



St Gregory's Catholic Primary School

Safeguarding and Child Protection Policy 2016 - 2017

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Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

Signature *k. Bickley*

Date 18/01/16

Krystyna Bickley, Headteacher

Signature *M. O'Brien*

Date 18/01/16

Mrs Mary O' Brien, Chair of Governors

I. INTRODUCTION

This document is the **Safeguarding and Child Protection Policy** for **St Gregory's Catholic Primary School** and any extended services that it provides.

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

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

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

This Safeguarding and Child Protection Policy forms one part of the school's safeguarding responsibilities and should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Attendance Policy, Physical Intervention Policy, Anti-Bullying Policy, Mobile Phone Usage Policy, E- Safety Policy and any other relevant policies as defined in the Annual Report to the Governing Body.

Purpose of a Safeguarding and Child Protection Policy

To inform all members of staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and their responsibilities therein.

Sandwell Safeguarding Children Board

The school follows the procedures agreed by Sandwell Safeguarding Children Board.

School Staff & Volunteers

School staff are well placed to observe the outward signs of abuse.

The school will therefore:

Ensure that all school staff and volunteers receive safeguarding children training, to identify concerns.
Ensure that all staff are aware of this policy and those relating to the safeguarding of children.

Mission Statement

Establish and maintain an environment where children, parents, staff and volunteers feel secure, are encouraged to talk, and are listened to when concerns about the well being of a child are raised.
Ensure children know that there are adults in the school whom they can approach if they are worried.
Ensure that children who are subject to multi-agency plans are supported by the school as defined in that plan.
Develop and deliver the PSHE curriculum to create opportunities for children to develop the skills they need to recognise and stay safe from harm.
Contribute to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving

economic well being.

Implementation, Monitoring and Review of the Safeguarding and child protection Policy

The policy will be reviewed annually by the Governing Body and implemented by the Designated Senior Person as part of their role and responsibilities.

1.1 Aims and Ethos

Through the implementation of this policy, **St Gregory's Catholic Primary School** aims to fulfil its duty to ensure that all its employees, governors and volunteers are able to carry out their responsibilities for safeguarding and promoting children's welfare by:

- Providing a safe environment for children to learn and develop in, including a curriculum to provide children with the skills to keep themselves safe
- Ensuring that all school staff are trained to recognise signs of child abuse and know how to report any concerns.
- Supporting pupils in accordance with his/her agreed child protection, child in need or TAF (Team Around the family) Plan.
- Ensuring we practice safe recruitment processes to ensure that all staff and volunteers employed by the school are suitable to work with children.
- Most importantly this guidance puts the needs of children and young people at its heart – so the system fits and responds to you and not the other way around”
- “You can also expect that your life will not be made any worse because you had the courage to speak out against your abuse” (Young Person’s Guide to Working Together to Safeguard Children)

Ethos

We recognise that because school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.

2. STATUTORY FRAMEWORK

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

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175/157)
- Sandwell Safeguarding Children Board Inter-Agency Procedures
- Keeping Children Safe in Education 2014
- Working Together to Safeguard Children (HM Government 2013)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Young Person’s Guide to Keeping Children Safe <https://www.rights4me.org>

“Working Together to Safeguard Children 2013” requires all schools to follow the procedures for protecting children from abuse which are defined by Sandwell Safeguarding Children Board and have appropriate procedures in place for responding to all concerns of actual or suspected abuse including allegations against members of staff in a position of trust.

“Working Together to Safeguard Children 2013” places the following statutory duties on all schools:

- Schools should be aware of and follow the procedures issued by Sandwell Safeguarding Children Board;
- Staff should be vigilant to signs of abuse and to whom they should report any concerns on to;
- Schools should have procedures in place which are disseminated to all staff for handling suspected or actual cases of abuse of pupils, including procedures to be followed in the case of allegations against persons in a position of trust;
- Every school should have a Designated Senior Person who is a member of the senior management team and responsible for co-coordinating safeguarding/child protection work within the school and liaising with other agencies as appropriate;
- Staff with designated responsibility for safeguarding and child protection should receive appropriate single agency and multi agency training approved by SSCB at least every two years;
- All other staff in the school should receive training to raise their awareness of signs and symptoms of suspected or actual abuse and the procedures they should follow at least every three years;
- That all schools and FE colleges should share information and work in partnership with other agencies when there are concerns about a child’s welfare.

3. THE DESIGNATED SENIOR PERSON

The Designated Senior Person for Child Protection in this school is:

NAME: Krystyna Bickley: Head Teacher

A Deputy DSP should be appointed to act in the absence/unavailability of the DSP.

The Deputy Designated Senior Persons for Child Protection in this school are:

**NAMES: Mr Thomas Boodell: Assistant Head Teacher
Mrs Kerri Vanstone: KSI Leader of Learner**

It is the role of the Deputy Designated Senior Person for Child Protection to:

- ensure that he/she receives refresher training at least every two years to keep his or her knowledge and skills up to date;
- ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children at least every three years;
- Safeguarding Manager to deliver department based training to all staff within the school. This covers the Level 1 training as well as **St Gregory’s Catholic Primary School** specific safeguarding information;
- ensure there are effective induction in safeguarding and child protection for all adults working in the school, be they staff or volunteers, including supply agency staff which are to be undertaken no longer than 10 working days of commencement of their contract;
- make sure that concerns are raised by staff/volunteers when necessary;
- ensure that the names and contact details of the DSP/Deputy are on display for all staff, parents, pupils and visitors to the school;

