



# Child Protection Policy, Procedure and Guidance

*This policy should be read alongside the separate policy for safeguarding within the school.*

**This document is based on guidance from the 2023 KCSiE.**

**Reviewed by Governors Sept 2023**

**To be reviewed at least annually**

**To be reviewed Sept 2024**

Governor print \_\_\_\_\_

Governor signed \_\_\_\_\_

Date \_\_\_\_\_

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## **Joseph Turner Primary School Child Protection Policy**

This document is based on guidance from the 2023 KCSiE.

### **Policy Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of “it could happen here” where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Specific guidance is available to staff within the procedure documents.

### **Definitions**

Within this document:

**Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

**Child** refers to all young people who have not yet reached their 18<sup>th</sup> birthday. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and pupils from other establishments

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

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

### **Aims**

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.

### **Principles and Values**

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.
- At Joseph Turner Primary School, we recognise the importance of promoting healthy friendships and relationships through the whole school ethos, child protection and behaviour policy, and anti-bullying work. Positive relationships with school staff will encourage children to disclose any worries about their own safety or the safety of another pupil. Key messages about healthy relationships are taught to all ages using age and stage appropriate language to explore topics

such as friendships, appropriate touch, keeping safe, recognising and assessing risk and knowing how and where to get help when needed.

- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the school will work openly with parents as far as possible, the school reserves the right to contact children's social care or the police, without notifying parents if this is in the child's best interests.

### **Leadership and Management**

We recognise that staff anxiety around child protection can undermine good practice and so we have established clear lines of accountability, training and advice to support the process and individual staff within that process.

At Joseph Turner, any individual can contact the designated safeguarding lead (DSL) if they have concerns about a young person.

**DSL is *Rebekah Darby (Safeguarding Lead)* the deputy DSL is *Laura Collins (Head Teacher/SENCO)*.**

***Other Designated Safeguarding Persons are the other Senior Leadership Team members: Lesley-Anne Blackhurst (Deputy Headteacher), Sarah Purcell and Christopher Weaver (Assistant Head Teachers).***

There is a nominated governor-***Steve Walker (Chair of Governors)***, who will receive reports of allegations against the headteacher and act on the behalf of the governing body.

There is a dedicated teacher for Looked After Children who has been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked after Children and engaging with the DSL. **At Joseph Turner Primary the dedicated teacher for Looked After Children is *Rebekah Darby (Safeguarding Lead)*.**

### **Training**

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided every year in September with separate training to all new staff on appointment as part of our induction procedures. The DSL and Deputy DSL will attend annual training to enable them to fulfil their role.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

### **Referrals**

Following any concerns raised by staff, the DSL/Deputy DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL/Deputy DSL will contact Sandwell Children's Trust. If the DSL/Deputy DSL is not available, then a DSP will manage the situation on their behalf.

Generally, the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate.

***N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police or if informing the parents/carers about a referral would put the child at risk of significant harm.***

### **Confidentiality**

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school on a 'need to know' basis.
- All staff are aware that they cannot promise a child to keep a disclosure confidential.

**As a school we will educate and encourage pupils to keep safe through:**

- The content of the curriculum, including extra workshops planned in throughout the year.
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

**Dealing with allegations against staff**

If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the head teacher **Laura Collins**. The local authority designated officer (LADO) will be contacted and the relevant guidance will be followed.

If the allegation is against the headteacher, the person receiving the allegation will contact the LADO or nominated governor directly.

**Dealing with allegations against pupils**

If a concern is raised that there is an allegation of a pupil abusing another pupil within the school, the 'dealing with allegations against pupils' guidance will be followed (Annex 5).

**Legal context**

Section 175 (maintained schools) or section 157 (independent schools and academies) of the education act 2002.

Children act 2004 & 1989

Guidance

[Sandwell childrens safeguarding partnership](#) protocols and guidance and their procedures.

[Working together to safeguard children 2018](#)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181955/Keeping\\_children\\_safe\\_in\\_education\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf)

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006#:~:text=education%20psychologists-Disqualification%20by%20association,in%20a%20relevant%20school%20setting.>

**Annual review**

As a school, we review this policy at least annually in line with DfE, SCSP (Sandwell Children's Safeguarding Partnership) and other relevant statutory guidance.

