Southam Primary School
Child Protection Policy
2021/22

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Terminology

Within this document, terms are defined as follows;

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

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

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part-time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the designated safeguarding lead at the school.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example, step-parents, foster carers and adoptive parents.

Parental Responsibility is defined in s 3(1) Children Act 1989 as being: "all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property". The term 'Parental Responsibility' attempts to focus on the parent's duties towards their child rather than the parent's rights over their child.

Extra Familial Harm - Contextual Safeguarding is the understanding of wider environmental factors in a child's life that may be a threat to their safety and/or welfare.

Sexual violence When referring to sexual violence, we are referring to sexual violence offences under the Sexual Offences Act 2003[1]. This includes Rape, Assault by Penetration and Sexual assault and causing someone to engage in sexual activity without consent.

Consent is about having the freedom and capacity to choose.

Sexual harassment refers to 'unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school.

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[1] Legislation: Sexual Offences Act. 2003 (Gov.UK)

Upskirting is captured in The Voyeurism (offences) act 2019[2] as where someone takes a picture under a person's clothing without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification or cause the victim humiliation, distress, or alarm.

The Children Act 1989 introduced the concept of **Significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children. Section 47(1) of the Children Act 1989 states that:

> 'Where a local authority... have reasonable cause to suspect that a child who lives, or is found, in the area and is suffering, or is likely to suffer, Significant Harm, the authority shall make, such enquiries as they consider necessary to enable them to decide whether they should take any action to safeguard or promote the child's welfare... the enquiries shall be commenced as soon as practicable and, in any event, within 48 hours of the authority receiving the information.'

Children in need are defined in law under Section 17. Children Act 1989[3] as children who are aged under 18 and: need local authority services to achieve or maintain a reasonable standard of health or development; and/or need local authority services to prevent significant or further harm to health or development.

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[2] The Voyeurism (offences) act 2019
[3] Section 17 of the Children's Act 1989. places a general duty on all local authorities to 'safeguard and promote the welfare of children within their area who are in need. ' Basically, a 'child in need' is a child who needs additional support from the local authority to meet their potential.

1. Policy statement

At Southam Primary School, we are committed to safeguarding children and young people, and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

This document forms part of the integrated safeguarding portfolio and should be read alongside:

- Stowe Valley MAT: Trust Safeguarding Policy.
- Stowe Valley MAT: Managing Allegations against adults working within the Trust policy.
- Stowe Valley MAT: Code of Conduct
- DfE, Keeping Children Safe in Education (September 2021).
- Working Together to Safeguard Children (July 2018).
- Local arrangements for safeguarding, Warwickshire Safeguarding Children Partnership.
- The Children Act 1989 and 2004.
- The Children and Social Work Act 2017.
- The Education Act 2002.
- Our school behaviour policy.

2. Key Staff and Contacts

School-based contacts

Role	Contact details
Head Teacher	Emma.Longworth@stowevalley.com
Designated Safeguarding Lead	Emma.Longworth@stowevalley.com
Deputy Designated Safeguarding Lead	Startup.A@stowevalley.com
eSafety Lead	Emma.Longworth@stowevalley.com
Prevent Duty Lead	Emma.Longworth@stowevalley.com
Designated Teacher for Looked After and Previously Looked After Children	Emma.Longworth@stowevalley.com
Nominated Safeguarding Governor	Marshall.J_G@stowevalley.com
All of the above can be contacted via the school office on 01926 812560	

Other useful contacts

Agency / Contact	Contact Details
Louis Donald – **Director of Safeguarding** Stowe Valley Multi-Academy Trust	01926 813128 Louis.donald@stowevalley.com
Kyle Ferguson – **Safeguarding Trustee** Stowe Valley MAT	01926 813128 via: Safeguarding@Stowevalley.com
Early Help Single Assessments Warwickshire County Council	01926 414147
Children's Social Care - MASH Warwickshire County Council	01926 414144
Warwickshire Children's Social Care Education Consultation Line	01926 418608
Emergency Out of Hours Social Work Service	01926 886922
The Local Authority Designated Officer (LADO)	lado@warwickshire.gov.uk 01926 742525
NSPCC Whistleblowing Advice Line	800 0285

3. Staff roles

3.1   All staff[4]

All staff will:

- make sure they have undertaken the appropriate training for their role;
- take responsibility to report any concerns, no matter what their role;
- ensure they have a copy of part one of 'Keeping Children Safe in Education (2021) and that they have read and understood it;
- be aware of the need to minimise their own vulnerability in not being alone with children or in situations that could render them vulnerable to poor practice and/or allegations against them; and
- always be aware of the needs of young people and be vigilant for any possible signs of abuse.

3.2   Designated Safeguarding Lead (DSL)

Our school DSL is Emma Longworth. Emma is a substantive member of the School Senior Leadership Team.