- ensure that the Designated and Deputy Designated Persons are not out of school (e.g. at training events) at the same time;
- ensure that the telephone number for the MASH service is available and easily accessible to staff in case, for any reason, the DSP and Deputy are not contactable, in order to ensure there is no unwarranted delay in referral;
- discuss concerns as required with outside agencies e.g. specific agency for single need (e.g. speech and language, inclusion support), early intervention multi-agency (e.g. Early Help Assessment) or MASH service/existing social worker (child protection/significant harm concerns);
- complete all necessary paperwork and correspondence including referral forms to the Early Help Team or MASH service in regard to safeguarding and child protection referrals;
- ensure that the school is represented by a Designated Person for Child Protection at child protection conferences, core groups and multi-agency meetings about 'Children in Need'. It is the Designated Person for Child Protection who should attend Child Protection Conferences rather than another representative. If this is not possible, the Deputy Designated Person should attend. If neither can attend apologies must be given and a written report must be submitted prior to the conference;
- compile and submitting a written report regarding children who are subject to child protection conferences. This should be shared with parents before the conference takes place;
- ensure there is appropriate representation on Core Groups when a child is on a child protection plan. If the most appropriate person is a class teacher, there must be joint working with the Designated Person – consider appropriate safeguarding supervision arrangements;
- ensure there are appropriately trained staff to lead on and that all staff are aware of the Early Help Assessment;
- ensure that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan;
- ensure that welfare records are kept securely and confidentially (locked and with limited access)
- ensure that safeguarding and child protection records are chronologically recorded, with significant incidents or events clearly highlighted. These records should be reviewed regularly and focus on outcomes for the child/children.
- ensure that records are transferred when a child changes school.
- put mechanism in place to support the Designated Persons for Child Protection in specific regard to their welfare responsibilities e.g. weekly/monthly one to one meetings between the Designated and Deputy Designated Persons to offer mutual support.
- keep the School's SLT, Governors, Local Authority and SSCB informed about safeguarding and child protection issues as requested.
- provide guidance to parents, children and staff about obtaining suitable support.
- Discuss with new parents the role of the DSP and the role of safeguarding in the School. Make parents aware of the safeguarding procedures used and how to access the Safeguarding and Child Protection policy.

4. THE ACADEMY COMMITTEE

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility.

The nominated governor for child protection is:

NAME: Mary O'Brien

In particular the Academy Committee must ensure that:

- Safeguarding and Child Protection policy and procedures are in place and reviewed annually;
- safe recruitment procedures are in place and reviewed annually;
- position of trust procedures are in place and reviewed annually;
- a DSP who is a senior member of school leadership team is appointed and notify the LA of any changes in personnel to this role;
- a member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher;
- relevant safeguarding/child protection training is accessed by all school staff/volunteers according to their role and responsibilities;
- the Governing Body considers how children may be taught about Safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE).
- that they receive an annual report from the DSP regarding safeguarding/child protection work undertaken in the year which is shared with the LA or other appropriate body;
- deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required.

5. SCHOOL PROCEDURES – STAFF RESPONSIBILITIES

All school staff and volunteers need to be alert to the potential abuse of children both within their families and from other sources including members of the school community.

If any member of staff is concerned about a child the Designated Senior Person must be informed immediately. There is an absolute responsibility for all members of the school to respond to any suspected or actual abuse of a child in accordance with these procedures

The member of staff must record information regarding the concerns and ensure the written record is passed to the DSP on the same day. The recording must be a clear, precise, factual account of the observations. A record of concern proforma is available on the Sandwell Extranet Safeguarding Virtual Office.

The school will robustly monitor the attendance of children on roll in the school in line with the Attendance Policy. When a safeguarding/child protection concern is raised, attendance concerns will be shared with partner agencies in accordance with local information sharing protocols.

The Designated/Deputy Senior Person will decide whether the concerns should be referred to children's social care via the MASH service. If it is decided to make a referral to children's social care this will be discussed with the parents, unless to do so would place the child at further risk of harm, place a vulnerable adult at risk or compromise and enquiries that may need to be made.

When concerns have been raised regarding a child or they are subject to any multi-agency work a written record will be kept securely and separately from the child's main pupil record.

Whenever a child transfers to another school all school records, including safeguarding/child protection files will be sent to the receiving school in a secure manner and relevant agencies will be informed of the new school that the child has moved to.

The Designated/Deputy Senior Person is responsible for making the Senior Leadership Team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see **Appendix A** for details.

For guidance on use of mobile technologies and their associated risk, please read the School's eSafety Policy.

6. DEALING WITH A DISCLOSURE

Where a pupil actually discloses that he/she has been abused the following guidelines must be followed:

RECEIVE

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, It is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

REACT

- If you need to clarify information ask open-ended questions e.g. "Is there anything you'd like to tell me?", "Can you explain to me..." "Can you describe to me..."
- **Never** ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'
- **Never** ask 'accusing' questions e.g. "Why didn't you tell someone earlier?"
- **Never** criticise the alleged perpetrator, it may be someone that they will continue to live with.
- **Never** ask the pupil to repeat their disclosure for any other member of staff; it is your responsibility to share the information.
- These four factors may compromise enquiries that need to be made later by children's social care or Police.

REASSURE

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

RECORD

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.

- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write and account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.

REFER

- Immediately inform the Designated Senior Person for child protection or in their absence the Deputy Designated Senior Person for child protection, who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the MASH team on 0845 351 0131 for advice.

To consult with your Designated Senior Person for child protection does not mean a referral has been made. This decision is the responsibility of the Designated Senior Person for child protection who will contact the appropriate agency as and when required.

If you are unhappy about the response you receive from your Designated Senior Person for child protection contact the MASH service on 0845 351 0131 where you will be able to speak to a qualified social worker.

