of the injury and the child's account of how it got there.
3. Do not ask a First Aider to check, do not remove or lift up clothing, do not photograph.
4. Report the concern **immediately** to Amber Harris, Julie Smith, Sarah Parkes, Hannah Smith, Tracey Cadman or Emily Vivash (Maternity leave) in writing using the Yellow Confidential Recording Sheet. (**Appendix 6**)
5. Do not discuss with anybody else.
6. Do not ask the child to repeat what they have told you to another member of staff/parent.
7. Do not return the child to class until you believe/they tell you that they are ready to go.

All staff may raise concerns directly with the MASH (Multi Agency Safeguarding Hub) on 0300 555 0050 or [Dudley Children's Portal](#) if for any reason they have been unable to follow the protocol described above or are concerned that a child has been harmed or is at risk of harm and they do not feel this has been appropriately reported. (**Multi Agency Referral Form (MARF) is in Appendix 9**)

**If a child is at risk of immediate harm ring 999.**

More detailed notes "Dealing with a disclosure of abuse" can be found as **Appendix 7**.

Once a concern has been shared (by a member of staff or a parent) with the DSL, the DSL will decide on whether to gather further information, provide support to the family or make a referral into Children's Services (or do all 3). In the event of a referral being made they will quickly check records on the child, family and extended family, print off the information sheet from Integris, detailing the child's details and ring the MASH (Multi-Agency Safeguarding Hub) and detail the reason for referral and share the information available. At this point, school is usually asked to complete a MARF (Multi agency referral form) through the Dudley Portal: [Dudley Children's Portal](#)

School has to consider the following when providing Children's Services with additional information regarding the child and their family:

- Child's perceptions, wishes and feelings
- Nature of harm, maltreatment or failure to provide adequate care.
- Impact on health and development
- Child's development (at home and at school)
- Special Educational Needs
- Parenting capacity
- Wider environmental and family context in which the child is living

School then waits for feedback and further instructions regarding if and when to share this with parents and on what Children's Services and the Police intend to do next.

In the event of a Police and/or Children's Services investigation, school co-operates fully by making rooms and personnel available to facilitate face to face meetings with children and then their parents. School is guided by the Police and Children's Services regarding what to do next.

### **Escalation**

In the event of school having an ongoing concern that a child's needs are not being met by another agency and/or the child is at risk of harm, the LA's Resolution and Escalation Protocol is to be followed. A flowchart describing this process is included as **Appendix 12**.

### **Communication of referrals with Parents**

We will always undertake to share our intention to make a Child in Need referral to Social Care.

There are times when we have to seek advice from the Social Care Duty Team as to whether a referral needs to be made as a Child Protection referral rather than a Child in Need referral. If this is the case the Social Care Duty Team may specifically state we are not to contact parents until they have made further enquiries. If this is the case we are legally bound not to inform parents. We will also not inform parents if to do so could put the child at greater risk of harm or impede a criminal investigation.

Parents are informed annually, via the newsletter of Wren's Nest's Child Protection duties and the names of designated staff. Parents are also advised that they may request a copy of the Policy from the School Office. This information is also available on the website [www.wrens-nest.dudley.sch.uk](http://www.wrens-nest.dudley.sch.uk)

### **Welfare**

**Welfare concerns are recorded in a restricted access file on the staff shared area. The responsibility lies with the class teacher to follow up low level concerns with parents directly e.g. head lice, tiredness, hunger and to make a note of the conversation on the log. The files are monitored regularly and where needs remain unmet, Julie Smith or Tracey Cadman, Family Support Workers, will follow up with parents or pass the concern to the Head Teacher or DSL for action.**

If in any doubt always record and share the information with one of the Safeguarding Team. It is better that a piece of information is shared, logged and no further action needed, than not passed on and a child put at risk. If it isn't recorded it didn't happen!

### **Early Help**

Dudley launched its Early Help Strategy in April 2018. It is a strategy designed to help children, young people and their families access help and support at an early stage of intervention – before things become a larger issue of reach crisis point. Parents have to engage in the process which is a voluntary one and starts with an Early Help Assessment undertaken by a Lead Professional. This person might be from school,

health or a family support worker depending on the nature of the support required and the context of the family.

All staff at Wren's Nest need to be aware of the local early help process and if they feel a family may benefit from an Early Help Intervention can discuss this with a member of the Safeguarding Team who can make a referral. For more information use the Dudley Early Help hyperlinks:

[Early help for children and families \(dudley.gov.uk\)](https://www.dudley.gov.uk/early-help)

[Dudley Early Help](#)

### **Additional support for vulnerable children**

We recognise that children who have been neglected or abused or witness abuse are likely to present with social, emotional and/or mental health needs. Our Children in Care (CiC, also known as Children Looked After or CLA) are particularly vulnerable as are our children, at Wren's Nest, who have special educational needs or disabilities. School may be the only safe, stable, secure and predictable element in their lives. We will endeavour to support the pupil, as appropriate, through:

- The ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The Behaviour, CiC, and SEND policies which also support vulnerable pupils at WN.
- The Nurture Group and The Pod
- An educational psychologist working at Wren's Nest, one day per week.
- Additional mentoring support from the team of Learning Mentors.
- Liaison with other specialist agencies who may support the pupil such as Dudley's Children's Services,
  - Child and Adolescent Mental Health Service (CAMHs),
  - Looked After Children's Education Services (LACES),
  - Educational Psychology services as well as those run by the voluntary sector eg Barnardos etc.

KCSIE 2022 recognises the vulnerabilities of Children in Care and children with SEND and both the governing body and the CLA designated teacher and SENCO (Miss Harris) follow the requirements of the document.

### **Mental Health**

Positive mental health is the concern of the whole community, especially since the COVID-19 pandemic, and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors, which increase someone's vulnerability, and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counterbalance and promote further growth of resilience.

#### **Children with mental health issues**

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and intervention is identified and implemented. See: Mental Health & Behaviours in School (November 2018) and

[Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges)

### **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a L.A. for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close

relative for a period of 28 days or more. This does not apply to grandparents, siblings, aunts and uncles, or step parents.

Each party involved in the private fostering arrangement has a legal duty to inform the relevant LA at least 6 weeks BEFORE the arrangement is due to take place. Not to do so is a criminal offence. These children are not deemed to be “looked after” by the LA, but the LA has a duty to visit them every 6 weeks in the first year and every 12 weeks in the second and subsequent years.

There is no duty for schools to be informed of a private fostering arrangement but there is a duty on schools to inform children’s services when they become aware. The named person in Dudley LA with responsibility for Private Fostering is Angela Marsh.

### **Training**

See **Appendix 8 Training Log** – this is updated by Miss Harris, Mrs Vivash (maternity leave) and Mrs Pugh who also book staff onto Safeguarding training using the local authority online booking system.

To enable all staff to carry out their safeguarding duties effectively we will:

1. Ensure that all staff coming into post will receive **initial** school-based Child Protection training covering the identification of key personnel, recognising the signs and symptoms of abuse, the processes followed at WNPS and their role and responsibilities within that as well as safe working practices. This training is delivered by Amber Harris (or another DSL in her absence) and forms an initial part of the staff induction process.
2. Ensure the DSL delivers training sent through the LA training package each year. This training covers the signs of abuse, what to do if abuse is suspected as well as safe working practices. It also encompasses changes in legislation and changes in key documentation, such as Keeping Children Safe in Education.
3. Update staff training to respond to developing school, Local Authority and national practice (e.g The Prevent Strategy Training.) as well as maintaining and developing their understanding of the signs and indicators of abuse. In-school training and updates will take place on the first day of the Autumn Term and at other times according to need.
4. Ensure that all staff with responsibilities for Child Protection undertake LA DSL Training and this is updated every 2 years in line with LA training guidance.
5. Ensure that additional training (e.g. Emotional Abuse and Neglect, Domestic Abuse, Recording, Child Exploitation, Drug and Substance Misuse and The Impact of Sexual Abuse) is accessed by at least one of the Child Protection Team to meet the needs of the school.
6. Ensure that as a minimum, the Head Teacher, Deputy Headteacher, Business Manager and Governor responsible for recruitment complete the Safer Recruitment Training. This has to be updated every 3 years. There will always be at least one person involved in the recruitment process that holds the Safer Recruitment qualification.

## **Roles and Responsibilities**

### **Everyone at Wren's Nest**

All Governors, Staff, Volunteers and Parents have a duty to safeguard all children attending or visiting Wren's Nest Primary School. (See Teachers Standards 2012 No 4; KCSIE 2022).

- **All** staff have an important responsibility as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
- **All** staff have a responsibility to provide a safe environment in which children can learn.