The DSL,

- as member of the school's leadership team, has the status and has the authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff;
- is appropriately trained, with regular updates;
- acts as a source of support and expertise to the School community;
- has a working knowledge of local procedures and acts as a point of contact with the safeguarding partners;
- makes staff aware of training courses and the latest policies on safeguarding;
- keeps detailed written records of all concerns using CPOMS;
- refers cases of suspected abuse to children's social care or police as appropriate;
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained;
- attends and/or contributes to child protection conferences;
- coordinates the school's contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies, including the Local Safeguarding Partnership;
- ensures that the child protection policy and procedures are reviewed and updated annually;
- makes the child protection policy available publicly on the School website.

During term time, the DSL (or a deputy) will always be available (during school hours)

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[4] As defined in the terminology section above.

for staff in the school or college to discuss any safeguarding concerns[5].

Southam Primary School will ensure that adequate and appropriate (DSL) cover arrangements are in place for any out of hours/out of term activities.

The appointment of the Designated Safeguarding Lead is clear within the post holders job description.

3.3   Deputy Designated Safeguarding Lead (Deputy DSL)

- Is a substantive member of school staff that is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

The appointment of the Deputy Designated Safeguarding Lead is clear within the post holders job description.

3.4   The Multi Academy Trust

The Multi-Academy Trust Director of Safeguarding is Louis Donald[6].

Stowe Valley MAT will ensure that:

- Southam Primary School appoints a Designated Safeguarding Lead (DSL) who is a substantive member of the school senior leadership team and who has undertaken role-specific training;
- the DSL (and Deputy DSL) role is explicit in the role holder's job description and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer;
- the DSL, Deputy DSL or a member of the Trust Safeguarding Directorate is always available during school hours to discuss any safeguarding concerns and that the DSL or a Deputy DSL is always available at least via telephone or other media as above during any out of hours/out of term school activities;
- Southam Primary School follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children;
- Southam Primary School nominates a member (normally the chair) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the Headteacher.

3.5   The Headteacher

- Will ensure that the child protection policy and procedures are understood and

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[5] In exceptional circumstances, availability could mean via phone and or video call or other such media.
[6] Contact details in section 2.

implemented by all staff;

- Identify a appropriate senior member of staff, from the school senior leadership team, to be appointed to the role of designated safeguarding lead.
- allocate sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy/s to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- support the designated teacher for looked (and previously) after children to promote the educational achievement of any pupils who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales;
- ensure that all staff have the skills, knowledge and understanding necessary to keep looked after and previously looked after children safe;
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures;
- ensure that the culture of the school supports the provision of effective pastoral care and early help;
- ensure that staff do everything they can to support social workers when Children's Social Care become involved;
- ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum;
- refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer in the Local Authority within one working day before any internal investigation;
- ensure that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Designated Officer;
- ensure that relevant staff are made aware of disqualification under the childcare act 2006 and their obligations to disclose relevant information.

3.6   The Local Governing Body

- Will nominate a member (normally the chair) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the Headteacher.

- Identify a named governor to take leadership responsibility for the school's safeguarding arrangements. That governor will maintain regular contact with the DSL and will ensure that the governing body receives regular reports about safeguarding activity at the school.

- It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the Local Authority, local safeguarding

partnership and national guidance.

- The governing body Governing bodies and proprietors have a strategic leadership responsibility for their school's safeguarding arrangements and must ensure that they comply with their duties under legislation. Governors will have regard to this guidance, ensuring policies, procedures and training in their schools are effective and comply with the law at all times.

4. Allegations against staff or volunteers

When an allegation is made against a member of staff or concern raised, our set procedures will be followed.

The full procedures for dealing with allegations against staff (including low-level concerns) can be found in the Trust's 'Managing allegations against adults working within the Trust' policy[7].

Where a concern or allegation indicates that an adult has:

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

a referral will be made to the Local Authority Designated Officer[8], without delay.

Point 4 includes behaviour that may have happened outside of school that might make an individual unsuitable to work with children. This is known as transferable risk.

A "case manager" will lead an investigation. This will be either the Headteacher or, where the Headteacher is the subject of an allegation, the chair of governors.

Both Allegations that meet the harm threshold for a referral to the Designated Officer (LADO) and allegations/concerns that do not meet the harm threshold (referred to for the purposes of this policy as 'low-level concerns') should be reported using a 'yellow form'.

Yellow forms are available from the staffroom.

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[7] Available via: https://www.stowevalleymat.com
[8] Contact details can be found in section 2 of this policy.

4.1 Allegations that meet the harm threshold for a referral to the Designated Officer (LADO)

The harm threshold is:

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

Staff will share, **without delay,** any allegations/concerns that meet the harm threshold for a referral to the Designated Officer (LADO) with the Headteacher:

Name	Role	Contact Number
Emma Longworth	Headteacher	07770982403

4.2 Allegations/concerns that do not meet the harm threshold referred to for the purposes of this policy as 'low-level concerns'

As part of our whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately.