**Roles and responsibilities within Joseph Turner Primary School**

**Staff responsibilities**

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- 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 about any problems.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Complete annual online safeguarding training in order to be aware of the signs of the abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as possible using the school's reporting procedures.
- If the disclosure is an allegation against a member of staff they will follow the allegations' procedures (Annex 4).
- Follow the procedures set out by the SCSP and take account of guidance issued by the DfE.

- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify DSL of any child on a child protection plan who has unexplained absence.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the designated safeguarding lead (DSL) and deputy DSL are and know how to contact them.

#### **Senior leadership team responsibilities:**

- Contribute to inter-agency working in line with guidance (working together to safeguard children 2018)
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Working with children’s social care, support their assessment and planning processes including the schools’ attendance at conferences, core group meetings, Children in Need meetings and provide reports when requested from outside agencies.
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- Treat any information shared by staff or pupils with respect and follow procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE) and Sandwell Children’s Safeguarding Partnership (SCSP).

#### **Governing body responsibilities**

- The school has effective safeguarding policies & procedures including a child protection policy and a staff code of conduct
- SCSP is informed annually about the discharge of duties via the safeguarding audit
- Recruitment, selection and induction follows safer recruitment practice.
- Allegations against staff are dealt with by the headteacher.
- A member of the senior staff team is designated as designated safeguarding lead (DSL) and have this recorded in their job description
- Staff have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay
- They have identified a nominated governor for allegations against the headteacher

In addition to the role of staff and senior leadership team the DSL will

- Assist the governing body in fulfilling their responsibilities under section 175 or 157 of the education act 2002
- Attend training to provide them with the knowledge and skills required to carry out the role. The training should be updated at least every two years.  
Ensure any deputies attend training to provide them with the knowledge and skills required to carry out the role. The training should be updated at least every two years.
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL
- Ensure that whole school training occurs annually so that staff and volunteers can fulfil their responsibilities
- Ensure any members of staff joining the school outside of this training schedule receive induction prior to commencement of their duties
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk

- Ensure that copies of safeguarding records are transferred accordingly (separate from pupil files) when a child transfers school
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed
- Link with the SCSP to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse.

### **Joseph Turner Primary School child protection procedures**

#### **Overview**

The following procedures apply to all staff working in the school and will be covered by annual training, and refresher training as part of professional development, to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

#### **If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:**

1. Make an initial record of the information on CPOMS if they are an employee of the school or on a red cause for concern form if the person is a supply member of staff or professional visitor
2. Report it to the DSL immediately
3. The Designated Safeguarding Team will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL is not immediately available (see point 8 below)
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within the same working day, of all that has happened, including details of:
  - Dates and times of their observations
  - Dates and times of any discussions they were involved in.
  - Any injuries
  - Explanations given by the child / adult
  - Any actual words or phrases used by the child
  - What action was taken

Any red Cause for Concern forms completed by visitors must be signed and dated by the author. This must be handed to DSL, deputy DSL or DSP and they will then scan it and upload it to the pupils CPOMS profile.

#### **Following a report of concerns from a member of staff, the DSL must:**

1. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to children's social care
2. Normally the school would try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to children's social care. However, in accordance with DfE guidance, this should only be done when it will not place the child at

increased risk or could impact a police investigation. The child's views should also be taken into account.

3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact the MASH team (0121 569 3100). Lisa Harvey and her team are the Education Representatives for the MASH team. A clear statement should be made of:
  - the known facts
  - any suspicions or allegations
  - whether or not there has been any contact with the child's family

If the DSL feels unsure about whether a referral is necessary, to discuss concerns they can phone the Education Representative Team at the MASH team and ask for:

Lisa Harvey 0121 569 8144, 07747 118 729

Louise Atkinson 07341 795 787

Beverley Need 07775360203

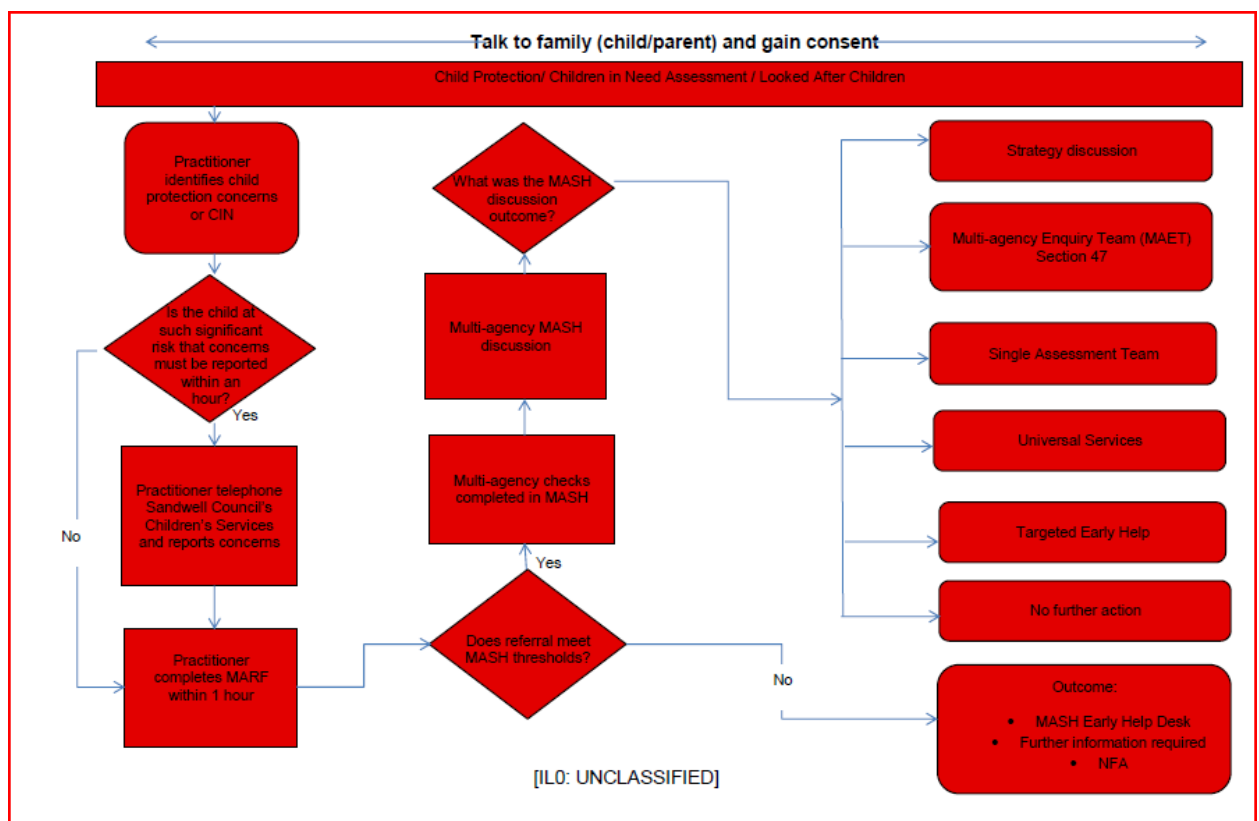
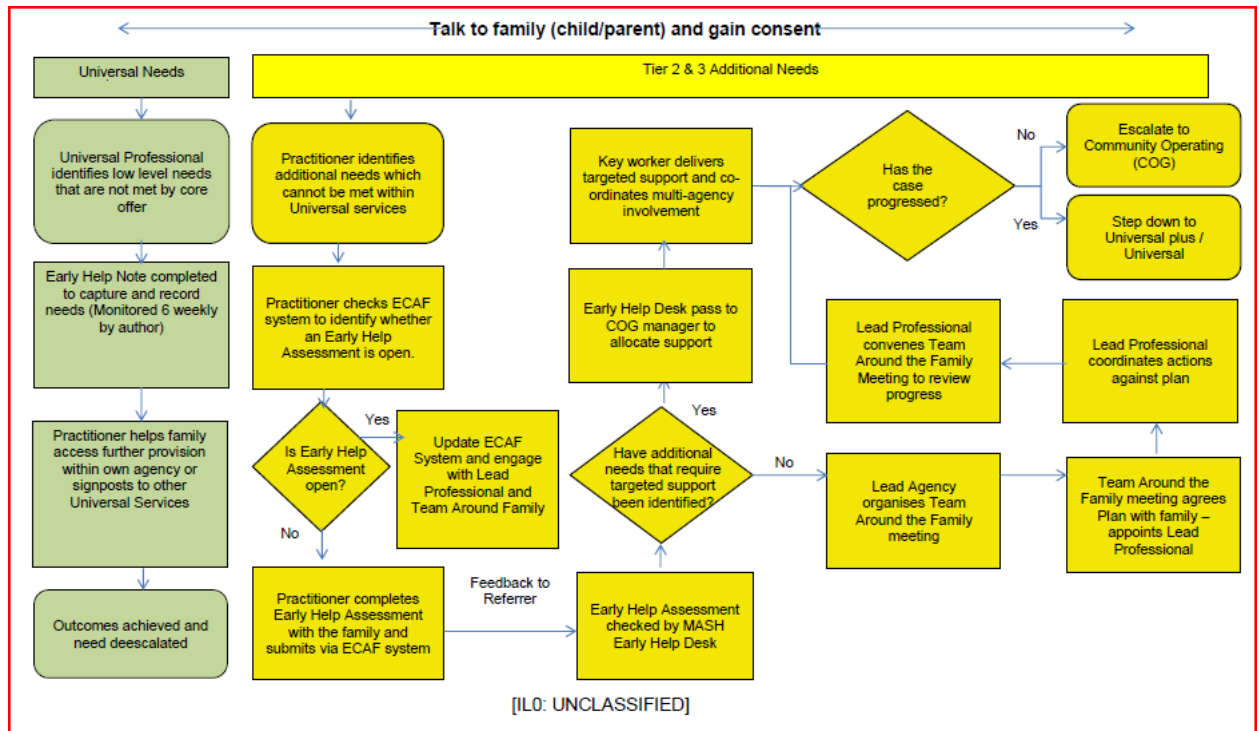
Jemma Jones 07393 009 664

4. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process or low level family support provided by school.
5. The DSL must confirm any referrals in writing to The Children's Trust as soon as possible and before the end of the working day, including the actions that have been taken. The written referral should be made using the Multi-Agency Referral Form (MARF) which will provide the MASH team (including children's social care) with the supplementary information required about the child and family's circumstances. The information is sent via email, which is secure – [access\\_team@sandwellchildrenstrust.org](mailto:access_team@sandwellchildrenstrust.org)
6. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify Sandwell Children's Trust through the MASH team by phone (0121 569 3100) of the occurrence and what action has been taken. The MARF will then be submitted as soon as possible.
7. Where there are doubts or reservations about involving the child's family, the DSL should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
8. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DS Team should ensure that an ambulance has been called, 101 is called to report to the police and Sandwell Children's Trust have been contacted. The DS team should seek advice about what action Sandwell Children's Trust will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

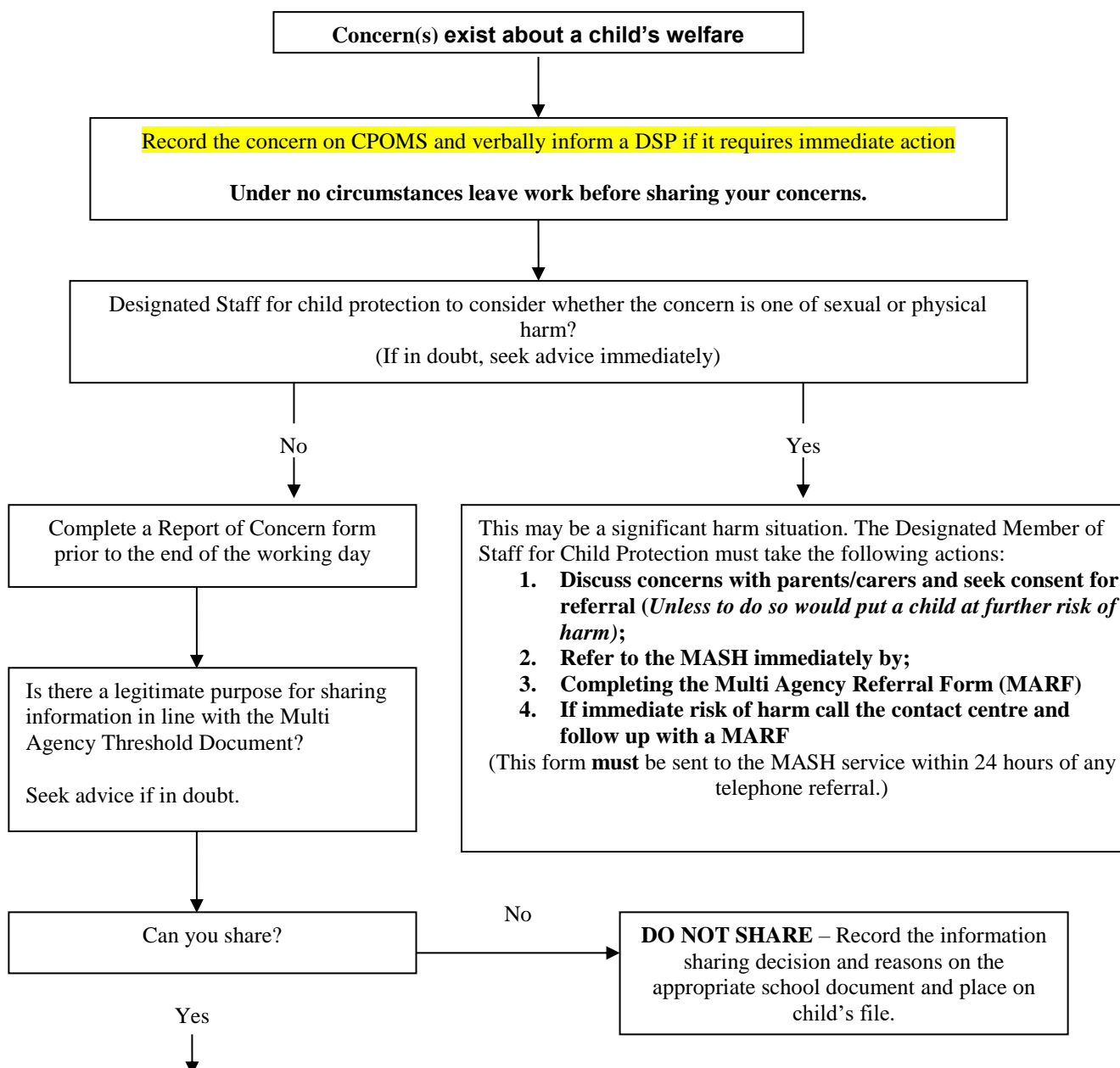
### **Parents with safeguarding concerns**

Parents and carers can raise concerns at any time with the schools Designated Safeguarding Lead in school. During the school holidays, parents and carers can report safeguarding and child protection concerns to Tipton's Strengthening Families Service (Early Help), and the contact is Naomi Clarke on 0121 569 7291 or the Multi Agency Safeguarding Hub on 0121 569 3100.





### Flowchart for child protection procedures Sandwell



#### SHARING INFORMATION WHEN THERE ARE NO SIGNIFICANT HARM CONCERNS:

- Record the concern on a Report of Concern form, distinguishing fact from opinion. Using the Multi Agency Threshold Document consider if your concern meets the threshold (safeguarding concerns) for the offer of an early help assessment or the threshold for risk of significant harm (child protection).
- Early Help – concerns that you believe are safeguarding concerns. Complete **Early Help Assessment** and submit via e-caf.
- Child Protection MASH – concerns that you believe are child protection concerns. Contact your designated lead for child protection; consult with Early Help Social Worker for advice and guidance. Send completed **MARF** (multi-agency referral form) via secure e-mail to [access\\_team@sandwellchildrenstrust.org](mailto:access_team@sandwellchildrenstrust.org) or if an emergency that cannot wait an hour – call the MASH on 0121 569 3100.
- Record** the information sharing decision, your reasons, and open a confidential Safeguarding file for the child (if one does not already exist). Also note any agreed action, who is to complete this and by when.

**Dealing with disclosures****All staff should:**

A member of staff who is approached by a child should listen positively and try to reassure them.