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

6.1 IMMEDIATE ACTION TO ENSURE SAFETY

Immediate action may be necessary at any stage to ensure that the safety of children and families.

- If emergency medical attention is required for a child, an ambulance will be called (dial 999) or, if appropriate, the child will be taken to the nearest Accident and Emergency Department. Parents/carers will be informed as soon as practicable.
- If a child is thought to be in immediate danger, the police will be contacted (dial 999) as they alone have the authority to immediately protect a child under Police Protection powers. A referral to children's social care via the MASH service will be made once the immediate danger has passed (dial 0845 351 0131).

7. MAKING A REFERRAL

A referral involves sharing information in line with the **MASH Criteria** to either the Early Help Team, with the consent of the parents/carers, children's social care or the Police in matters of immediate risk.

Parents/carers should be informed if a referral is being made except in the circumstances outlined in **communication with parents**.

However, inability to inform parents for any reason should not prevent a referral being made to children's social care via the MASH Service. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom.

If low level multi-agency support is required for a child and/or their family, the Designated Senior Person for child protection will, with consent of the parent/carer, refer to the Early Help Team to enable a team around the family plan to be initiated. This will be targeted multi-agency support to help the family resolve any identified concerns.

If the concerns are more complex and require statutory intervention then the Designated Senior Person for child protection will refer the matter to Children's Social Care via the MASH service where a decision will be made whether any enquiries are needed under Section 17 (child in need enquiry) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at [Appendix C](#) detailing the referral procedure.

HOW TO MAKE A REFERRAL

Step 1 - call the MASH Service and advise that a referral is being made. Be prepared to give as much of the following information as possible using the SAFER guidelines (see [Appendix B](#))

Step 2 - Submit all supporting evidence within one working day of the verbal referral using the [Early Help Assessment](#) form for referrals to the Early Help Team or the **Multi Agency/Inter Agency Referral Form (MARF)** for referrals to children's social care.

Accurately record the action agreed following the referral or that no further action is to be taken and the reasons for this decision noting with whom discussions were held and who made the decisions on the appropriate school form.

8. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly children's social care and the Police.
- If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information within the expectations of the schools confidentiality policy and other relevant policies e.g. the Safeguarding and Child Protection policy, [SSCB inter-agency procedures](#).

9. COMMUNICATION WITH PARENTS

The school will always discuss concerns with parents/carers unless to do so would:

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

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

10. RECORD KEEPING

When a child has made a disclosure, the member of staff/volunteer should:

- make brief notes as soon as possible after the conversation using the appropriate form utilised by the School;
- not destroy the original notes in case they are needed by a court;
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- record statements and observations rather than interpretations or assumptions;
- distinguish fact from opinion.

All records need to be given to the Designated Senior Person before the end of the working day. No copies should be retained by the member of staff or volunteer.

The Designated Senior Person will ensure that all safeguarding records are managed and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.

11. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

An allegation relates to an adult who works with children (in a paid or unpaid capacity) and they have:

- behaved in a way that has harmed or may have harmed a child;
- possibly committed a criminal offence against, or related to, a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

In these circumstances, the allegation should be taken seriously and the Headteacher, who has the responsibility for managing allegations against persons in a position of trust in school, should be informed immediately.

It is not the responsibility of the person receiving the allegation to make any enquiries or discuss the allegation with any one other than the Headteacher.

As with all other concerns about the welfare of children, the member of staff receiving the allegation should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headteacher.

Under no circumstances should the informant be asked to make a written record of the allegation or asked to sign any documentation. This is the responsibility of the person receiving the allegation.

The Headteacher will not investigate the allegation itself, or take written or detailed statements, but will consult with the Local Authority Child Protection Officers, when appropriate, and if necessary, make a referral will be made to the LADO (Local Authority Designated Officer).

If the Headteacher is implicated in the concerns, Chair of Governors should be informed immediately or, in their absence, the Vice Chair.

The Chair of Academy Committee in this School is:

NAME: Mrs Mary O'Brien

The Vice Chair in this School is:

NAME: Mr John Conlon

The same process will be followed by the Chair or Vice Chair of Governors as that followed by the Headteacher.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document '[Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings](#)'.

If you have safeguarding or child protection concerns relating to the parents/carers of children and you are aware that they work with children, young people or vulnerable adults, you must inform the Designated Senior Person for child protection. This will allow for consideration to be given as to whether the position of trust process needs to be applied.

If it is decided that the allegation meets any of the three criteria outlined above, procedures will be followed in accordance with [SSCB inter-Agency Procedures](#)

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the School's internal procedures.

The Headteacher should, as soon as possible, and after consulting with the Local Authority Designated Officer inform the person against whom the allegation has been made of the concern.

12. SAFE RECRUITMENT

- The school has adopted the Vetting and Barring Scheme and follows these procedures when recruiting new staff.
- The Executive Principal, HR Director, Vice Principal, Family Communications Manager and all members of the HR Team have undertaken training in relation to Safe Recruitment.
- The academy maintains a Single Central Record of all employees, volunteers and governors, plus supply, peripatetic and extended services staff which details the pre-employment checks the schools has made on staff as defined by the Independent Safeguarding Authority.

13. Disclosure and Barring Service (DBS) checks (previously CRB checks)

St Gregory's Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers (including Trustees and Governors) to share this commitment.