Examples of such behaviour could include, but are not limited to:

- being over-friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

This is not an exclusive list, and the Headteacher is responsible for deciding if concerns meet the threshold outlined in section 4 each time, they receive a new concern.

Staff will share, **without delay,** low-level concerns about a member of staff with the Headteacher.

Staff will receive training around low-level concerns, and allegation management annually.

4.3 Allegations or low-level concerns relating to the Headteacher

If the allegation or concern relates to the Headteacher, it should be reported, without delay, to the Chair of Governors:

Name	Role	Contact Number
Andrea Hugo	Chair of Governors	07999 562947

Concerns about the Chair of Governors should be directed to the Local Authority Designated Officer.

5. Staff Training

All staff will receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

All staff will undertake training each September covering as a minimum:

- Signs and symptoms of abuse and neglect (including online safety)
- Local procedures for responding to concerns
- The school's behaviour policy
- Response to children that go missing in education
- The staff code of conduct
- eSafety
- Allegations management
- Responding to Peer-on-Peer abuse.

The DSL (and Deputy) will attend training for newly appointed DSLs and refresher training every two years. That training will include up to date information about local safeguarding partnership inter-agency procedures.

In addition, the DSL will update their knowledge and skills at least annually to keep up with any developments relevant to their role and will be supported to access inter-agency training as part of their continuing professional development.

All staff will be made aware of the increased risk of abuse to certain groups, including children with special educational needs and disabilities, looked after children, previously looked after children, young carers and risks associated with specific safeguarding issues including child sexual exploitation, child criminal exploitation, peer on peer abuse, sexual harassment and sexual violence in school, extremism, female genital mutilation and forced marriage; and will receive training in relation to keeping children safe online.

All staff are expected to read Part 1. Keeping Children Safe in Education (2021). For staff unable to read the document, they should listen to the Audiobook version of the document provided by the MAT.

Staff are asked to sign to confirm that they have read and understood this and other related documents, including this policy.

6. Safer recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE, 2021) and the Local Safeguarding Partnership (LSP) by carrying out the required checks and verifying the applicant's identity, qualifications and work history.

- At least one member of each recruitment panel will have completed safer recruitment training.
- The school obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the school have been appropriately checked.
- Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- The school maintains a single central record of recruitment checks undertaken.

The Headteacher will ensure that relevant staff are made aware of disqualification under the childcare act 2006 and their obligations to disclose relevant information.

Relevant staff are those working in childcare or a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside school hours.

The Multi Academy Trust Safeguarding Policy captures our safer recruitment process in detail.

6.1 Volunteers

All volunteers working with the school will be risk assessed and will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them.

Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

6.2 Contractors

The school checks the identity of all contractors working on-site and requests DBS (with barred list information as appropriate) where required by statutory guidance.

Contractors who have not undergone checks will not be allowed to work unsupervised whilst pupils are on-site.

6.3   Site security

Visitors to the School, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations.

The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

6.4   The 'Single Central Record'

Our school Single Central Record[9] covers the following people: all staff, including teacher trainees on salaried routes, agency, third-party supply staff who work at the school, volunteers and school governors.

Our Single Central Record is recorded in such a way that allows for details to be provided without delay to those entitled to inspect that information, including by inspectors.

7.   Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements.

Where extended school activities are provided by and managed by the school, our child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

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[9] Stowe Valley MAT maintains a record of pre-appointment checks carried out in each academy within the MAT, referred to in the Regulations as the register and more commonly known as the 'single central record'. This also includes members and trustees of the academy trust.

7.1 Alternative provision

Where pupils attend alternative provision, Southam Primary School recognises that they often have complex needs, and it is important that we remain aware of the additional risk of harm that their pupils may be vulnerable to.

Leaders responsible for managing alternative provision placements will be aware of the statutory guidance to which commissioners of Alternative Provision should have regard:

- Alternative provision - DfE Statutory Guidance[10]; and
- Education for children with health needs who cannot attend school [11]

Where Southam Primary School places a pupil with an alternative provision provider, we will continue to be responsible for the safeguarding of that pupil and will work with the provider to ensure that we are satisfied that the provider meets the needs of the pupil.

Southam Primary School will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

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[10] https://www.gov.uk/government/publications/alternative-provision
[11]   https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school

8.   Teaching our pupils about safeguarding

At Southam Primary School pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

The school undertakes Protective Behaviours programme, which is taught every spring term and referred to throughout the year.

The school follow the Jigsaw PSHE scheme. The relationships unit of work focuses on Includes understanding friendship, family and other relationships, conflict resolution and communication skills

Children are taught how to keep themselves safe in a variety of contexts including on line bullying through the Jigsaw scheme, Celebrating difference unit of work and assemblies.