### **Governing Body Role and Responsibilities:**

The Governing Body will follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department for Education and **take all reasonable measures to ensure the risk of harm to children's welfare is minimised. They will:**

- Ensure that the child protection policy describes procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures.
- Ensure we have an appropriately trained, designated safeguarding lead for Child Protection, **Amber Harris**, who has received appropriate training and support for her role to advise, support and liaise with the Local Authority and other agencies, and is known to all Governors, staff and volunteers. She is supported in this role by Mrs Smith, Mrs Cadman, Mrs Parkes, Mrs H Smith and Mrs Vivash (Maternity Leave).
- Ensure the Deputy DSL's receive the same DSL training as Miss Harris and that their training is updated every 2 years. The role and responsibilities of being a Deputy DSL is included in their job description.
- Ensure we have a nominated governor responsible for Safeguarding, **Jill Snow**.
- Ensure that all Governors, including those new to post, are aware of who the DSL for Child Protection is and signpost them to the Safeguarding Policy and available training.
- Ensure all staff understand the role and responsibilities of the DSL for Child Protection
- Ensure all staff and volunteers understand their own responsibilities in being alert to the signs of abuse and their personal responsibility for referring any concerns to the DSL for Child Protection
- Ensure that parents have an understanding of the responsibility placed on the school for Child Protection by setting out its obligations in this policy publicised in the newsletter and on the website [www.wrens-nest.org.uk](http://www.wrens-nest.org.uk) and available on request via the school office.
- Follow Dudley Safeguarding People Partnership procedures where an allegation is made against a member of staff or volunteer.
- Ensure that school operates a safe recruitment and employment procedure in line with the Local Authority policy, ensuring that at least one member of an interview panel has completed the Safer Recruitment training.
- Ensure Wren's Nest takes all appropriate action to address concerns about the welfare of children in accordance with local policies and in partnership with other agencies including health, police, CAMHS Education Investigation Services etc.
- Ensure all other teaching and support staff, including cleaners and caretakers, admin team and Class mentors have Child Protection training every year and regular updates on changes to legislation and practice as well as a reminder of duties and responsibilities.
- Ensure the Designated Staff (EV, JS, SP, AH, HS, TC) have sufficient time to discharge their roles effectively.
- Ensure that the policy is reviewed and updated annually and any weaknesses or deficiencies remedied as soon as possible.

- Ensure that all staff are emailed or given a copy of the Code of Conduct for Staff, the LA Guidance for Safer Working Practices with Children (May 2019, Addendum April 2020), Keeping Children Safe in Education (September 2022) the CP Policy and referral forms in addition to the training materials and guidance.

### **Key Additional Responsibilities for the Safeguarding Team**

**Where responsibilities fall to a specific member of the team their initials will appear in brackets.**

**Amber Harris will deputise for Sarah Parkes (HT) when needed as part of her role as Acting Deputy Head.**

#### **They will:**

1. Ensure that all staff are trained at the appropriate level for their position (SP)
2. Maintain a personal knowledge & understanding of Child Protection & safeguarding issues and developments with respect to their specific role and responsibilities.
3. Meet at least fortnightly to monitor concerns ranging from welfare to Child Protection. Brief records of the discussion and agreed actions are logged in the Child Protection SLT Folder. This is kept securely in the Head Teacher's office.
4. Act as a key 'point of contact' for referral and liaison in respect of Child Protection concerns in relation to individual children, both within the establishment and with key external partners such as Children's Services, Police and Health. (EV, JS, SP, AH, HS, TC).
5. Receive concerns or suspicions and agree appropriate responses in accordance with local procedures and to make referrals to social care/Channel (radicalisation) and/or police where necessary in respect of individual children. (EV, JS, SP, AH).
6. Attend Child Protection Conferences and other inter-agency meetings such as Core Groups and Child in Need Meetings as required on behalf of WN. (EV, JS, SP, AH, HS, TC).
7. Ensure that when a pupil subject to a Child Protection, Child in Need or E.H. leaves, their information is transferred to their new school or children's centre immediately and that the child's social worker or lead professional is informed. (AH/JS).
8. Notify social services on the first day of an unauthorised absence (or where an absence has been explained but still causes concern) for a pupil who is subject to a Child Protection Plan or is a CLA living at home. (AH/JS/SP).
9. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters including attendance at Child Protection conferences, core groups and Child in Need meetings (EV, JS, SP, AH, HS, TC).
10. Keep written records of concerns about children, even where there is no need to refer the matter immediately. (EV, JS, SP, AH, HS, TC).
11. Ensure all records are kept securely; separate from the main pupil file, and in locked locations. Files have to be kept until the child's 25<sup>th</sup> birthday if a referral has been made into Children's Services. All files are stored in locked filing cabinets.
12. Ensure Child Protection procedures & policies are consistent with local (DSPP) & national guidelines (AH, EP).
13. Ensure that school based elements of the CP or CIN Plan are delivered in accordance with the plan. (EV, JS, SP, AH, HS, TC).
14. Critically review the policy on an annual basis. (EV, JS, SP, AH, HS, TC and Govs).
15. Update the reviewed policy on an annual basis (AH/EV).
16. Support the development of personal safety aspects of the curriculum such as anti-bullying, e-safety etc. (SP).
17. Ensure appropriate recording practices and systems are in place which comply with data protection requirements (AH, EV, EP).
18. Encourage a culture of listening to children and taking account of their wishes and feelings among all staff.

19. Ensure that when a child moves schools, any CP concerns are shared immediately and that the Child Protection records follow. Records should be given to the new school and a receipt received or sent by secure carrier with a receipt sent back to Wren's Nest.
20. Ensure that safer recruitment, selection & working practices are followed appropriately, (SP and EP) and procedures are in place in respect of managing allegations against staff (SP).
21. Ensure that governors (and particularly the governor with lead responsibility for Child Protection) are kept informed of key issues and developments on a termly-basis (AH, EV, SP).
22. To present a formal Safeguarding Report to The Governing Body on an annual basis (AH, EV, SP) and for the Governor with responsibility for Safeguarding to present a monitoring report on a termly basis.

### **Supervision**

The Head Teacher will provide additional support to the DSL for Child Protection and Family Support Workers as required regarding Child Protection cases. She will ensure that all processes are adhered to and will follow up with the managers of partner agencies where concerns are raised regarding their support or practice.



## **Safe Recruitment and Employment Practices**

(See Part 3 KCSIE 2022 – pages 50-84)

WN follows the Safer Recruitment processes (DSPP procedures) which 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 DSPP 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

\*An enhanced DBS check with barred list information will be appropriate for all staff as the staff will be engaging in “regulated activity”. (Regulated Activity in Relation to Children, Government Note 2012 also KCSIE 2022).

WN will follow the ‘Managing Allegations Against Staff or Volunteers’ (DSPP Procedures). The Head Teacher will deal with allegations made against school staff. All allegations against the Head Teacher will be referred to the Chair of Governors, Jill Snow.

Through our regular safeguarding meetings, the SLT will continually monitor the performance of staff ensuring compliance with both Child Protection procedures and the Code of Conduct.

All staff within WN will adhere to Dudley’s Guidance for Safer Working Practice for Adults who work with Children and Young People (May 2019, addendum for COVID April 2020). This covers a wide range of issues around staff conduct e.g. Use of Mobile Phones etc. All staff have access to the counselling service within Dudley Council.

### **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 poses to vulnerable groups including children.

**Single Central Record:** The Single Central Record must be in place and include all the areas covered in the Keeping Children Safe in Education document, pages 69-71 (2022). This is a password protected document and is held securely and updated by Mrs Pugh.

## **Responding to allegations or suspicions about a member of staff** **(Whistle Blowing)**

(See Part 4 Allegations of abuse made against teachers and other staff KCSIE 2022, pages 85-102.)

KCSIE has very clear statutory guidance on the response required to allegations about a member of staff. This is followed together with the DSPP Safeguarding Procedures.

This is the responsibility of the Head Teacher, Mrs Parkes or if the allegations is against Mrs Parkes, the responsibility lies with the Chair of Governors, Mrs Snow.

If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Designated Officer for Managing Allegations (DO) or duty Independent Reviewing Officer. It is useful at this stage to also provide full names of the member 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 Designated Officer (Managing Allegations) in accordance with the Working Together to Safeguard Children (2020) and the DSPP Safeguarding Children Procedures. A Managing Allegations Referral form will be need to be completed. (Appendix 10) If staff have concerns about a fellow colleague, they should follow the Whistle Blowing Procedures. This form has been given to all staff and is on the staffroom noticeboard, school website as well as the DSPP website. The DO for Dudley is Yvonne Nelson Brown, contact email: [allegations@dudley.gcsx.gov.uk](mailto:allegations@dudley.gcsx.gov.uk)

- WN 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 to children if they have any contact with 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 (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 everyone who works at Wren's Nest, paid and unpaid staff, volunteers (including Governors) and carers (including foster and adoptive carers).

### **Actions to be taken:**

#### **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 **DSL for Child Protection**, 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.

#### 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 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 Head Teacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children will be passed onto the LADO (LA Designated Officer).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If the DSL for Child Protection 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 Governors who will refer the allegation to the Social Care Team.

#### 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 LADO.
- 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.