The DBS Scheme is supported by the legal framework of the Safeguarding Vulnerable Groups Act 2006. **St Gregory's Catholic Primary School** complies fully with the requirements of the scheme, this will include:

- From September 2010 all new employees and volunteers offered positions commencing after 1 September 2010 will be required to seek DBS registration.
- From 1 November no new employees or volunteers will be able to commence until confirmation of DBS registration is received.
- From 1 November 2010 all those moving post within the **St Gregory's Catholic Primary School** will be required to apply for DBS registration.
- From January 2011 w **St Gregory's Catholic Primary School** will commence a rolling programme of DBS registration for all existing employees and volunteers.
- **St Gregory's Catholic Primary School** will register an interest in all employees and volunteers with the DBS in order to receive updates should an individual's DBS registration status change.
- Details of DBS registration for all employees and volunteers will be held on the Single Central Record.

Disclosure and Barring Service

Introduction:

On December 1st 2012 the Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) merged to become the Disclosure and Barring Service (DBS) as set out under the timetable of the Protection of Freedoms Act 2012. Further legislative changes will come in to effect during 2013 and 2014 and amendments will be made accordingly.

The Disclosure and Barring Service:

The **Safeguarding and Vulnerable Groups Act 2006 and Protection of Freedoms Act 2012** set out the foundation for this scheme. The Disclosure and Barring Service has an Independent Barring Board (IBB) with responsibility for taking barring decisions on new referrals and the management of two barred lists which replaced List 99, PoCA and PoVA Lists.

The system aims to provide employers with a quicker and more effective vetting and barring service. All disclosures for work with children and vulnerable persons are to be at an enhanced level for Regulated Activity.

The new organisation, DBS, will provide a service combining criminal records checking and the barring functions:

- The barring part of the DBS will provide Caseworkers ,who receive and process referrals about individuals, who have harmed ,or who pose a risk of harm to, children, young people or vulnerable adults.
- The checking part of the DBS will allow employers to check and access the criminal record history of people working, or applying to work (whether paid or unpaid) in certain positions, especially those that involve working with children and vulnerable adults.

The DBS website provides a range of advice, guidance and relevant forms.

Safe Recruitment:

All organisations engaging people in '**Regulated Activities**' must have robust and transparent recruitment procedures in place to ensure children, young people and vulnerable adults are safeguarded and they should be familiar with the Local Safeguarding Children Board policies and procedures.

Before recruiting staff (whether paid or unpaid), the following should be considered:

- The application process should include the organisations commitment to safeguarding in for example the Job Description and any other documentation.
- Thorough checks should be made of an applicant's identity, work history and references including any gaps in time.
- Proof of qualifications should be obtained.
- Checks with the Disclosure and Barring Service should be undertaken.
- A probationary period and supervision of the person should take place.
- References should be obtained and verified

This is not an exhaustive list but a framework for sound recruitment practice.

Referrals to the Disclosure and Barring Service:

The Safeguarding Vulnerable Groups Act 2006 (SVGA) places a legal duty on Regulated Activity Providers (employers, volunteer managers and personnel suppliers) to refer any person who has:

- Harmed or poses a risk of harm to a child or vulnerable adult;
- Satisfied the harm test; or
- Received a caution or conviction for a relevant offence.

Under the provisions of the Safeguarding Vulnerable Groups Act, 2006, the following groups have a power to make a referral to the DBS:

- Local authorities (safeguarding role);
- Education and library boards;
- Health and social care (HSC) trusts (NI);
- Keepers of registers e.g. General Medical Council, Nursing and Midwifery Council;
- Supervisory authorities e.g. Care Quality Commission, Ofsted.

Finally it may also be beneficial to register with us (**e-database**) so that you are kept informed of changes to our services as they are applied.

Further information and guidance, including factsheets and instructions can be found in the DBS referrals guidance and **Making Safeguarding Referrals to the Disclosure and Barring Service (DBS) leaflet**.

Referring a teacher in England to the Teaching Agency

If the person to be referred to the DBS is a teacher in England consideration should also be given to refer the case to the Teaching Agency. The Teaching Agency is an Executive Agency of the Department for Education, responsible for the regulation of teachers in respect of serious misconduct.

Find out more at the **Teaching Agency's website**.

REFERRAL

St Gregory's Catholic Primary School has a legal duty to refer appropriate information to the DBS about a person who has harmed or poses a risk of harm to a child or vulnerable adult.

St Gregory's Catholic Primary School will make a referral when a person is removed (or would have been removed) because **St Gregory's Catholic Primary School** believes that:

- They have a caution or conviction for a relevant offence
- Relevant conduct has occurred.
- Harm test is satisfied.

14. MINDED TO BAR

Should **St Gregory's Catholic Primary School** be made aware that the DBS is 'minded to bar' an employee or volunteer of **St Gregory's Catholic Primary School** that person will be suspended from duty pending the outcome of representations and the final decision of the DBS.

15. STATUTORY SCHOOL POLICIES

A full list of statutory policies can be found at the [DfE](#). Note that none of these policies relate to safeguarding and child protection.

16. OTHER RECOMMENDED SAFE ENVIRONMENT POLICIES

Anti-bullying	PSHE curriculum
Drugs and substance misuse	Race, Disability and Equality Policy
E-Safety (including Acceptable Use Policies and Use of Digital Images)	Recruitment and selection
First aid (including management of medical conditions, intimate care)	Physical Intervention
Management of allegations against staff	Whistle blowing

17. USEFUL TELEPHONE NUMBERS

Sandwell MASH Service	0845 351 0131
West Midlands Police	0345 113 5000
Local Authority Designated Officer	0121 565 4770

Policy Name	Safeguarding and Child Protection Policy
Date Reviewed	January 2017 due to legislation update

APPENDIX A: DEFINITIONS OF ABUSE AND NEGLECT

Physical Abuse

Physical abuse 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.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games.
- Injuries which have not received medical attention.
- Reluctance to change for, or participate in, games or swimming.
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation.
- The child gives inconsistent accounts for the cause of injuries.
- Frozen watchfulness.