The messages of how to recognize when they are at risk and how to get help if needed is reinforced through assemblies, class discussions outside speakers i.e. Internet Heroes, NSPCC

The school responds to current issues and supports children in understanding them and empowering them to understand and deal with situations.

9. Educational Outcomes

The DSL will work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes[12] by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school. This includes:

- Keeping an updated register of the cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,

- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

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[12] Page 147 Keeping Children Safe in Education (2021) – Annex C – 'The designated safeguarding lead is expected to'

10. Extra-familial harms (aka. 'Contextual Safeguarding')

The school assesses the risks and issues in the wider community when considering the wellbeing and safety of its pupils. As a school, we do have contextual concerns alike any other setting, such as sexual exploitation, online safety concerns or criminal exploitation. However, we have other unique community concerns that we also consider and ensure we address with our students.

The school assesses the risks and issues in the wider community when consider the well-being and safety of its pupils.

Southam Primary work hard to develop positive relationships with families. This is important as many families have previously had a negative experience of school. Through these relationships families are able to make disclosures to staff school about issues that are likely to be having an impact on the children – housing issues, finance issues.

Through these relationships we are able to implement early help support before situations escalate to crisis point.

The school provides a wide range of support to families, for example food bank donations, school uniform support, signposting to counselling, finance support etc.

Many of the children at Southam Primary School have limited experiences of life outside of Southam, so have little to compare their lived experiences to. As a school we provide all our children with as many different experiences as possible. This includes supporting children to make the right decisions regarding friendships, encouraging children to question why another child several years older then them would want to be 'friends' with them. Through our PSHE work and Protective Behaviours work we emphasis the rights of children, so that children are able to question whether their lived experiences are what they should be having.

11. Child Protection Procedures

11.1 Children and Young People who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- homeless
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- within the court system
- have a family member in prison
- at risk of criminal exploitation
- at risk of being drawn into extremism
- Victim or survivor of Sexual violence, harassment.

This list provides examples of additionally vulnerable groups and is not exhaustive.

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

11.2 Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child

by inflicting harm, for example, by hitting them, or by failing to act to prevent harm, for example, by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE, 2021) refers to four categories of abuse. These are set out in Appendix 1, along with the indicators of abuse.

12. Specific Safeguarding and Child Protection Issues

12.1 Children missing education

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

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

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers.

Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2021) the school has ensured that:

- Staff understand what to do when children do not attend regularly

- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions) are in place.

- Staff know that travelling to conflict zones could be an indicator of FGM and forced marriage.

- Procedures are in place to ensure that we always inform the local authority when we plan to take pupils off-roll or when they:

    o leave school to be home educated
    o move away from the school's location
    o remain medically unfit beyond compulsory school age
    o are in custody for four months or more (and will not return to school afterwards); or
    o are permanently excluded

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

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

The school will monitor unauthorised absence and take appropriate action, including notifying the Local Authority, particularly where children go missing on repeated occasions and/or are missing for periods during the School day. Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

12.2 Sexual violence and sexual harassment

At Southam Primary School, we believe that all children have a right to attend school and learn in a safe environment.

Sexual violence and sexual harassment is not okay, and will not be tolerated at Southam Primary School

At Southam Primary School, we take the position that sexual harassment and online sexual abuse are a problem in our school community and beyond our school gates. Through this stance, we will develop a whole-school approach to proactively addressing this form of abuse.

Children can show signs or act in ways that they hope adults will notice and react to.

All victims will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe.

In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed, or a child's own behaviour might indicate that something is wrong.

Southam Primary School recognises that how the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Staff are reminded that it is important to note that children may not find it easy to tell staff about their abuse verbally.

If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

Whole school approach

Our whole-school approach involves all members of the school community working together with a commitment to preventing and responding to harmful sexual behaviours. Within this is also the need to challenge negative influences and attitudes, gender stereotyping, and discriminatory or sexist language.

Children are taught about acceptable and unacceptable behaviors and how to deal with nay unacceptable behaviours.

Work is carried out throughout the year through:
- Assemblies, circle time
- Jigsaw PSHE scheme
- Protective behaviours programme
- Outside agencies working alongside/ talking to children

Additional resources that can be used to support work undertaken with children:
UK Feminista provides a free staff online training course, guidance on taking a whole-school approach and resources for schools, including template strategies, policies and classroom activities tackling sexism.

Brighton & Hove's Equality and Anti-Bullying Schools Strategy Group has produced a brief guide to challenging sexist and sexual language and bullying, which aims to support staff to challenge sexist and sexual language and gender stereotyping appropriately.

Stonewall has worked with UCL, Cardiff University and the University of Brighton to produce a training course, gender in the classroom, which aims to equip teachers with the tools to understand and tackle harmful gender stereotypes in schools and colleges. Outside the box is a resource from

Equaliteach for those working with children and young people from early years through to key stage five. It offers a strategy to develop a whole-school approach committed to promoting gender equality and tackling sexism and sexual harassment.