#### General guidance can be found at:

- Advice on whistleblowing <https://www.gov.uk/whistleblowing> or via the Wren's Nest Whistleblowing Policy (available in the staffroom or in the Shared Policies Area)
- The NSPCC whistleblowing helpline is available as an alternative <https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline>

## Information Sharing, Confidentiality and Data Protection.

“Safeguarding and promoting the welfare of children and in particular protecting them from significant harm – depends upon effective joint working between agencies and professionals that have different roles and expertise”. (Children Act 2004 Section 11)

“The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.” (KCSIE 2022, p. 31)

*(PowerPoint slide from LA trainer, Alyson Sayer's presentation to DSL's)*



- 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. It is the responsibility of all staff to share information about the protection of children with the Designated Safeguarding Lead and other professionals in an appropriate confidential manner.
- Information should be handled and disseminated on a need to know basis only.
- A Senior Leadership Team meet at least fortnightly to discuss concerns raised and to ensure that information is shared where appropriate.
- It may be necessary to liaise and where necessary challenge other agencies and local authorities involved, in order to obtain relevant information to support the child appropriately. There is an escalation procedure in place to which school might refer.
- Information is held in compliance with the Data Protection Act 1998 and GDPR May 2018:
  - Paper files are stored in locked cabinets with restricted access to designated people and electronic files are password protected. They are maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).
  - Vetting and Barring information is held in a password protected Excel File which can only be accessed by Mrs Parkes and Mrs Pugh.
- If a pupil/student 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 is necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date. On arrival at Wren's Nest, children's Child Protection/CIN/EH/Welfare records will be formally requested by the admin team and passed to Miss Harris immediately. (This is in addition to a verbal consultation.)
- 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. General Data Protection Regulations will be adhered to for the sharing and retention of safeguarding records.

### **Consent:**

- Must be informed
- Should normally be explicit but can be implied. Written is preferable but can be verbal.
- Must be sought again if things change significantly
- Can be withdrawn.

### **DSL's must:**

- Use clear accessible language
- Explain there are times when confidentiality cannot be maintained.
- Be aware of relevant legislation
- Follow local policies and protocols
- Log who and when information has been shared.

## **Curriculum**

Child Protection and wider child safety issues will be addressed through the curriculum as appropriate, especially through Personal, Social and Health Education (PSHE), Relationships and Sex Education (RSE), Computing, British Values (within the wider curriculum) and Social, Moral, Cultural and Spiritual (SMSC) aspects of the curriculum. Internet Safety, bullying and behaviour are also targeted during Assemblies. Further work is carried out at different ages to teach children about personal safety on roads, using bikes, as well as preparing children for key transitions within school and between schools. The latter being particularly important for children who have been abused and are still dealing with the impact of the abuse to ensure a continuity of care and support.

The **Dot.Com** PSHE programme has been taken on throughout school as part of the PSHE policy, with a specific emphasis on teaching children to keep themselves safe using protective behaviours. An overview of the programme is to be found in **Appendix 11**. The programme has been recently developed with the involvement of police and child protection organisations and responds to meet the needs to protect children from an increasingly wide range of dangers.

## **Online Safety (KCSIE 2022, p.35-36)**

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.

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

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **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/>).

At Wren’s Nest we have an effective approach to online safety which enables us to both protect and educate children in their use of technology. Through the Smoothwall monitoring system and the internet filter within school we can control the risk of content, contact and ensure good personal online conduct whilst using school technology. The Smoothwall monitoring system is overseen by Mrs Pugh (School Business Manager), Mrs Parkes (Headteacher), Mrs Vivash (Deputy Headteacher, maternity leave) and Miss Harris (Acting Deputy Headteacher). All breeches are reviewed within 24 hours and actions taken as appropriate. Outcomes from these breeches and the actions taken are reported to the Governors Personnel Committee on a termly basis.

E-Safety Education is vital to enable our children to stay safe whilst outside school – many children have access to mobile phones and unlimited and unrestricted access to the internet via 3G and 4G connections. E-Safety is taught as an integrated part of the Computing curriculum in each year group. It is also taught through whole school assemblies, as part of a focus during Internet Safety Week using materials from thinkuknow, the NCA CEOPs advice on online safety (National Crime Agency, Child Exploitation Online Protection).

**Appendix 1** contains useful advice and further guidance on aspects of Online Safety via hyperlinks.

Children are not allowed to bring mobile phones into school. If a parent requests that a child needs to bring a phone (for safety reasons, walking home etc) then the child leaves the phone in a locked cupboard at the School Office.

All adults are required to follow the Mobile Phone Policy.

### **Use of Cameras in School**

Following the introduction of General Data Protection Regulation (GDPR) in May 2018, parents' permission is sought on a range of uses of photos and images of their child. Names are not posted with children. Staff should not use their own phones for taking photos of children (Staff Code of Conduct). Cameras are supplied by school.

### **Information for Staff, Parents and Carers**

All staff have access to a copy of the Child Protection Policy in the Staff Shared Area – Policies. In addition all staff have been given or emailed a copy of the following documents:

- Code of Conduct for Staff
- Guidance for Safer Working Practice for Adults who Work with Children and Young People (2019; COVID-19 addendum 2020)
- Keeping Children Safe in Education 2022
- Staff handbook advising staff re: accessing social networking sites.
- Listening to Children Guidance
- What to do if... (Wren's Nest procedures)

The booklet, "What to do if you're worried a child is being abused" is available in the Staff Shared Area and in the staffroom. In addition to the formal Child Protection Training delivered every year to all staff, Child Protection is revisited by both Teaching and Support staff when the Policy is reviewed or updated or discussed at staff meetings to raise issues, address concerns, or share good practice as they arise. This takes place at least annually.

Parents can access the Safeguarding and Child Protection Policy via the school website [www.wrens-nest.dudley.sch.uk](http://www.wrens-nest.dudley.sch.uk). Copies of the Safeguarding and Child Protection Policy are also kept in the School office as well as in the offices of the Head Teacher and the DSL for Child Protection. The Designated Governor also has a copy.

## **Links to other Policies**

### **Attendance**

#### **Children Missing from Education (CME, KCSIE 2022, p. 43-44)**

A child going missing from education is a potential indicator of abuse or neglect. The role of the Attendance Officer within school is key in ensuring that the absence of children on child protection plans is reported to the DSL for Child protection so that the absence can be followed up and the social worker informed as necessary. Once children leave Wren's Nest, regardless as to whether a Common Transfer Form (CTF) has been completed or not they are referred to the Education Investigation Service (EIS) by the Attendance Officer. The EIS investigate the whereabouts of the child and inform school when they are satisfied that the child's name can be removed from the school's roll. As children under 5 cannot be referred to the EIS, school will continue to investigate until a new school placement is found. These records are kept by the Attendance Officer. A referral to Children's Services would be made if there was a concern about a child's welfare or safety following the usual school referral route. Each child should have a minimum of 2 up to date contacts – this is the responsibility of the parent.

#### **Missing Children**

Our procedures are designed to ensure that a missing child is found safe and returned to effective supervision as soon as possible. If a child goes missing we will:

- Contact parents
- Send 2 members of staff to look for the child
- Ensure that, when the child is found, the incident is recorded on the school behaviour/welfare log.

#### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputies will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

### **Physical Intervention**

- Staff only ever use physical intervention as a last resort when a child is endangering him/herself or others, and at all times it must be the minimal force necessary to prevent injury to another person. Key staff have received Team Teach training.
- All such instances should be recorded and signed by a witness and given to the Head Teacher. Parents are informed if staff have needed to use physical intervention.
- We recognise that touch is appropriate in the context of working with children, and all staff have been given guidance to ensure they are clear about their professional boundaries.

### **Anti-Bullying**

- Our School Policy on anti-bullying includes cyber, racist, homophobic, disability gender related bullying. All staff are aware that children with SEND or medical needs are more susceptible to being bullied or victims of child on child abuse. We keep a record of all bullying incidents and involve the parents of the victims and perpetrators when acting upon it.
- To allow or condone bullying may lead to disciplinary action.

### **Racist Incidents**

Our Safeguarding, Recording and Reporting of Racist Incidents is led by the headteacher. Children who make racist comments or cause upset to others are always spoken to and the incident investigated by a member of the Senior Leadership Team. This helps children to realise the serious nature of such offences. A log of racist incidents is kept in the Headteacher's Office. Repeated racist incidents or a single serious incident may lead to consideration under CP procedures. Records are kept of all racist incidents and reported to Governors.

### **Health and Safety**

Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of children within the school environment and when away on trips and visits. It also includes staying safe when using the internet.

### **SEND**

Children with SEND may face additional safeguarding challenges. Staff have considered this as part of their updated training (Sept 2022) – see training handouts.

### **Other Policies**

This policy needs to be read in conjunction with the following additional policies: (see Staff Shared Area /Read/Policies):

Attendance, First Aid, PSHE, Medical Needs, Behaviour, Restraint, Recruitment, SEND, Health and Safety, Single Equality Policy, Sex Education, Staff Discipline, Staff Conduct and Grievance Procedures, E-Safety, School Complaints, Confidential Reporting Policy, Code of Conduct, EYFS Policies, Intimate Care Policy.