Possible effects of physical abuse

Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

Emotional Abuse

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 children 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 the 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, though it may occur alone.

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy;
- Obsessions or phobias;
- Sudden underachievement or lack of concentration;
- Seeking adult attention and not mixing well with other children;
- Sleep or speech disorders;
- Negative statements about self;
- Highly aggressive or cruel to others;
- Extreme shyness or passivity;
- Running away, stealing and lying.

Possible effects of emotional abuse

If a child suffers sustained emotional abuse there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

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,
- 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.

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse.
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age.
- Sexual activity through words, play or drawing.
- Repeated urinary infections or unexplained stomach pains.
- The child is sexually provocative or seductive with adults.
- Inappropriate bed-sharing arrangements at home.
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations.

- Eating disorders such as anorexia or bulimia.

Possible effects of sexual abuse

Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem has all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse, once recognised, can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership

- injuries from physical assault, physical restraint, sexual assault.

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.

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Possible effects of neglect

Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service 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.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

APPENDIX B

Aide-memoire for Professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, significant harm

Situation

- I am (give your name / designation / base). I am calling about (child's name(s) / date of birth / address, or mother's details if an unborn child).
- I am calling because I believe this child is at risk of harm.
- The parents are/aren't aware of the referral.

Assessment and actions

- I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered).
- Or: I fear for the child's safety because (provide specific facts – what you have seen, heard and/or been told).
- A Early Help Assessment has/hasn't been completed / followed prior to this referral.
- The child is now (describe current condition and whereabouts).
- I have not been able to assess the child but I am concerned because ...
- I have (actions taken to make the child safe).

Family factors

- Specific family factors making this child at risk of significant harm are (base on the Assessment of Need Framework i.e. parenting capacity, family/environment, child's developmental needs)
- Additional factors creating vulnerability are ...
- Although not enough to make this child safe now, the strengths in the family situation are ...

Expected response

- In line with "Safeguarding Children and Safer Recruitment in Education 2007", "Working Together to Safeguard Children 2013" and Section 17 and / or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).
- Other recommendations.
- Ask: Do you need me to do anything now?

Referral and recording

- I will follow up with a written referral (Early Help Assessment) and would appreciate it if you would get back to me as soon as you have decided your course of action.
- Exchange names and contact details with the person taking the referral.
- Now complete the Early Help Assessment ensuring that it is sent within 24 hours and record details and time and outcomes of telephone referral.

APPENDIX C

CHILD PROTECTION AND THE USE OF SHARED SPORTS FACILITIES:

This policy brings together two really important themes for our young people; being fit and active and keeping safe. All of us who are involved in the many agencies that support our children recognise the enjoyment and health benefits that sport can play in their lives.

Sport has a lot to offer our children. Sports organisations reach a broad audience of young people. Sport can and does have a very powerful and positive influence on young people. It can provide valuable opportunities for success, enjoyment, achievement, personal and social development and development of positive life skills. It can help develop their self-esteem, leadership and teamwork skills. It contributes to a healthy lifestyle by encouraging young people's physical, mental and emotional well-being.

All guidance within this section of the policy should be read in conjunction with the *'Safer in Sports Leaflet'* – DfES

To ensure the safety and wellbeing of young people using sports facilities within a shared environment, a member of staff must always be present whilst using the facility. Staff must ensure the changing room is not being used by adults at the time children are to use them. This also applies to the use of toilet facilities.

Adults should not change or shower at the same time as the young people using the same facility.

Young people should be supervised at all times in the changing rooms by a member of staff or volunteer of the same sex.

If any young person is uncomfortable changing or showering in public no pressure should be placed on them to do so. In this instance, encourage them to change or shower at home.

If the activity is mixed gender, separate changing facilities should be made available. Parents should be informed on an annual basis that facilities are offsite and the site is open to the public.

The offsite facility must have their own Child Protection Policy and have a designated welfare officer to deal with any issues.

APPENDIX D

The role of the Headteacher is to:

- Put in place procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by Sandwell Safeguarding Children Board and easily available to all staff and volunteers for reference.
- Be responsible for following local procedures for allegations against persons in a position of trust and attend all relevant meetings when required.
- Liaise with the nominated governor on child protection issues and the School policy.
- Appoint a designated member of staff for child protection to co-ordinate action within the school and liaise with other agencies, as appropriate, on suspected cases of safeguarding and child protection.
- Ensure that the designated member of staff for child protection receives appropriate training and support.
- Understand the role of the designated member of staff for child protection.
- Ensure that all staff know and are alert to signs of possible abuse and know what to do if they have any concerns or suspicions.
- Make parents aware of the school's child protection policy.
- Work with appropriate local partners to create a safe environment for children at the School.
- Make certain that when school premises are used by members of the public, care is taken to ensure that children are not placed at risk. Where activities take place during the school day, the school and its governing body need to ensure that effective arrangements are in place.
- Ensure when services or activities are provided directly by school staff the school's arrangements for child protection will apply.
- Ensure when services or activities are provided separately by a third party, the governing body should seek assurance that the body concerned has appropriate policies and procedures in place and that written agreements make clear the lines of accountability. Consideration should be given, when approving a letting, as to the backgrounds of the individuals making use of the premises. A risk assessment should be conducted prior to any letting taking place; the ultimate responsibility for approving lettings rests with the Governing Body of the school.