Opening doors from the Institute of Physics is 'a guide to good practice in countering gender stereotyping in schools'. The report identifies barriers to countering gender stereotyping in schools and provides suggestions for best practice identified through visits to schools.

Harmful sexual behaviour in schools is an online training course from the NSPCC designed to help educators develop the skills and knowledge necessary to recognise, report and record sexualised behaviour concerns.

Redraw the balance is a Primary Futures campaign highlighting the prevalence of gender stereotypes even among primary age children. Primary Futures has also released pre-recorded resources on tackling gender stereotypes, including pupil activity worksheets, a teacher guide and display slides.

12.3 Peer on Peer abuse

Southam Primary School recognises that pupils may become victims of abuse from other pupils.

This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting.

Staff will report instances of peer-on-peer abuse, sexual violence and harassment through the normal safeguarding concern process and recognise that support must be provided to both the alleged victim and abuser.

Staff will be made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to bullying (including cyberbullying), gender-based violence/sexual assaults and sexting.

All staff will be aware that children can abuse other children (often referred to as peer on peer abuse).

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting;
- initiation/hazing type violence and rituals

Where a school receives a report of peer-on-peer abuse, they will follow the principles set out in part 5 of Keeping Children Safe in Education (2021) and of those outlined within this Child Protection Policy.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else, and this is a cry for help.

In such circumstances, the DSL will consider if a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it as per our behaviour policy.

The school will listen to and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Where a report is received, the following process will be followed:

- Statements will be sought from both the alleged victim and the alleged perpetrator, and the school will do everything possible within the new context to establish the most truthful version of events.
- Unless there is a very strong reason not to engage parents, they will be contacted, and the situation explained.
- Support will be offered to both the alleged victim and the alleged perpetrator, and consequences will be considered where appropriate in line with our behaviour policy.
- Where appropriate, we will seek to support the pupils in understanding each other's point of view and offer additional sessions (face to face or remotely as required) to help them to overcome their situation.
- The process and outcomes will be recorded on CPOMS, and appropriate, timely referrals made as the need arises during the process. The process will be overseen by the DSL, though other colleagues will likely support the process.
- The incident will not be closed until both pupils agree that they are happy with the outcome. Until then, the academy will continue to address the pupils concerns as far as possible and work towards a resolution to address their concerns. The school will agree with the pupils on how often they feel able to review the situation but no longer than monthly.
- Where all those involved with an incident agree that the issues have been resolved; the case will remain open for at least a further six weeks to allow staff to seek pupil voice after a reasonable time has passed to ensure that the issues have not resurfaced or to seek to offer support if they have.

All decisions will be made on a case-by-case basis, with the designated safeguarding lead (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police, as required.

All concerns, discussions and decisions made and the reasons for those decisions will be recorded on CPOMS.

12.4 Children with sexually harmful behaviour

Young people who display such behaviour may be victims of abuse themselves, and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery) can be a type of harmful sexual behaviour.

In cases of 'sexting' we follow the guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS): 'Sexting in schools and colleges,

responding to incidents, and safeguarding young people[13].

12.5 Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The families of children may also be subject to child arrangements processes through the family court system.

We recognise that both circumstances may be stressful for children, and appropriate support will be provided in line with local and national guidance.

12.6 Child Sexual Exploitation

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

Southam Primary School includes the risks of sexual exploitation in the PSHE and RSHE curriculum.

A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation, and concerns are reported immediately to the DSL.

12.7 Criminal exploitation of children and County Lines

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines".

It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

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

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[13] The school will be supported by the UKCIS guidance: Sharing nudes and semi-nudes advice for education settings

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.

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

School staff are vigilant to those children, and concerns will be shared with the DSL.

12.8 Honour-Based Abuse

'Honour-based' Abuse (HBA) encompasses crimes that have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBA are abuse.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014[14].

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

12.9 Female Genital Mutilation (FGM)

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so School staff are trained to be aware of risk indicators. Many such procedures are carried out abroad, and staff should be particularly alert to suspicions

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[14] Anti-Social Behaviour, Crime and Policing Act 2014

or concerns expressed by a female pupil about going on a long holiday during the summer vacation period.

Teachers have a mandatory duty to personally report to the police cases where they discover that an act of FGM appears to have been carried out.

This should be done with the support of the DSL so that wider concerns for the child or young person are also considered. This will also enable the school to support the staff member through this process.

12.10 Radicalisation and Extremism

As part of the Counter-Terrorism and Security Act 2015[15], schools have a duty to 'prevent people being drawn into terrorism. This has become known as the 'Prevent Duty[16].

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff will be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups

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[15] Counter-Terrorism and Security Act 2015
[16] The Prevent Duty, April 2021

- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online, so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

School staff receive training to help to identify signs of extremism.

Our Local Authority Prevent Coordinator is:

Name	Email	Contact Number
Geoff Thomas	geoffthomas@warwickshire.gov.uk	07428 695 020

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture, and the school follow the DfE advice 'Promoting fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools' (2014).