### **Adoption and Review of the Wren's Nest Safeguarding and Child Protection Policy:**

This policy was updated by Emily Vivash, DSL, to reflect the changes from Keeping Children Safe in Education 2022 which comes into place on September 1<sup>st</sup> 2022. It was adopted by "Chairs Action" by Jill Snow, the Chair of Wren's Nest Governing Body. It was shared with staff on Monday 5<sup>th</sup> September and will be reviewed by all members of the Safeguarding Team during September 2022.

Following any further modifications it will then be finally reviewed by the Full Governing Body and adopted at the first Full Governing Body meeting of the academic term, October 2022.

A child friendly version of this policy is to be written this year.



## **Appendices**

<b>Appendix 1</b>	<b>Aspects of Safeguarding and further advice and guidance.</b>
<b>Appendix 2</b>	<b>Definitions and Indicators of Abuse</b>
<b>Appendix 3</b>	<b>Female Genital Mutilation (FGM)</b>
<b>Appendix 4</b>	<b>Prevent Strategy (Radicalisation and Extremism)</b>
<b>Appendix 5</b>	<b>Flowchart to summarise action to be taken when a child is at risk of harm</b>
<b>Appendix 6</b>	<b>School Referral Forms:</b> <ul style="list-style-type: none"><li>• Yellow Confidential – Reporting Child Protection Concerns for children who have been harmed/are at risk of harm</li><li>• Body Map</li><li>• On line welfare log/ Detailed welfare Recording</li></ul>
<b>Appendix 7</b>	<b>Dealing with a Disclosure of Abuse</b>
<b>Appendix 8</b>	<b>Training Log</b>
<b>Appendix 9</b>	<b>Multi Agency Referral form (MARF) for referrals to the SPA Team for a child harmed by or at risk of neglect and /or abuse</b>
<b>Appendix 10</b>	<b>Local Authority Referral form for the Management of Allegations against Staff</b>
<b>Appendix 11</b>	<b>Dot Com PSHE programme coverage</b>
<b>Appendix 12</b>	<b>Escalation Protocol for the Local Authority (DSPP)</b>
<b>Appendix 13</b>	<b>Training Log for Staff</b>
<b>Appendix 14</b>	<b>COVID-19 Addendum</b>

## **Appendix 1: Aspects of Safeguarding**

Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as:

- Bullying, including cyber bullying
- Child-on-Child abuse
- Child Criminal Exploitation
- Child Sexual Exploitation
- Consensual and non-consensual sharing of nude and semi-nude images (Sexting)
- Domestic Violence
- Drug and Substance Misuse
- Educational Visits
- E-safety
- Fabricated or Induced Illness
- Faith Abuse
- Female Genital Mutilation
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence against women and girls
- Harassment and Discrimination
- Honour Based Abuse
- Intimate Care
- Management of Contractors
- Management of Visitors
- Meeting the needs of pupils with medical conditions including mental health
- Online abuse
- Private Fostering
- Providing First Aid
- Pupils' Health and Safety
- Racist Abuse
- Preventing Radicalisation
- School Security taking into account the local context
- Self-Harming
- Teenage Relationship Abuse
- Trafficking
- Use of Physical Intervention

Annex B of Keeping Children Safe in Education contains useful additional advice and support on a range of Safeguarding Issues.

See next page of appendix:

## Additional advice, support and links

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	<a href="#">What to do if you're worried a child is being abused</a>	DfE advice
	<a href="#">Domestic abuse: Various Information/Guidance</a>	Home Office
	<a href="#">Faith based abuse: National Action Plan</a>	DfE advice
	<a href="#">Relationship abuse: disrespect nobody</a>	Home Office website
Bullying	<a href="#">Preventing bullying including cyberbullying</a>	DfE advice
Children and the courts	<a href="#">Advice for 5-11-year olds witnesses in criminal courts</a>	MoJ advice
	<a href="#">Advice for 12-17 year old witnesses in criminal courts</a>	MoJ advice
Children missing from education, home or care	<a href="#">Children missing education</a>	DfE statutory guidance
	<a href="#">Child missing from home or care</a>	DfE statutory guidance
	<a href="#">Children and adults missing strategy</a>	Home Office strategy
Children with family members in prison	<a href="#">National Information Centre on Children of Offenders</a>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	<a href="#">County Lines: criminal exploitation of children and vulnerable adults</a>	Home Office guidance
	<a href="#">Child sexual exploitation: guide for practitioners</a>	DfE
	<a href="#">Trafficking: safeguarding children</a>	DfE and HO guidance
Drugs	<a href="#">Drugs: advice for schools</a>	DfE and ACPO advice
	<a href="#">Drug strategy 2017</a>	Home Office strategy
	<a href="#">Information and advice on drugs</a>	Talk to Frank website

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	<a href="#">ADEPIS platform sharing information and resources for schools: covering drug (&amp; alcohol) prevention</a>	Website developed by Mentor UK
"Honour Based Abuse" (so called)	<a href="#">Female genital mutilation: information and resources</a>	Home Office
	<a href="#">Female genital mutilation: multi agency statutory guidance</a>	DfE, DH, and HO statutory guidance
	<a href="#">Forced marriage: information and practice guidelines</a>	Foreign Commonwealth Office and Home Office
Health and Well-being	<a href="#">Fabricated or induced illness: safeguarding children</a>	DfE, Department for Health and Home Office
	<a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a>	Public Health England resources
	<a href="#">Medical conditions: supporting pupils at school</a>	DfE statutory guidance
	<a href="#">Mental health and behaviour</a>	DfE advice
Homelessness	<a href="#">Homelessness: How local authorities should exercise their functions</a>	HCLG
Online	<a href="#">Sexting: responding to incidents and safeguarding children</a>	UK Council for Child Internet Safety NSPCC
	<a href="#">Undertaking remote teaching safely   NSPCC Learning</a>	
Private Fostering	<a href="#">Private fostering: local authorities</a>	DfE - statutory guidance
Radicalisation	<a href="#">Prevent duty guidance</a>	Home Office guidance
	<a href="#">Prevent duty advice for schools</a>	DfE advice
	<a href="#">Educate Against Hate Website</a>	DfE and Home Office
Violence	<a href="#">Gangs and youth violence: for schools and colleges</a>	Home Office advice
	<a href="#">Ending violence against women and girls 2016-2020 strategy</a>	Home Office strategy
	<a href="#">Violence against women and girls: national statement of expectations for victims</a>	Home Office guidance
	<a href="#">Sexual violence and sexual harassment between children in schools and colleges</a>	DfE advice
	<a href="#">Serious violence strategy</a>	Home Office Strategy

## Online Safety Resources and Links

Organisation/Resource	What it does/provides
<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>	NCA CEOPs advice on online safety
<a href="http://www.disrespectnobody.co.uk">www.disrespectnobody.co.uk</a>	Home Office advice on healthy relationships, including sexting and pornography
<a href="http://www.saferinternet.org.uk">www.saferinternet.org.uk</a>	Contains a specialist helpline for UK schools and colleges
<a href="http://www.swgfl.co.uk">www.swgfl.co.uk</a>	Includes a template for setting out online safety policies
<a href="http://www.internetmatters.org">www.internetmatters.org</a>	Help for parents on how to keep their children safe online
<a href="http://www.parentzone.org.uk">www.parentzone.org.uk</a>	Help for parents on how to keep their children safe online
<a href="http://www.childnet.com">www.childnet.com</a>	Guidance for schools on cyberbullying
<a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a>	Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
<a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a>	Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation.
UKCIS	The UK Council for Child Internet Safety's website provides: <ul style="list-style-type: none"> <li>• Sexting advice</li> <li>• Online safety: Questions for Governing Bodies</li> <li>• Education for a connected world framework</li> </ul>
<a href="http://www.NSPCC.org.uk">www.NSPCC.org.uk</a>	NSPCC advice for schools and colleges
<a href="http://www.net-aware.org.uk">www.net-aware.org.uk</a>	NSPCC advice for parents
<a href="http://www.commonssensemedia.org">www.commonssensemedia.org</a>	Independent reviews, age ratings, & other information about all types of media for children and their parents
searching screening and confiscation	Guidance to schools on searching children in schools and confiscating items such as mobile phones
<a href="http://www.lgfl.net">www.lgfl.net</a>	Advice and resources from the London Grid for Learning

## Appendix 2: Definitions and Indicators of Abuse (KCSIE 2022, Part 1)

### Signs of Abuse

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to the signs and symptoms of abuse and to pass their concerns on immediately to the DSL. The following information should help to recognise the signs of possible abuse.