The role of the designated member of staff for child protection and safeguarding manager

This role is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection issues and that there is a dedicated resource available for other staff, volunteers and governors to draw upon.

The designated member of staff for child protection should be a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the local authority (LA), and working with other agencies.

The designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post including

committing resources to child protection matters, and where appropriate directing other staff.

Broad areas of responsibility proposed for the Designated Member of Staff for Child Protection and Safeguarding Manager

Referrals:

- Support vulnerable children/families or refer cases of suspected abuse to the relevant service or investigating agency
- act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies
- liaise with Headteacher to inform them of any issues and ongoing investigations and ensure there is always cover for this role.

Training:

- to recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how the Sandwell Quality Assurance Unit operates, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school 's child protection policy especially new or part time staff who may work with different educational establishments;
- ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise including trainee teachers and supply teachers;
- be able to keep detailed accurate secure written records of referrals/concerns;
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness:

- ensure the school's child protection policy is updated and reviewed annually and work with the governing body regarding this;
- ensure parents/carers see copies of the child protection policy to ensure they are aware of the fact that referrals may be made and the role of the school therein;
- where children leave the establishment, ensure their child protection file is copied for the new establishment as soon as possible but transferred separately from main student file. If a child leaves and the new school is not known, the appropriate process is used so that these children can be included on the database for lost students.
- Although the designated member of staff for child protection is responsible for following safeguarding and child protection procedures, it is not their responsibility or that of other school staff in schools to investigate suspected abuse. No further action should be taken than those defined in the School child protection policy, inappropriate action may compromise further action.

The role of the Governing Body is to:

- have a signed safeguarding and child protection policy and procedures in place that are in accordance with procedures issued by the Sandwell Safeguarding Children Board procedures as well as relevant legislation and ensure the policy is made available to parents on request;
- operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including Enhanced Criminal Record Bureau checks as defined in the guidance issued by the Independent Safeguarding Authority (ISA)
- have procedures for dealing with allegations of abuse against members of staff and volunteers that comply with local guidance.
- have a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA, and working with other agencies and ensure that they undertake training relevant to their role at least every 2 years.
- ensure the Headteacher, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at least every 3 years, and that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities;
- remedy any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay;
- ensure that a member of the governing body (Mr Ashley Savell-Boss - Chair) is nominated to be responsible for liaising with the LA and /or partner agencies, as appropriate in the event of allegations of abuse being made against the Headteacher.
- review its policies and procedures annually and provides information to the LA about them and about how safeguarding and child protection duties have been discharged.
- recognise the contribution the school can make to helping children keep safe through the PSHE curriculum.
- ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to current legislation.
- Appoint an individual member of the governing body to champion child protection issues within the school, liaise with the Headteacher/safeguarding manager about them, and provide information and reports to the governing body. It is not appropriate for that person to take the lead in dealing with allegations of abuse made against the Headteacher. That is more properly the role of the chair of governors or, in the absence of a chair, the vice/deputy chair.
- Make certain that when school premises are used by members of the public, care is taken to ensure that children are not placed at risk. Where activities take place during the school day, the school and its governing body need to ensure that effective arrangements are in place.
- Ensure when services or activities are provided directly by school staff the school's arrangements for child protection will apply.
- Ensure when services or activities are provided separately by a third party, the governing body should seek assurance that the body concerned has appropriate policies and procedures in place and that written agreements make clear the lines of accountability. Consideration should be given, when approving a letting, as to the backgrounds of the individuals making use of the premises. A risk assessment should be conducted prior to any letting taking place; the ultimate responsibility for approving lettings rests with the Governing Body of the school.

- Whether the governing body acts collectively or an individual member takes the child protection lead, it is imperative that all governors undertake child protection training to understand the processes that the School should follow.

APPENDIX E

www.nspcc.org.uk

Why looked after children are a priority

There are around 90,000 children in care at any one time in the UK (see [statistics](#)). The majority enter care because of abuse and neglect and 45% have a diagnosable mental health condition ([Meltzer et al, 2003](#)). For these children care is a vital part of our child protection and family support system.

Thanks to dedicated carers and other professionals there have been significant improvements to the care system in recent years and the government has made improving care a priority. But care still fails some of our most vulnerable children, with too many going on to have poor experiences in care or after they leave.

Generally children in care continue to have poorer outcomes than the wider population – particularly in relation to educational achievement, homelessness and mental health. It is difficult to determine the extent to which these outcomes were caused by the child's experiences prior to coming into care, rather than their experiences once in care. However we do know that further support is needed to help these children and young people overcome the effects of the abuse and neglect they have suffered.