12.11 Children with family members in prison

Children who have family members that are sent to prison are at risk of poor outcomes, including poverty, stigma, isolation and poor mental health. The school recognises that these children may need support. Support will be provided in line with guidance from the National Information Centre on Children of Offenders and local agencies[17].

8.12 Domestic abuse

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic abuse affecting young people can also occur within their relationships, as well as in the context of their home life.

Southam Primary School is an Operation Encompass[18] school. Operation Encompass helps police and schools work together to provide emotional and practical help to children.

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[17] National Information Centre on Children of Offenders and local agencies
[18] Details of Operation Encompass

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 immediate support to be put in place according to the child's needs.

Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or school will make a referral to children's social care if they are concerned about a child's welfare.

12.13 Homelessness

Being homeless, or being at risk of becoming homeless, presents a real risk to a child's welfare.

In most cases, school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

The DSL will be able to support pupils and their families facing homelessness by supporting and signposting through appropriate agencies and support networks within the locality.

13. Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or close relative care for a child for 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL, and the school should notify the Local Authority of the circumstances.

14. Looked after (and previously looked after) children

The most common reason for children becoming looked after is as a result of abuse or neglect.

The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child.

The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Local Authority's virtual head for children in care.

The designated teacher for Looked after and previously looked after children is Emma Longworth.

15. Work experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience, which are in accordance with the guidance in Keeping Children Safe in Education (2021).

16. Children staying with host families

If the school makes arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour, we will follow the guidance in Annex E of Keeping Children Safe in Education (2021) to ensure that hosting arrangements are as safe as possible.

If overseas pupils reside with host families during school terms, and we will work with the Local Authority to check that such arrangements are safe and suitable.

17. Children's Mental Health

All staff will be made 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.

Safeguarding teams will work closely with appropriately trained professionals to support young people and will never attempt to make a diagnosis of a mental health problem.

Southam Primary School recognises, however, that staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, reporting the concern on CPOMS and speaking to the designated safeguarding lead (or deputy).

Staff should be aware of

- the document: Mental Health and Behaviour in Schools[19];

- that Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing and resilience among young people, including guidance on Promoting children and young people's emotional health and wellbeing[20];

- and the DfE's guidance on mental health and behaviour in schools, which sets out how mental health issues can bring about changes in a young person's behaviour or emotional state, which can be displayed in a range of different ways, and that can be an indication of an underlying problem.

We will refer to the Governments guidance and seek support from local partners to help us identify pupils who might benefit from additional support and to put this in place.

18. Online Safety in School

When children use the school's network to access the internet[21], they are protected from inappropriate content by our filtering and monitoring systems.

Where students are using computers in school, appropriate supervision will be in place.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk.

Any such concerns should be dealt with as per this policy, and appropriate referrals should be made to children's social care and as required, the police.

18.1 Online safety away from school and college

Online teaching should follow the same principles as set out in the MAT code of conduct.

Southam Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things that staff will consider when delivering virtual lessons, especially where webcams are involved:

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[19] Mental Health and Behaviour in Schools (DFE)
[20] Promoting children and young people's emotional health and wellbeing (PHE)
[21] The Trust has an online safety policy that captures acceptable use. It is available on the MAT website.

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be inappropriate areas, for example, not in bedrooms, and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager to communicate with pupils
- Staff should record the length, time, date and attendance of any sessions held.

All colleagues that interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per this policy, and where appropriate, referrals will continue to be made to children's social care and, as required, the police.

19. Children with a Social Worker

At Southam Primary School we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

We take these needs into account when making plans to support pupils who have a social worker.

Southam Primary School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans / are assessed as being in need under section 17 of the Children Act 1989[22].

The Designated Safeguarding Lead (or deputy) will attend all Child Protection meetings (or submit a report in line with local LSP arrangements, where attendance is not possible).

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[22] https://www.legislation.gov.uk/ukpga/1989/41/section/17

19.1 Early Help

Early Help (Single Assessment, formally known as CAF).

An Early Help Single Assessment[23] coordinated by a Lead Professional enables those professionals working closely with children and young people to ensure that children, young people and families get the help they need.

Southam Primary School recognises that effective Early Help relies upon local agencies working together and using the Early Help Single Assessment to:

- Identify children and young people and their families who would benefit from early help;
- Undertake a Single Assessment of the need for early help; and
- Provide additional, targeted or enhanced early help services to address the assessed needs of a child and their family, which focus on activity to significantly improve the outcomes for the child.

Before determining what services are to be provided for a particular child or young person, so far as is reasonably practicable and consistent with the child's welfare, we will consider the child or young person's perception of their circumstances and what they want to change and any ideas they have about what will help.