### Definitions and Indicators of Abuse

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

### Safeguarding Issues

1. Child on child abuse
2. Child Sexual Exploitation (CSE)
3. Child Criminal Exploitation (CCE)
4. Domestic Abuse
5. Female Genital Mutilation
6. Mental Health
7. Serious Violence

### 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.

Possible Indicators of neglect may include one or more of the following

- *Constant hunger*
- *Poor personal hygiene*
- *Constant tiredness*
- *Poor clothing*
- *Emaciated*
- *Frequent lateness, earliness or non-attendance at school*
- *Destructive tendencies*
- *No social relationships*
- *Compulsive stealing*
- *Scavenging for food and clothes*
- *No carer at home*
- *Very low self-esteem*
- *Lack of medical/dental care*
- *Running away/truancy*
- *Obesity*
- *Substance misuse*
- *Self-harm*
- *Bullying/bullied*

## 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.

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

Possible indicators of physical abuse may include one or more of the following:

- *Hand/slap marks*
- *Marks in the shape of particular objects*
- *Pinch marks*
- *Grip marks on arms, chest or other parts (in a young baby this could indicate shaking, risking injury to the brain)*
- *Bruising around the eye/eyes*
- *Linear bruises, especially back of legs or buttocks*
- *Bruising in or around the mouth especially in young babies*
- *Bruising to cheeks e.g. finger marks*
- *Symmetrical bruising, especially on or behind the ears*
- *Bruising on the stomach/chest/neck/breasts, buttocks, abdomen, thighs or genital area*
- *Different age bruising on a child at any one time other than on the common sites for accidental injury*
- *Burns or scalds with clear outlines*
- *Burns of uniform depth over a large area*
- *Burns inside the mouth, inside arms or genitals*
- *Cigarette burns*
- *Bite marks*
- *Fractures in children under one year*
- *Torn skin inside the lip of a baby (the frenulum)*
- *Unexplained injuries, untreated injuries, recurrent injuries*

## 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.

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.

Possible indicators of emotional abuse may include one or more of the following:

- *Developmental delay (physical, mental, emotional)*
- *Admission of punishment which seems excessive*
- *Over reaction to mistakes*
- *Sudden speech disorders*
- *Rocking, hair twisting/pulling etc*
- *Extremes of passivity or aggression*
- *Drugs/solvent abuse/self-harm/*
- *Truancy*
- *Scavenging for food and clothes*
- *Extreme attention seeking*
- *Suicide attempts*
- *Regression/Self neglect/Bedwetting or soiling*

## Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in 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.

Possible indicators of sexual abuse may include one or more of the following:

### Under 5's

- *Extreme fear of a particular person*
- *Become distressed when clothing removed*
- *Regress to younger behavioural pattern/change in behaviour*
- *Stare blankly, seem unhappy, confused, sad*
- *Play out sexual acts in knowledgeable way – age inappropriate*
- *Act sexually towards others, play, language*
- *Have soreness in throat, genital or anal area*
- *Chronic nightmares, onset of bedwetting*
- *Bruising/marks around genital areas*

### Under 12's

- *Sudden changes in behaviour, aggressive withdrawn*
- *Reluctance to undress for gym/inappropriate clothing/covering up*
- *Falling asleep at school*
- *Repeat ailments, headaches, stomach aches*
- *Wary, Watchful*
- *Running away/Truancy*
- *Talk or write about sexual matters*
- *Act sexually inappropriately*
- *Eating disorders*
- *Inappropriate behaviours*
- *Physical bruises/marks*



## Specific Safeguarding Issues

### **Child on Child Abuse** (See KCSIE 2022 Annex B for further details)

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. All staff should be aware that safeguarding issues could manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos<sup>13</sup> (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- 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).

### **Child Sexual Exploitation (CSE)** (See KCSIE 2022 Annex B for further details)

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

### **Child Criminal Exploitation (CCE)** (See KCSIE 2022 Annex B for further details)

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

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 32 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

### County Lines (See KCSIE 2022 Annex B for further details)

This is included as part of whole school training and updates. Our group of children most vulnerable to this type of abuse is our Year 5/6 cohort, especially those already engaging in anti-social behaviour and those with older siblings already in the County lines system.

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

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

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

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. 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. 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 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 other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

### **Domestic Abuse** (See KCSIE 2022 Annex B for further details)

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm. The impact of on children who are exposed to Domestic abuse or suffer it in their own relationships have been made clear.

**Operation Encompass** operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

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

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

### **Definitions: Psychological, Physical, Sexual, Financial and Emotional Abuse**

**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.

### **Female Genital Mutilation** (See KCSIE 2022 Annex B for further details)

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

### **Mental Health** (See KCSIE 2022 Annex B for further details)

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. If staff

have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

### **Serious violence** (See KCSIE 2022 Annex B for further details)

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

### **Sexual violence and sexual harassment between children in schools and colleges**

(See KCSIE 2022 Annex B for further details)

The boundary between what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power, imbalance and exploitation. This may include children exhibiting a range of sexually problematic behaviour such as indecent exposure, obscene phone calls, fetishism, bestiality and sexual abuse against adults, peers or younger children. This also includes sexting.

#### **Developmental Sexual Activity**

This encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and consent.

#### **Inappropriate Sexual Behaviour**

Can be inappropriate socially, inappropriate to development or both. Consideration needs to be given to the negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information gathering, but still cause significant upset, worry, confusion, physical damage etc. It may be that the behaviour is “acting out” which may derive from other sexual situations/abuse to which the child has been exposed.

If an act has been inappropriate, there may still be a need for some form of behaviour management or intervention.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where on participant relies on an unequal power base.

**Upskirting** appeared in KCSIE 2019 for the first time. Upskirting typically involves taking a picture under a person’s clothing, without their knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. It is now a criminal offence.

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

(Also known as Sexting or youth produced sexual imagery)

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. Consensual and non-consensual sharing of nude and semi-nude images is a significant issue with teenagers and increasingly with children of younger years including primary aged children involving the sharing of indecent images of themselves with others. Although the original intention may have been to share these images with one person, invariably the pictures are shared across the

internet. Such images can be a part of the early stages of grooming, especially where the potential “victim” has only met the “abuser” on line. Although sexting is widespread, it is illegal to send or be in possession of indecent images of people under 18. (Protection of Children Act 1978 and criminal Justice Act 1988)

### Appendix 3: Female Genital Mutilation (FGM)

A copy of the risk factors of FGM has been given to all staff as part of their annual updates (Sept 2022)

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. Professionals have a statutory duty to notify the police when they are aware that FGM has been carried out. Where there is a concern that a child may be at risk, an immediate referral must be made to the Police.

Circumstances and occurrences that may indicate FGM could happen:

1. Child talking about getting ready for a special ceremony
2. Family taking a long trip abroad
3. Child's family being from one of the "at risk" communities for FGM (Guinea, Kenya, Gambia, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea, Ethiopia, Yemen, Malaysia, Indonesia)
4. Knowledge that a child's sibling (or parent) has undergone FGM
5. Child talks about being "cut" or going abroad to prepare for marriage.
6. Signs that may indicate a child has undergone FGM:
7. Prolonged absence from school and other activities
8. Behaviour change on return from a holiday abroad (withdrawn/subdued)
9. Bladder or menstrual problems
10. Difficulty sitting still and comfortably
11. Complaining of pain between the legs
12. Mentioning something somebody did to them that they are not allowed to talk about.
13. Secretive behaviour, isolating themselves from a group
14. Reluctance to take part in physical activity
15. Repeated urinal tract infections
16. Disclosure.

Further guidance can be found in "Female genital Mutilation: Guidance for Schools June 2019"

*Any member of staff must "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...Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. (Annex B KCSIE 2022 p.152-153)*

*As with forced marriage there is a ONE CHANCE RULE. It is essential that action is taken without delay.*

#### **Forced Marriage**

This is not the same as an arranged marriage. It is a human rights abuse and falls within the CPS definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

## Appendix 4: Prevent Strategy (Radicalisation and Extremism)

See KCSIE 2022 p. 147-150 for further information

Wren's Nest Primary School is actively involved in the Prevent strategy. Whole school training has been delivered by Government accredited trainers. New members of staff now complete the online training. Wren's Nest 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 is the Designated Safeguarding Lead.

**The SPOC for Wren's Nest is Miss Amber Harris. Mrs Sarah Parkes, Mrs Emily Vivash (maternity leave) and Mrs Julie Smith will deputise in her absence. Between these staff there will always be someone available at school at any time.** The responsibilities of the SPOC are described below.

### 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:  
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:
  - 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.

**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 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, PSHE and Assembly programme 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;

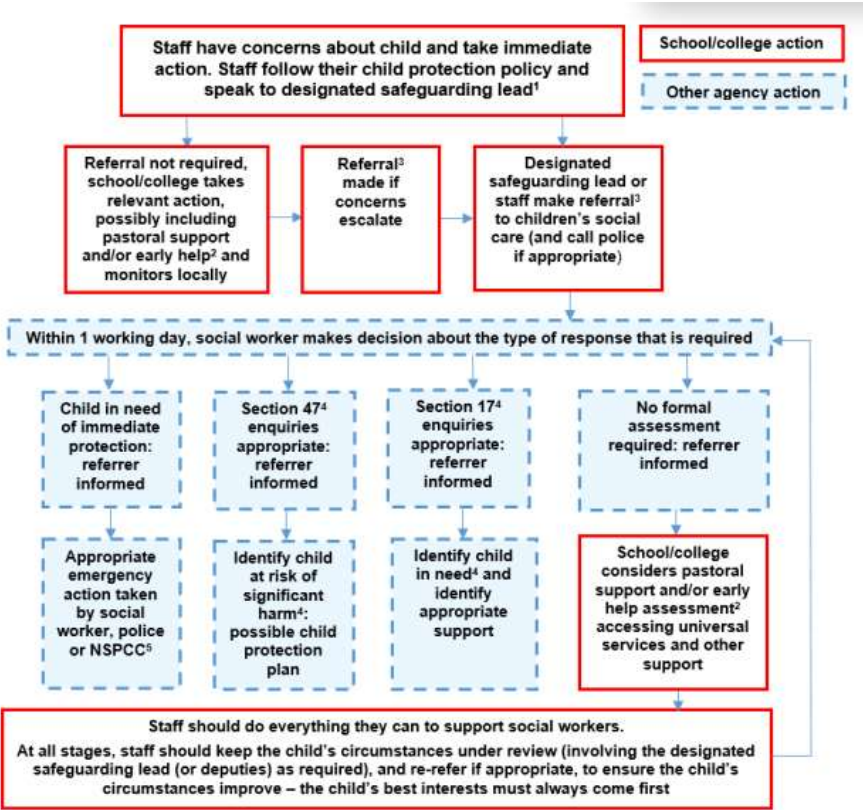


- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from/ in relation to referrals of vulnerable pupils into the Channel\*\* process;
- attending Channel\*\* meetings 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.