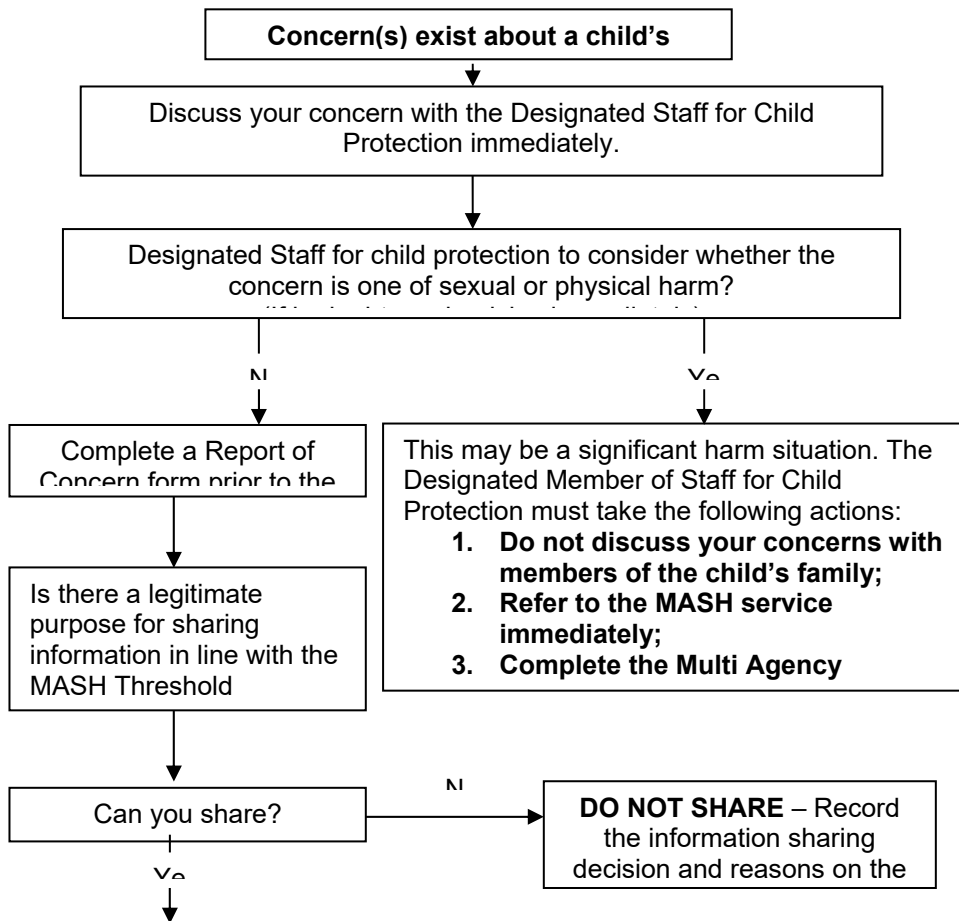
It is wrong to assume all children in care are kept safe. A minority are at continued risk of abuse or neglect, including from their carers, other young people and those in the wider community who target them.

Children in care who call ChildLine tell us that they continue to feel vulnerable and isolated, leaving them at risk of harm. For some, care does too little to compensate for the harm they have already suffered and for others the care experience compounds that harm (see [Looked after children talking to ChildLine, 2011](#)).

Better support is needed to help these young people overcome the effects of the abuse and neglect they have suffered and to enable them to realise their potential. Care must provide effective therapeutic support for children and young people and protect them from current and future harm.

The NSPCC is committed to ensuring care provides a positive, supportive experience for all looked after children.

SAFEGUARDING AND PROMOTING CHILDREN'S



SHARING INFORMATION WHEN THERE ARE NO SIGNIFICANT HARM CONCERNS:

- Record the concern on a Report of Concern form, distinguishing fact from opinion.
- Consider whether the criterion for a Common Assessment Framework (EARLY HELP ASSESSMENT) is met, and complete a **Part 1 notification form** with consent of the parent/carer if appropriate. Consider lack of consent as an additional risk factor.
- Inform the person the information relates to that the information has/is being shared, if they were not aware of this, and if it would not create or increase the risk of harm to the child, a vulnerable adult or compromise

APPENDIX F

Peer on Peer Abuse Definition

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

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

Allegations of Abuse made against other Children

It is recognised that sometimes children are capable of abusing their peers. All children should be able to attend school and learn in a safe environment. When this is compromised by the actions or behaviours of their peers this will be dealt with through our behaviour policy.

Prevention is a fundamental method of minimising risks and we will do this by:

- providing developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified at risk
- developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils

Sometimes allegations are made of a specific safeguarding nature. These may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Some of the features of these could include:

- Allegations against an older pupil's behaviour towards a younger child
- Is of a serious nature possibly related to a criminal offence

- Indicates that other pupils have been affected by this pupil

Sandwell specific guidance

Consideration will be given to whether the complaint raises a safeguarding concern and then report to the designated safeguarding person.

A factual record should be made but no attempt should be made to investigate at this stage,

The DSL can discuss the case with advisory personnel such as the COG or the Education safeguarding officer to determine if a referral to MASH is required. If there is an indication that a criminal offence has been committed then the police may become involved. School may be advised to refer this case to the police or advise parents to do so.

The DSL will speak to parents of the victim(S) and the alleged perpetrator to inform them of the referral as long as it does not put either parties at risk of further harm.

Records of action and advice will be kept on both children's file

Consideration will be given to whether the alleged perpetrator should be excluded from school according to the school's behaviour policy

If Children Services decide there will be no further action a thorough investigation will be carried out in school using the schools usual disciplinary procedure

If the school consider a safeguarding risk is still present then a full risk assessment will be carried out with a date set for follow up review.

Risks

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals should be vigilant if abusive behaviour between pupils occurs and take appropriate actions.

Professionals should be aware of the potential uses of information technology for bullying and abusive behaviour between pupils.

Professionals should be aware of the added vulnerability of children who have been the victims or been exposed to violent crime, including the risk that they may respond to this by abusing younger or weaker children.

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

Protection and Action to be taken

It is not enough to respond to incidents as they arise: all agencies that work with children should strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it. Agencies should have a policy on bullying, and on sexual and racial harassment. They should also consider the effect of adult behaviour on children who may view them as role models.

Any professional who feels that a young person has abused another child or young person should notify children's social care without delay. They will arrange Strategy Discussion through the MASH which will include the referring agency and the police.

In order to give priority to them, issues relating to the safety of victims and potential victims must be discussed first and completely separately from any issues relating to the needs of the alleged perpetrator. This will usually require separate meetings.