Where parents or a young person do not consent to Early Help or do not use the services offered, then we will make a judgement as to whether, without significant help, the needs of the child will escalate. If so, a referral to Social Care may be necessary.

Where a child or young person or their family has very complex needs or the Early Help Family Support Plan has not resulted in the desired improvement outcomes for the child or young person, an assessment by Social Care may be appropriate and will be referred under the 'step-up procedures'.

20. Taking action

Any child, in any family, in any school, could become a victim of abuse. Staff will always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- in an emergency, take action necessary to help the child, if necessary, call 999;
- report your concern as soon as possible to the DSL (via CPOMS), by the end of the day;
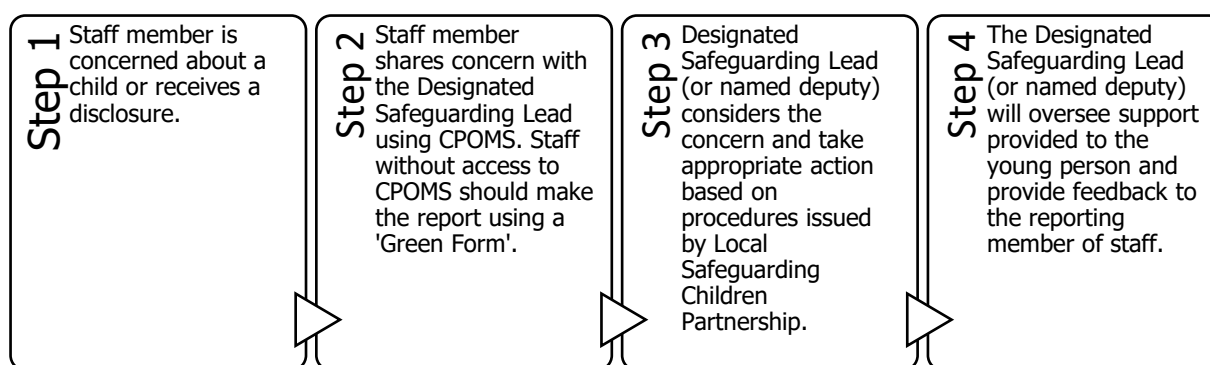
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[23] A new Early Help Assessment is not required if there is a recent assessment completed by Children's Social Care or a current multi-agency plan which can then be used to 'step-down services' to be delivered by Early Help.

- do not investigate;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- seek support for yourself if you are distressed.

Any conversations around safeguarding should be recorded and shared with the DSL.

Staff should be familiar with *'What to do if you're worried a child is being abused'* [24] as it contains excellent examples of the different types of safeguarding issues.

Whilst a full flowchart for responding to concerns or disclosures can be found in Appendix 2. This step-by-step process should be used as a quick reference guide.

Step 1	Step 2	Step 3	Step 4
Staff member is concerned about a child or receives a disclosure.	Staff member shares concern with the Designated Safeguarding Lead using CPOMS. Staff without access to CPOMS should make the report using a 'Green Form'.	Designated Safeguarding Lead (or named deputy) considers the concern and take appropriate action based on procedures issued by Local Safeguarding Children Partnership.	The Designated Safeguarding Lead (or named deputy) will oversee support provided to the young person and provide feedback to the reporting member of staff.

If the DSL is not available, staff should speak to a member of the Senior Leadership Team and/or take advice from local children's social care.

20.1 If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed; their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use CPOMS to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should alert the DSL to their concern.

CPOMS is the primary point for the delivery of concerns. [25]

If staff are unable to access CPOMS, they should record their concern in writing on a 'Green form' and hand it to the DSL (or a deputy). 'Green Forms' are available from the school office.

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[24] [What to do if you're worried a child is being abused (DFE, 2015)](#)
[25] Once staff record a concern on CPOMS, it will automatically alert the Designated Safeguarding Lead that a concern form has been raised.

20.2 If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them, they will pass the information on to the DSL. The point at which they tell the pupil this is a matter of professional judgement. During their conversations with the pupils' staff will:

- allow them to speak freely;
- remain calm and not overreact;
- give reassuring nods or words of comfort – 'I'm so sorry this has happened, 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me';
- not be afraid of silences;
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother/father think about it;
- at an appropriate time, tell the pupil that to help them, the member of staff will pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort;
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong;
- tell the pupil what will happen next;
- report verbally to the DSL even if the child has promised to do it by themselves;
- complete the record of concern form on CPOMS and submit it for the attention of the DSL as soon as possible;
- seek support if they feel distressed.

20.3 Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents.

This will be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

20.4 Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made unless to do so would increase the risk to the child.

In the above circumstance, contact should be made with the MASH on 01926 414144 and/or the police (in an emergency on 999 or on 101).

Professionals can consult with a children's social worker in the Local Authority if they are unsure whether a social work assessment is necessary[26].

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

20.5 Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police, or the NSPCC if:

- the situation is an emergency, and the designated safeguarding lead, their deputy, the Headteacher and the Trust Safeguarding Directorate are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason, they make a judgement that direct referral is in the best interests of the child.