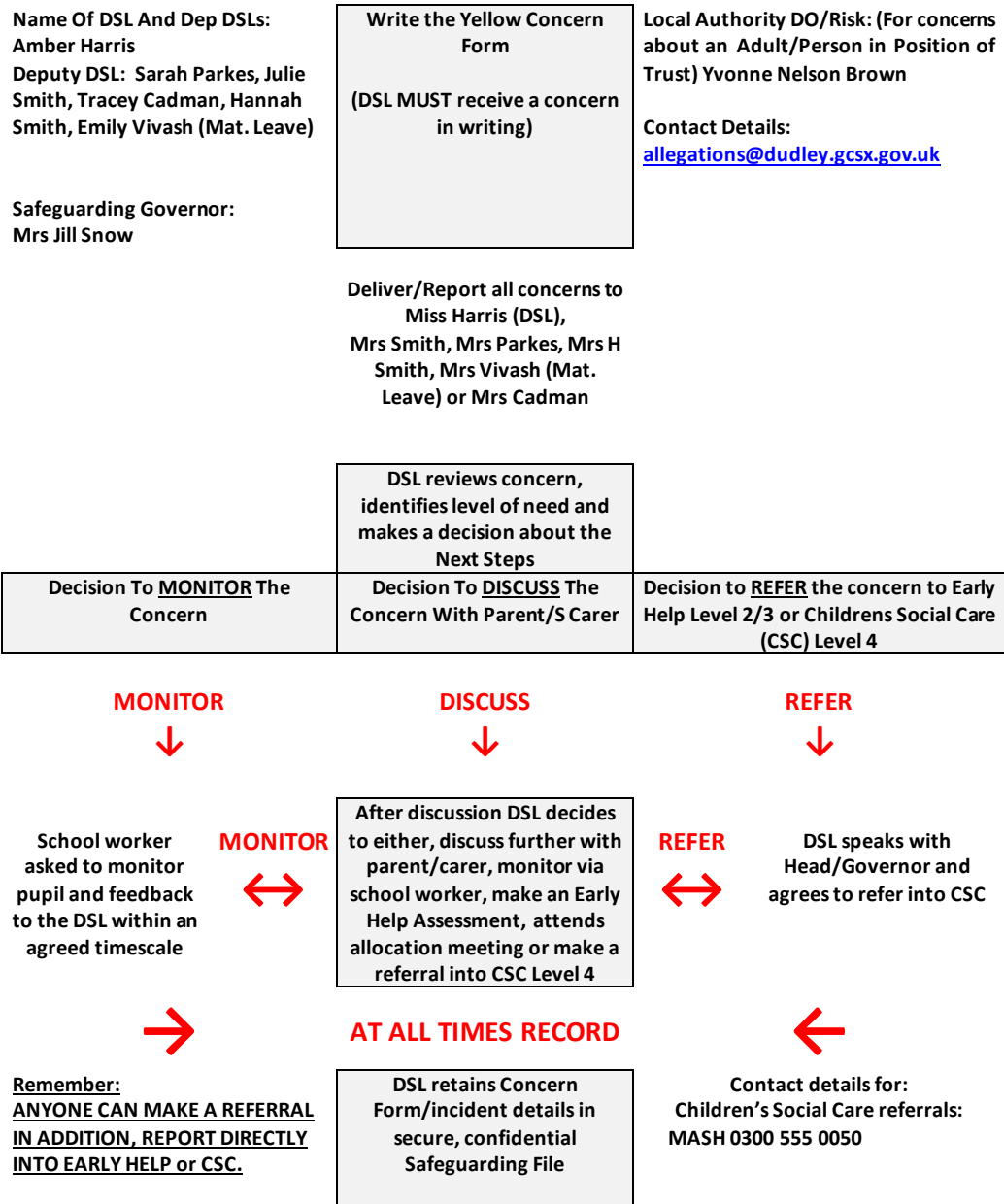
\*\* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

- 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.

Appendix 5: Keeping children safe in education 2022, page 22 - Flowchart Process of referral actions

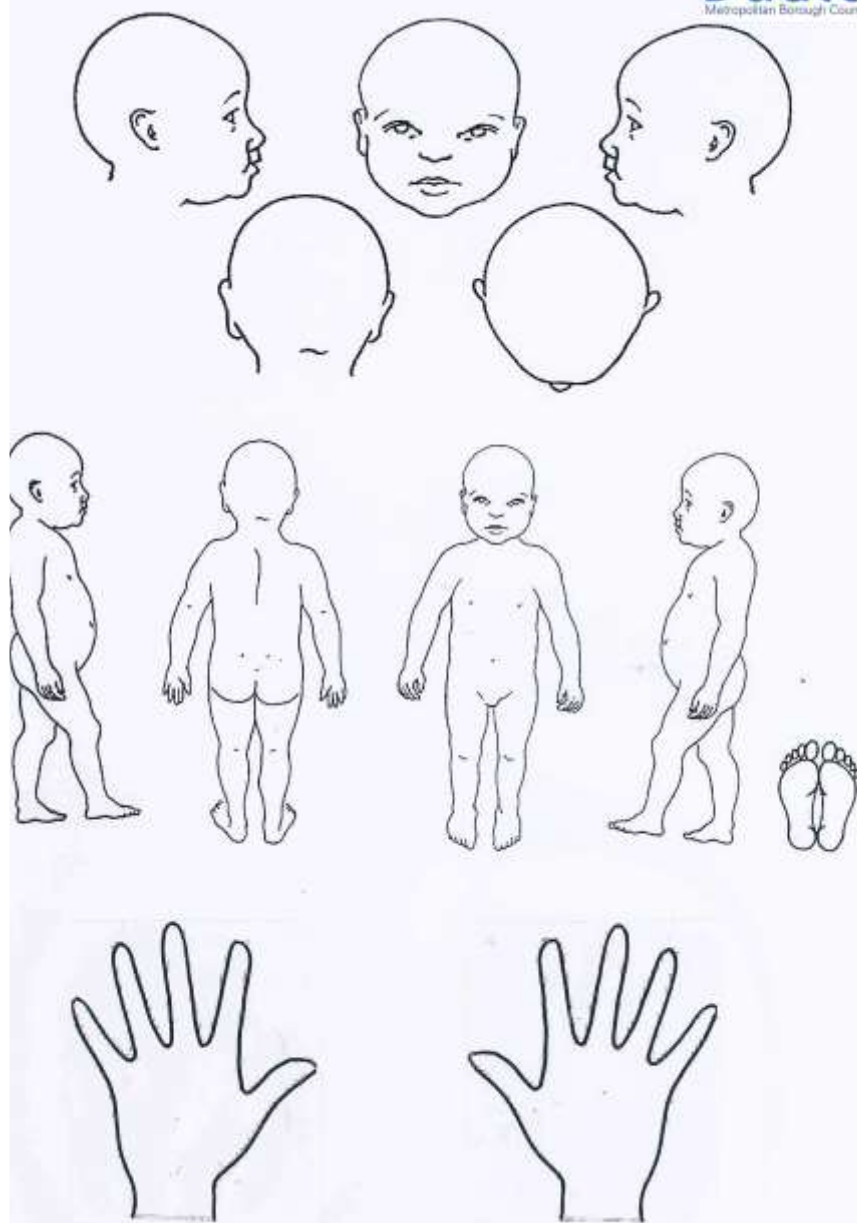


**PROCESS FOR RECORDING AND REPORTING A CHILD PROTECTION CONCERN ABOUT A CHILD**





Body Map



## Welfare

Welfare is monitored by class teachers recording concerns onto a shared recording sheet in the staff shared area. It can only be accessed by teaching staff and teaching assistants. Mrs Smith, with the support of the other DSLs, monitors the record during the school day, often more than once and keeps note of concerns, escalating concerns, interventions etc. On a few occasions concerns have led to further support e.g Early Help, Triple P, Parenting support and on a couple of occasions referral have been made into Children's Services on the back of this.