**They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe.** The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

**Guiding principles, the seven R's****Receive**

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

**Reassure**

- Reassure the pupil, but only so far as is honest and reliable
- **Don't** make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- **Do** reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

**Respond**

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- **Do not** ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- **Do not** criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- **Do not** ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

**Report**

- Share concerns with the designated safeguarding lead as soon as possible
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

## **Record**

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map on the Child Protection Disclosure/Cause for Concern Record Form to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

## **Remember**

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

## **Review (led by DSL)**

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

## **What happens next?**

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

**Allegations against staff**

**Procedure**

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children**

In dealing with allegations or concerns against an adult in the school, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Headteacher or the DSL as soon as possible.
- If an allegation is made against the Headteacher, the concerns need to be raised with the LADO or nominated governor as soon as possible.
- Once an allegation has been received by the Headteacher or nominated governor they will contact the Local Authority Designated Officer-Belinda Greasby on 0121 569 4770 as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- Inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to Sandwell Children's Trust and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from HR in following procedures set out in 'keeping children safe in education' (2023) and the SCSP procedures.

The school has a separate Allegations Against Staff Policy.

**Managing allegations against other pupils**

DfE guidance keeping children safe in education (2023) says that 'governing bodies should ensure that there are procedures in place to handle allegations against other children'. The guidance also states the importance of minimising the risks of child-on-child abuse. In most instances, the conduct of pupils towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older pupils and their behaviour towards younger pupils or those who are vulnerable.

**The safeguarding implications of sexual activity between young people**

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

The age, maturity and understanding of the children;

Any disability or special needs of the children;

Their social and family circumstance;

Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;

Any evidence of pressure to engage in sexual activity;

Any indication of sexual exploitation;

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy.

Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)

**Policy:**

At Joseph Turner Primary School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

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

**Prevention:**

As a school we will minimise the risk of allegations against other pupils by: -

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

### **Allegations against other pupils which are safeguarding issues**

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

If the allegation: -

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

Examples of safeguarding issues against a pupil could include:

#### **Physical Abuse**

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

#### **Emotional Abuse**

- Blackmail or extortion
- Threats and intimidation

#### **Sexual Abuse**

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

#### **Sexual or criminal Exploitation**

- Encouraging other children to engage in inappropriate sexual behaviour (for example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts
- Children and young people are manipulated and coerced into committing crimes.

#### **Procedures:**

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL should contact the MASH team to discuss the case and seek advice
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, the MASH team involve the police

- Parents, of both the pupil being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned



**Safeguarding Statement from the Information Booklet for Visitors, Governors, Volunteers and Temporary/Supply Staff**

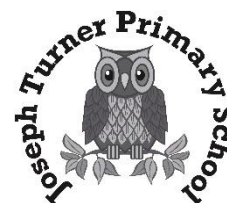
*(please refer to safeguarding folders in classrooms for full booklet or request a copy from the front office)*

**Information for Visitors**

**Welcome to Joseph Turner Primary School**

***Eager to Learn and Proud to Achieve***

***Working together to inspire lifelong learners***



Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

**Safeguarding Statement**

Joseph Turner Primary School is committed to the highest standards in protecting and safeguarding the children entrusted to our care. Our school will support all children by:

- \* Promoting a caring, safe and positive environment within the school
- \* Encouraging self-esteem and self-assertiveness
- \* Effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff working with children are well placed to identify such abuse. In order to protect our children, we aim to:

- \* Create an atmosphere where all our children can feel secure, valued and listened to
- \* Recognise signs and symptoms of abuse
- \* Respond quickly, appropriately and effectively to cases of suspected abuse

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you **must** contact the following staff member as quickly as possible:

**Rebekah Darby (Designated Safeguarding Lead)**

**Laura Collins (Head Teacher and Deputy Designated Safeguarding Lead)**

**Other Designated persons are:**

**Lesley-Ann Blackhurst (Deputy Headteacher)**

**Sarah Purcell (Assistant Headteacher)**

**Christopher Weaver (Assistant Headteacher)**

**Sophie Lamb (Teacher)**

Anything could cause a concern, such as, a child disclosing any form of abuse, unexplained marks or bruises, any obvious changes in mood, personality or temperament.

You will be asked to complete a written record of the concern.