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[26] Details for the MASH Education Consultation Line can be found in Section 2.

21. Escalating concerns

Staff need to be aware of those times when concerns may look as though they are not progressing to an outcome or some form of action.

This may be indicated by:

- difficulty in getting hold of a DSL;
- staff not being satisfied with the decision of the DSL or Headteacher;
- staff aware that a colleague has not passed on a concern;
- external agencies not accepting a referral from a School when it is felt one is needed;
- staff not aware of what has happened to their concern because of a lack of feedback.

Staff must not close a concern because they feel "stuck" or "they can't do anymore".

If staff become concerned about the progress or action taken in relation to a concern, they should escalate their concern to the Headteacher or if necessary[27], to the Director of Safeguarding.

If there are concerns about the work of an external agency, the school will follow the escalation steps outlined in the locally agreed procedures documents[28].

The important principle is not to allow a concern to be "closed" without it having received the necessary attention, assessment, and resolution.

21.2 Whistleblowing

If the options above have been explored fully and the concern still isn't being handled effectively and therefore placing the child or young person at risk, you must continue to escalate your concerns in line with the Trust Whistleblowing Policy[29].

Staff are also reminded that they can make an external whistleblowing report via the NSPCC[30].

22. Confidentiality and sharing information

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that

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[27] Such as a dissatisfaction with the response of the Headteacher, or if the concern relates to the Headteacher. In such a case, the Director of Safeguarding will work with the Chair of Governors to review the concern and may follow the steps outlined in the Trust managing allegations against adults policy to meet a resolution.

[28] Warwickshire Safeguarding: Practitioner Escalation Protocol (2020)

[29] Stowe Valley MAT Whistleblowing Policy (2021)

[30] Contact details can be found in Section 2.

information being released into the public domain does not compromise evidence.

Child protection information will be stored and handled in line with the GDPR and Data Protection Act 2018.

Information sharing is guided by the following principle - information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure.

Information sharing decisions will be recorded, whether the decision is taken to share or not.

Child protection information will be stored within CPOMS, separately from the pupil's file.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information without consent and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them.

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head of Governance, Peter Robinson[31].

The Data Protection Act does not prevent School staff from sharing information with relevant agencies, where that information may help to protect a child.

'*The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.' (Keeping Children Safe in Education, 2021)*

'*This includes allowing practitioners to share information without consent.*

(Keeping Children Safe in Education, 2021)

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[31] Peter.Robinson@Stowevalley.com

22.1 Confidential pupil files on transition and in-school move

Where children leave the school, the DSL will ensure their child protection file is transferred to the new school or college as soon as possible.

In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

The DSL will ensure secure transit and ensure confirmation of receipt is obtained.

Where a child joins Southam Primary School from another school, the DSL will always contact their previous school's DSL to request any child protection information or confirm that they have no information to be shared.

The DSL will make a record of this contact on the child's CPOMS file.

23. COVID-19

The COVID-19 pandemic remains a risk to the population of the United Kingdom.

Southam Primary School are aware that negative experiences and distressing life events, such as the circumstances surrounding COVID19, can affect the mental health of pupils and their parents.

23.1 Local and National lockdowns (including restrictions that impact education settings)

National restrictions could be reintroduced at any point to support the central government strategy of controlling and preventing further spread of the virus.

In such an event, the school will be led by government advice and take advice from Public Health England on the level of risk faced by pupils and staff.

In the event of the reintroduction of national (or local) restrictions that impact our school, the MAT will provide support and guidance as appropriate to enable the DSL to carry out their role effectively and support schools with the continuity of their safeguarding provision. This will include developing bespoke COVID-19 safeguarding arrangements documents and reviewing this policy as appropriate.

Appendix 1 – Four categories of abuse

Physical abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is 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 of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

Sexual abuse

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

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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

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

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority

- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

Appendix 2 – Concerns Flowchart

Sharing/Recording Concerns
An individual with concerns about a pupil shares these concerns with the designated safeguarding lead (DSL) or Deputy DSL.

Consideration

The DSL or Deputy DSL considers if an Early Help Assessment (EHA) is needed, if the case should swiftly move to the next step or if no action is required and monitoring is necessary.

The DSL/Deputy should provide feedback to the referrer at this stage.

Decision

Referral to Children's Social Care (MASH)

The DSL or Deputy DSL or other named, and qualified person should make a referral to Children's Social Care.

No Referral to Children's Social Care

The DSL or Deputy DSL or other named, and qualified person should make a referral to Children's Social Care.

If the pupil's situation does not appear to be improving, the referrer should press for re-consideration.

URGENT and Serious concerns

If a situation is URGENT and SERIOUS and the DSL/Deputy DSL cannot be contacted, immediately contact a member of the SLT to ensure the relevant agency is contacted without delay