The records can be accessed by date, family name and Year group and can be analysed as such. The gathering of information for other agencies is much easier to do using this tool.

Information is also used to feed back into other meetings, including Child Protection and CLA reviews.

For some children detailed recording is needed to build a more consistent picture or in response to requests from Children's Services. This is recorded on a welfare monitoring sheet – see below. This is left with the teacher over a few weeks and then used to feed back as appropriate.

**Welfare Monitoring**

Date	On time? (Time if late)	Appropriately dressed	Acceptably Clean/groomed	Notes – any concerns re: presentation/demeanour	Collected at end of day? (Time if Late)

## Appendix 7: Dealing with a Disclosure of Abuse

### **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 6 Confidential Reporting Form – printed on yellow**)
- 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 Confidential Reporting form **Appendix 6** available in your classroom, staffroom office and Pupil Support Office 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.

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 DSL for Child Protection, Headteacher or Counselling Service as needed.

## Appendix 8: Safeguarding Training Log

 <div style="text-align: center;"> Child Protection Training Log  September 2022 </div>			
Name	Training Undertaken	Date	Review
<b>Mrs Jill Snow</b> <i>Chair of Governors with Responsibility for CP</i>			
<b>Mrs Sarah Parkes</b> Headteacher	NSPCC Safer Recruitment (online) Awareness of Child Abuse & Neglect Prevent Training – Home Office materials CP Training Role of the Designated Safeguarding Lead Prevent Training Refresher HM Government materials Channel General Awareness module, College of Policing Prevent training with Dudley PREVENT officer	Feb 2018 Feb 2018 Nov 2015 Nov 2021 Feb 2018 Feb 2018 Nov 2018	Feb 2021  Nov 2018 Nov 2023 Feb 2021 Jan 2020
<b>Mrs Emily Vivash</b> Deputy Headteacher (Maternity Leave)	Prevent training with Dudley PREVENT officer CP Training Role of the Designated Safeguarding Lead NSPCC Safer Recruitment (online) Understanding Thresholds in Dudley – Level 2 PREVENT training – home office materials	Nov 2018 Dec 2021 Dec 2019 May 2021	Dec 2023
<b>Miss Amber Harris</b> Acting Deputy Headteacher  Designated Teacher with Responsibility for Child Protection	Designated Safeguarding Lead (New to Post) Prevent training (Whole school)	Sept 2020 Sept 2021	Sep 2023
<b>All Teaching and Support Staff</b> Inc. Class Mentors, Admin Staff, Caretakers and Cleaners	Level 1 Child Protection Training – Intermediate Prevent Training – Home Office materials  Prevent training with Mark Wilson – Dudley PREVENT officer Prevent training – whole school Initial CP Training – Wren's Nest Procedures – as required on arrival of new staff. Safeguarding Training KCSIE 2021	Feb 2018 Nov 2015 + Jan 16 Nov 2018 Oct 2021  Sept 2021	Feb 2021
<b>Mrs Julie Smith</b> Family Support Worker	Child Protection training – Intermediate Level 2 (advanced) Role of DSL Level 2 (advanced) multi agency training – domestic abuse Participating in Case Conferences (Level 3) Emotional Abuse and Neglect Level 3 Parental Substance Misuse Impact of Sexual abuse (Level 3) Reporting and Recording Skills in Education Drug training – Basic Drug & Alcohol training Prevent Training – Home Office materials FGM: Recognising and Preventing – Home Office training  Prevent training with Dudley PREVENT officer	Feb 2018 May 2018 Jul 2015 Mar 2011 Oct 2011 Oct 2011 Sep 2015 Jun 2013 Feb 2015 Jun 2015 Nov 2015 Apr 2016 Nov 2018	Feb 2021 May 2020
<b>Mrs Tracey Cadman</b>	Designated Safeguarding Lead Training (2 days) Prevent training (Whole school)	Nov 2021 Oct 2021	Nov 2023
<b>Mrs Hannah Smith</b>	Designated Safeguarding Lead Training (2 days) Prevent training (Whole school)	Nov 2022 Oct 2021	Nov 2024





Child Protection Training Log  
September 2022

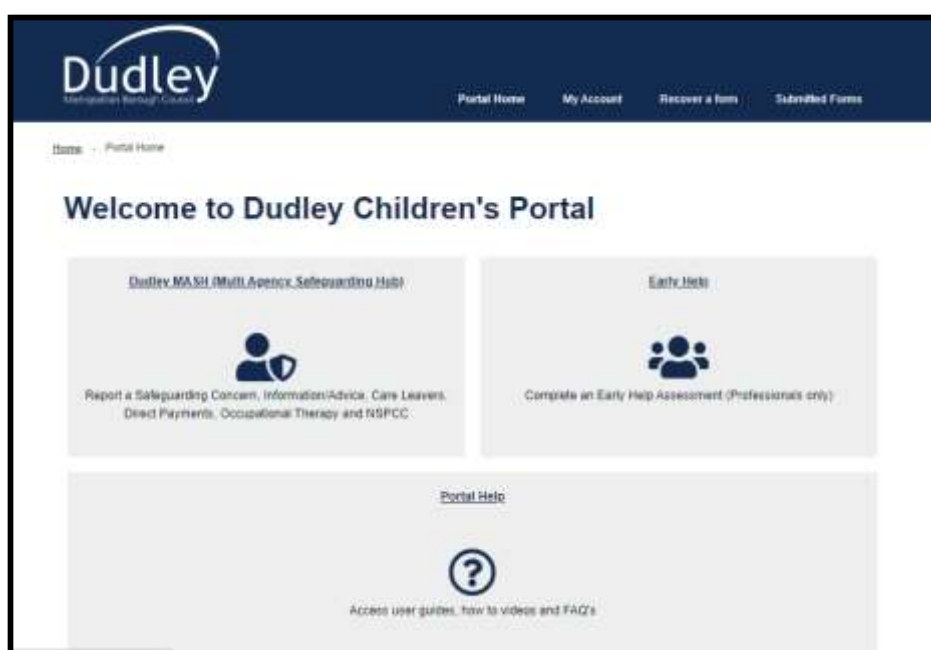
Name	Training Undertaken	Date	Review
<b>Elaine Pugh</b> Business Manager	Child Protection training - Intermediate NSPCC Safer Recruitment (online) Prevent training with Dudley PREVENT officer	Jan 2015 Feb 2018 Nov 2018	Feb 2021
<b>Brin Campbell</b> PSA	Child Protection Intermediate Safeguarding – Drug and Alcohol Misuse NCFE level 4 advice & guidance April 2012	Oct 2016 Apr 2011 Apr 2012	Oct 2018
<b>Paul Tonks</b> Catering Manager	Child Protection training – fabricated and induced illness and safeguarding children Child Protection Intermediate	Sep 2016  Sep 2016	Sep 2018  Sep 2019

## [Appendix 9: Multi Agency Referral Form \(MARF\)](#)

### **Multi Agency Referral Form (MARF): For Practitioners and those working with Children**

MARF forms are now completed on the Dudley Portal: [Dudley Children's Portal](#)

The screen below shows the home screen and from this screen, practitioners need to log in and follow instructions to complete the MARF.



## Appendix 10: Local Authority Referral form for the Management of Allegations against Staff



### **Managing Allegations about Adults Working with Children and Young People**

#### **Notification Form to the Designated Officer (LADO)**

Section one must be completed and sent to the Designated Officer (LADO) at the email address below if there is reasonable cause to believe that any person who works with children in a 'Regulated Activity' or in a 'Position of Trust' in connection with their employment or as a volunteer has:

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

If the allegation meets any of the above criteria, the employer or agency should report it to the LADO within 1 working day – Referrals should not be delayed to obtain further information

The employer/manager (*lead person/individual with responsibility*) should then telephone the LADO immediately to discuss the next course of action.

Designated Officers (LADO):

**For Yvonne Nelson-Brown – 01384 813110**

**For Valerie Wilmot – 01384 813164**

**General line: 01384 813061**

E-mail: [allegations@dudley.gov.uk](mailto:allegations@dudley.gov.uk)

Please do not PDF this referral form once it has been completed; this will be done once the form is received.