**Everyone** working with our children their parents and carers should be aware that:

- Their role is to listen and note carefully any observations which could indicate abuse.
- They should not attempt to investigate once the initial concern is raised
- They should involve the Designated Safeguarding Leader (DSL) or deputy DSL immediately.
- Disclosures of abuse or harm from children may be made at any time
- No adult should ever work alone with one child at any time behind a closed door

A decision on whether to take the matter further is then taken with the support of the Local Authority Child Protection Team.



**What is child abuse?**

The following definitions are taken from *working together to safeguard children* HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation

**What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

**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.

**Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for 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)
- 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

### Neglect

#### **The nature of neglect**

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

#### **Neglect can include parents or carers failing to:**

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

#### **NSPCC research has highlighted the following examples of the neglect of children under 12:**

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. An appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

#### **Indicators of neglect**

***The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.***

#### **Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

### **Behavioural indicators of neglect**

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

### **Emotional abuse**

#### **The nature of emotional abuse**

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

#### **Indicators of emotional abuse**

##### **Developmental issues**

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

##### **Behaviour**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

##### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### **Emotional responses**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

### **Physical abuse**

#### **The nature of physical abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (CPOMs) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

#### **Indicators of physical abuse / factors that should increase concern**

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

**In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carers) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

#### **You should be concerned if the child or young person:**

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather

- is unnaturally compliant in the presence of parents/carers
- has a fear of medical help or attention
- admits to a punishment that appears excessive

## **Sexual abuse**

### **The nature of sexual abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

### **Characteristics of child sexual abuse:**

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

## **Indicators of sexual abuse**

### **Physical observations**

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

### **Behavioural observations**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

**Annex 7****Useful contacts**

<b>Key Personnel</b>	<b>Name(s)</b>	<b>Telephone n.o/email</b>
Designated Safeguarding Lead	Rebekah Darby	0121 557 8733 option 2
Deputy DSL	Laura Collins	0121 557 8733
Designated Safeguarding Persons	Lesley-Anne Blackhurst Sarah Purcell Christopher Weaver Sophie Lamb	0121 557 8733
Nominated governor and Chair of governors	Steve Walker	Steve.walker@jtpschoo.org
School's named "Prevent" lead	Rebekah Darby	0121 557 8733 option 2
Channel Birmingham and Black Country coordinator		0121 251 0239 Prevent@west-midlands.pnn.police.uk
Sandwell Strategic Prevent Coordinator	Pardeep Brar	07500 129 348 0121 569 4725 <a href="mailto:pardeep_brar@sandwell.gov.uk">pardeep_brar@sandwell.gov.uk</a>
Prevent Education Officer	Justin Nixon	07790396643 0121 569 2252 <a href="mailto:justin_nixon@sandwell.gov.uk">justin_nixon@sandwell.gov.uk</a>
Prevent Community Engagement Officer	Brahmpreet Kaur Gulati	07775112471 <a href="mailto:brahmpreet_gulati@sandwell.gov.uk">brahmpreet_gulati@sandwell.gov.uk</a>
Prevent Support Officer	Uzma Ameen Bhatti	07717427057 <a href="mailto:uzma_ameenbhatti@sandwell.gov.uk">uzma_ameenbhatti@sandwell.gov.uk</a>
Tipton Strengthening Families Service (Early Help and Support)	Naomi Clarke – SF manager	0121 569 7291 07917 087 966
Sandwell Children's Trust - MASH	Enquiry/referral line NB: This number is available outside of normal working hours Lisa Harvey - Education Representative	0121 569 3100  0121 569 8144/07747 118 729
Safeguarding advisors / local authority designated officers (LADOs)	Quality Assurance Michelle Pinnock-Ouma	0121 569 4800 0121 569 4770 <a href="mailto:sandwell_lado@sandwellchildrenstrust.org">sandwell_lado@sandwellchildrenstrust.org</a>
West Midlands Police	PC Hughie Treasure (advice) PCSO George Lewis	101 or in emergencies 999 07393 763 145 <a href="mailto:george.lewis@westmidlands.police.uk">george.lewis@westmidlands.police.uk</a>
Sandwell CSE Team	Detective Constable Chrissie Fitzgerald	0121 569 2524 07717 680489
Gangs and county lines	Fiona Ferron	07955 851 897
School Nurse Team		0121 612 2974