The strategy discussion will consider:

- Whether the alleged perpetrator seems to pose a continuing risk to any child;
- How to protect any child who appears to be at immediate risk of significant harm;
- Whether Section 47 Enquiries should be initiated (or continued if they have already begun) and how they should be handled; and
- What action should be taken in respect of the alleged perpetrator, for example arranging a risk management meeting.

It is important to co-ordinate action to address these issues: no agency should initiate action that has implications for another agency without appropriate consultation unless this is unavoidable in order to protect the safety of a child.

The victim

The strategy discussion will consider what action is necessary to ensure the immediate safety of the identified victim(s) and what further enquiries are necessary to assess any further risk. A child protection conference must be arranged unless the child does not appear to be at continuing risk of significant harm.

Where a young person has abused a sibling, planning must include consideration of the support needs of the parents. If victim and perpetrator are members of the same family/household, before making any arrangement to return the perpetrator to the family/household it is critical to ensure that the victim's views have been heard and that s/he feels safe.

A child protection conference may conclude that the victim is not in need of a child protection plan, but may be a child in need of support to address her/his needs arising from the abuse - for example referral to The Children's Society (formerly My Shield) Counselling Service, CAMHS or another victim support agency.

The alleged perpetrator

It is not appropriate to initiate Section 47 Enquiries in respect of the alleged perpetrator unless there is information suggesting that they are at continuing risk of significant harm.

However young people who abuse others frequently have considerable needs themselves, so an assessment of the alleged perpetrator's needs should be carried out.

Any decision on action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be done to minimise this risk. If the alleged perpetrator is over the age of 10, consideration should also be given to whether action under the criminal justice system would be appropriate.

If there is evidence that the alleged perpetrator has also been the victim of abuse, the police will consider whether to initiate a separate criminal investigation relating to this.

The alleged perpetrator is likely to pose a continuing risk to others unless the opportunity for further abuse is ended and the young person and their family have agreed to work with relevant agencies to address the problem. It has also been proposed that the risk remains high unless the young person accepts responsibility for the abusive behaviour, but more recent research has suggested that in the case of sexually harmful behaviour, denial may be rooted in shame and a well-founded fear of consequences of admission. Consequently, while denial will have consequences for the treatment approach, it does not necessarily indicate that sexually harmful behaviour is likely to be repeated.

Assessment of an alleged perpetrator's needs will include consideration of:

- The nature, extent and context of the abusive behaviours;
- The young person's development and family and social circumstances;
- Whether the young person appears to pose a continuing risk and, if so - Who is likely to be at risk from him/her (for example self, other children, adults at risk, particular children, particular adults), and

The nature and degree of the risk;

- The young person's need for services, both those which relate to his/her harmful behaviour and other significant needs;
- Whether the young person is also at risk of significant harm and should be the subject of a child protection conference; and
- Whether action is to be taken within the criminal justice system.

If the abusive behaviour is sexual in nature, it may be helpful during this assessment to consult the sexually harmful behaviour team.

If there is a criminal case pending, the young person may have been instructed not to co-operate with an assessment and this must be taken into consideration when discussing the offence with them.

If the Assessment concludes that the young person poses a continuing risk to others, children's social care will arrange a risk management meeting. This meeting should be attended by:

- Persons who have responsibility for the welfare of any child who has been identified as currently being at risk from the perpetrator;
- Persons who have responsibility for the welfare of the perpetrator;
- Persons who have access to resources which are likely to be required to safeguard any child; and

- If the young person appears to pose a risk to adults at risk, adult social care and carers of any adult who has been identified as currently being at risk from him/her.

It may be appropriate to invite the sexually harmful behaviour team to attend the meeting or to submit written or verbal advice on the issues to be discussed.

It is important to keep the risk management meeting separate from any child protection conference. The purpose of the risk management meeting is to reduce the risk which the perpetrator poses to children and adults at risk both at present and in the longer term. This will include:

- Ensuring the safety of children who are likely to come into contact with the perpetrator in the immediate future;
- Action to address the perpetrator's behaviour and attitudes; and
- Monitoring progress.

The meeting will make recommendations and, where possible, will make commitments about action to be taken and resources to be provided for the safety of the children involved. Any recommendations should be based on the following assumptions:

- A victim of abuse must not be left in contact with her/his abuser without adequate protection; and
- Moving the perpetrator away from the victim to another place where there are children may not reduce the overall risk to potential victims, and may actually increase it.

The long-term control of risk may depend on an addressing any unmet needs of the perpetrator. This will be co-ordinated by children's social care.

Other children

The strategy discussion will consider:

- Whether the alleged perpetrator appears to pose a risk to any other children and young people or to adults at risk;
- Whether any further assessment of this risk is needed;
- What immediate action, if any, should be taken to minimise this risk; and
- Whether to initiate section 47 enquiries in respect of any of these children and young people.

Issues

Particular difficulties arise in responding to a child or young person who abuses another child because:

- There is no clear dividing line between abusive behaviour and normal childhood behaviour;
- Many adults who abuse children repeatedly established this pattern of behaviour in childhood or adolescence, but a single incident of abuse does not indicate that a young person is likely to abuse again; and
- Some young people who abuse have themselves been abused, but this cannot be assumed in any particular case.

The guiding principles for dealing with these situations are:

- The needs of the victim and the needs of the alleged perpetrator must be considered separately;
- In addition to safeguarding the identified victim, agencies must consider whether the alleged perpetrator seems to pose a risk to any other children;
- Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes;
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children;
- There should be a co-ordinated approach by child welfare, youth offending, education and health agencies. No agency should start a course of action that has implications for any other agency without appropriate consultation.