**If you think a child is at immediate risk of significant harm phone Children's Social Care and/or the Police immediately**

Children's Social Care:  
MASH – 0300 555 0050  
(0300 555 8574 out of hours)  
Police: 101 or 999 if an emergency

- Treat it seriously and keep an open mind
- **DO not** investigate
- **DO not** make assumptions or offer alternative explanations
- **DO not** promise confidentiality
- Record the details using the child/adult's own words
- Note time/date/place of incident(s), persons present and what was said
- Sign and date the written record
- **DO not** tell the member of staff/volunteer if this might place the child at risk of significant harm or jeopardise any future investigation

- **DO** refer to Dudley's Managing Allegations Against People Who Work With Children' policy which can be found at <https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/management-of-allegations/>

**SECTION ONE: TO BE COMPLETED BY THE REFERRER-** include as much detail as possible

Referrer Details	
Name:	Job Title:
Organisation:	
Address:	
Tel:	E-mail:

Child details (to whom the allegation involves)		
FULL Name:		
Date of Birth:	Ethnicity:	Male/Female:
Age at point of referral:		
Home address:		
School/College/Work Place:	LCS reference Number (if child/young person known to Dudley Children Services):	
Additional information (e.g. disability, communication or other special needs, previous child protection concerns)		
Is the child Looked After? If so provide the details (including telephone numbers) of the Agency, the Placing Authority and the allocated Social workers		
If there are other children in the placement, or if there are other children affected by the allegation provide details below		

Family Details	
Parent/Carer Name:	
Relationship:	

Date of Birth:	
Ethnicity:	
Address:	
Telephone contact:	
E-mail contact:	
Additional Information:	

**Member of staff/volunteer concerned – The person(s) about whom the allegation has been made**

Name:		
Date of Birth:	Ethnicity:	Male/Female:
Telephone:		E-mail:
Job Title:		Employment status:
Employing Agency or organisation (include statutory or voluntary agency):		Place of employment:
Home Address:		
Additional information e.g. employment history; previous concerns raised, <b>are they involved in any other activity:</b>		
Details of any previous allegations made:		
Have safer recruitment processes been followed?		Yes/No:
Date of most recent DBS:		
DO they have any children of their own? Or DO they come in contact with any children in their personal lives? If so provide details		

**Details Of Allegation / Concern**

Date of Allegation:	Time of Allegation:	Place of Allegation:
Allegation in Personal Life?		Yes/No:
Allegation in Professional Life?		Yes/No:

<p>Record the details of the allegation using the child/adult's own words where possible:</p>	
<b>RECORD NATURE OF ALLEGATIONS – please tick box(s) that are applicable:</b>	
PHYSICAL ABUSE	
SEXUAL ABUSE	
EMOTIONAL ABUSE	
NEGLECT	
ONLINE – SOCIAL NETWORK	
ONLINE - WEBSITE	
ONLINE - IMAGES	
ONLINE - (NOT STATED)	
<b>PLEASE ENSURE THAT YOU HAVE TICKED AT LEAST ONE OF THESE BOXES</b>	

<b>Has the child been spoken to about this incident or concern? If yes, please give details:</b>

<b>Has a parent/carer been informed? If yes, please give reason and details:</b>

<b>Has the member of staff / volunteer been informed of your discussion or referral to the LALADO?</b>
<b>Yes- please give reason and details:</b>

**No - please give reason and details:**

**(WE STRONGLY ADVISE YOU TO INFORM THE MEMBER OF STAFF IF THEY ARE REFERRED TO LALADO AND THEY MAY BE SUBJECT TO A POSITION OF TRUST MEETING – unless to LADO so would place a child/young person at risk or compromise any potential criminal investigation)**

**Have you consulted and/or submitted a MARF to Childrens Services regarding the allegation of abuse – YES / NO (PLEASE CIRCLE AS APPROPRIATE)**

**If you have submitted the MARF – have you followed it up and gained feedback – what information was provided to you?**

**If you have NOT submitted the MARF – please explain why not?**

Referrers Full Name		Referrers Agency	
Referrer signature		Date of referral	Time of referral

**Details of Advice or consultation from the LADO :**

<b>LADO</b>		<b>Date closed:</b>	
<b>Authorisation:</b>			

### Appendix 11: DotCom Overview of the PSHE Curriculum

1	Lesson Themes	Year 1 Rory and Jasmine	Year 2 Rory and Jasmine	Year 3 This is my Adventure	Year 4 Making the Best of Me	Year 5 Moving on	Year 6 Looking @ Risk	Year 5/6 Values Versus Violence
2	About me, what I am good at, valuing myself, why I am special.	✓	✓	✓	✓	✓	✓	✓
3	My friends and family.	✓	✓	✓	✓	✓	✓	✓
4	My feelings, what it means to feel safe, my 'Uh-Oh!' signs and inner voice.	✓	✓	✓	✓	✓	✓	✓
5	My helping hand network, who can we tell?	✓	✓	✓	✓	✓	✓	✓
6	The emergency services.	✓	✓	✓	✓	✓	✓	✓
7	Feeling proud of myself.	✓	✓		✓			
8	What I dream of doing when I grow up.	✓			✓	✓		
9	Secrets and surprises.		✓	✓	✓	✓	✓	
10	Our differences and similarities.			✓	✓	✓		
11	Faith and religion.			✓		✓	✓	✓
12	Money and possessions.			✓	✓	✓	✓	✓
13	The internet and social media.			✓	✓	✓	✓	✓
14	My health.			✓	✓		✓	
15	Our rights and responsibilities.				✓		✓	✓
16	My community, living together and children around the world.				✓	✓	✓	✓
17	Drugs, alcohol and smoking.				✓		✓	
18	Changes/when someone goes away.				✓	✓		
19	The environment and animals.				✓			
20	Risks in my home.				✓	✓	✓	✓
21	Making safe decisions, choices, effects and consequences, doing the right thing.					✓	✓	✓
22	Valuing the law, weapons, what is a crime?					✓	✓	✓
23	Changing schools.					✓		
24	Safety on the road and in the streets.					✓	✓	✓
25	Good and bad groups or gangs.					✓		✓



## Appendix 12: Dudley Safeguarding People Partnership (DSPP)

### Resolving Professional Disagreements - PROCESS FLOWCHART and TIMESCALES Professional disagreement should be resolved at the lowest possible stage within the shortest possible timescale

Where practice disputes pertaining to the safeguarding concerns arise, the concerned practitioner should raise and attempt to resolve any issues directly with the practitioner (counterpart from the other agency). If this is not resolved, the stages below must be followed to activate the escalation process		Pre- escalation Resolution Step
<p><b>STAGE 1:</b> Attempted initial resolution failed - escalate the issue to Line Manager When concern regarding practice or decision making by a professional / agency arises, initial attempts should be made between all parties to resolve the issues. If resolution is achieved, the agreed outcome must be recorded. If unresolved escalate to Line Manager <b>Line Manager to Line Manager:</b> discusses concerns or matters unresolved with their counterpart in the other agency (this may require a professionals meeting). Record agreed outcome.</p> <p>If unresolved escalate to stage 2 (Record escalation via template )</p>	<p><b>STAGE 1 TIMESCALE</b> Action to be taken within 1-3 days of the concern arising record outcome or escalation</p>	
<p><b>STAGE 2:</b> Escalate to Agency Safeguarding Lead. <b>Safeguarding Lead to Safeguarding Lead</b> discuss concerns or matters unresolved with their counterpart in the other agency. If resolution achieved, record agreed outcome. Safeguarding Leads are required to collate cases escalated to them for referral to DSPP for monitoring.</p> <p>If unresolved escalate to stage 3 (Record escalation via template )</p>	<p><b>STAGE 2 TIMESCALE</b> To be concluded by day 10. Record agreed outcome or escalation</p>	
<p><b>STAGE 3:</b> Escalation to DSPP Representative Where this stage is reached, appendix 2 will need to be completed and forwarded to the DSPP Business Unit <b>DSPP Representative to DSPP Representative</b> Following escalation to the Safeguarding representative for your organisation, a meeting between the respective DSPP representatives should be convened to seek a resolution.</p> <p>If unresolved escalate to stage 4 (Record escalation via template )</p>	<p><b>STAGE 3 TIMESCALE</b> To be concluded by day 20. Inform DSPP of resolution.</p>	
<p><b>STAGE 4:</b> Escalation to DSPP Independent Chair DSPP Independent Chair will seek written evidence of the concerns and steps taken to reach a resolution, this may include a meeting with those involved. The Independent Chair will make a recommendation of the most appropriate way to proceed, communicating this within 5 days of receiving the notification</p>	<p><b>STAGE 4 TIMESCALE</b> To be concluded by day 28.</p>	

### Appendix 13: Training Log for staff



Wren's Nest Primary school - Safeguarding Training plan for staff

Date	Planned training	Completed?	Evidence

Useful links:

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/useful-links/>

<https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/safeguarding-children-procedures/>

[Dudley Children's Portal](#)

Dudley's Early Help Strategy guidance and thresholds can be access:

<http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families/>

## Appendix 14: COVID-19 Addendum (April 2020)

For full addendum, please see the website [www.wrens-nest.dudley.sch.uk](http://www.wrens-nest.dudley.sch.uk)

Annex 1



### **COVID-19 school closure arrangements for Safeguarding and Child Protection at Wren's Nest Primary School**

Updated April 2020 – reviewed by Gill Abrahams  
(Chair of Governors with Specific Responsibility for Safeguarding)

Safeguarding is paramount, it is everybody's responsibility.

Signed  Chair of Governors

Signed  Headteacher

Wren's Nest Primary School: Wren's Nest Primary  
Date: 6<sup>th</sup> April 2020  
Date shared with staff: 9<sup>th</sup> April 2020

See also guidance from Dudley:

### **Guidance for safer working practice for those working with children and young people in education settings**

#### **Addendum April 2020**



Acknowledgments: Adapted and updated by the Safer Recruitment Consortium from an original IR SC / DfE document and with thanks to CAPE (Child Protection in Education) and NAISS (National Association of Independent Schools and Non-Maintained Special Schools)