

ALDER COPPICE PRIMARY SCHOOL



Achievement through Commitment

Child Protection & Safeguarding Policy

| Policy for the Attention of | | | |
|-----------------------------|----------------------------|---------------------------------|--------------------------------|
| <i>Audience</i> | <i>Key Audience</i> | <i>Optional Audience</i> | <i>Additional/Notes</i> |
| Senior Leadership Team | ✓ | | |
| Teachers | ✓ | | |
| Teaching Assistants | ✓ | | |
| Administrative Staff | ✓ | | |
| Curriculum Support | ✓ | | |
| Lunchtime Supervisors | ✓ | | |
| Site Manager | ✓ | | |
| Cleaners | ✓ | | |
| Governors | ✓ | | |
| Parents | ✓ | | |
| Website | ✓ | | |
| Local Authority | | ✓ | |

Purpose and Aims

Alder Coppice aims to ensure that:

- All staff are aware of their statutory responsibilities with respect to safeguarding **KCSiE September 2024**.
- We practise safe recruitment and induction by checking the suitability of all staff, adults and volunteers who come into contact with children.
- Staff are properly trained, aware of what to do and appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- A safe and secure environment is established in which children can learn and develop
- We equip our children with the knowledge and skills they require to keep themselves safe both inside and outside of School.
- Staff are aware that some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, LGBTQ+, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual and criminal exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are Children in Care or previously Children in Care
- Have struggled returning after the pandemic
- Those who are regularly missing and/or absent from education

The Statutory Framework

This Policy is based on the Department for Education's statutory guidance **Keeping Children Safe in Education 2024** (KCSiE24) and **Working Together to Safeguard Children 2023** and the **Governance Handbook**. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This Policy is also based on the following legislation:

Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

The School Staffing (England) Regulations 2009, which set out what must be recorded on the Single Central Record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.

Section 5B(11) of the **Female Genital Mutilation Act 2003**, as inserted by section 74 of the **Serious Crime Act 2015**, which places a statutory duty on teachers to report to the Police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.

Schedule 4 of the **Safeguarding Vulnerable Groups Act 2006**, which defines what 'regulated activity' is in relation to children.

Statutory Guidance on the **Prevent Duty** which explains schools' duties under the **Counter-Terrorism and Security Act 2015** with respect to protecting people from the risk of radicalisation and extremism.

- **Information Sharing (2024)**
- **The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018** (referred to in this policy as the **2018 Childcare Disqualification Regulations**) and **Childcare Act 2006**, which set out who is disqualified from working with children

This Policy also meets requirements relating to safeguarding and welfare in the **Early Years Foundation Stage Statutory Framework (EYFS) March 2021**.

We also follow the DSPP safeguarding policies and procedures available at <https://dudleysafeguarding.org.uk/>

The Designated Safeguarding Lead (DSL)

The DSL and Deputy DSL are both leaders within the School.

Our Lead DSL is **Mrs Joanne Randall**

Our Deputy DSL is **Mrs Joanna Bown**

The DSLs take responsibility for child protection and wider safeguarding issues such as policy practice and the training of all staff.

During term time, the DSLs will be available during school hours for staff to discuss any safeguarding concerns. Out of School hours and during holidays, the DSLs are contactable by e-mail.

On an occasion where both DSLs are not available, concerns or issues must be passed immediately and directly to the Headteacher, Mr P Mandelstam, or the Deputy Headteacher, Mrs M Shee, without delay.

The DSLs will be given the time, funding, training, resources and support to:

- Undergo relevant training required to carry out their role effectively, including DSL Training at least every 2 years.
- Work closely with teachers and share information and provide advice and support to other staff on child welfare and safeguarding and child protection matters.
- Set out procedures so that staff know how to promptly share their safeguarding concerns in writing.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. They will understand the academic progress and attainment and maintain a culture of high aspirations for these children; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Liaise with the Headteacher and inform him of issues, particularly ongoing enquiries under Section 47 of the Children's Act 1989 and police investigations.
- Ensure that children have an appropriate adult as in PACE Code C 2019.
- Refer cases of suspected abuse and neglect to the Local Authority MASH.
- Refer cases to CHANNEL where there is a radicalisation concern.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children, particularly in relation to Early Help.
- Be aware of the links between Safeguarding and Attendance and alert to vulnerable children and their families.
- Work closely with Mental Health Leads.
- Refer suspected cases, as appropriate, to the relevant body (Local Authority children's social care, Channel Panel, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly.
- Ensure that the Governing Board receive termly information regarding Safeguarding and annual training and updates, either as a specific agenda item or as part of the termly Leadership Team Report.

The full responsibilities of the DSLs and are set out in their job descriptions.

The Headteacher and Governing Board

The Headteacher is responsible for the implementation of this Policy, including:

- Ensuring that staff (including temporary & supply staff) and volunteers are informed of our systems which support safeguarding, including this Policy, as part of their induction.
- Communicating this policy to parents when their child joins the School and via the School Website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate as in KCSiE 2023 Part 4.
- Ensuring that relevant staffing ratios are met, where applicable.
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

The Governing Board will approve this Policy at each review, ensure it complies with the law and hold the Headteacher and senior leaders to account for its implementation.

KCSiE 2024 places statutory requirements on all governing boards to safeguard children. They must ensure School has policies and procedures in place and take any action required in a timely manner.

The Governing Board will appoint a Safeguarding Governor to monitor the effectiveness of this policy and its implementation in conjunction with the full Governing Board. This is always a different person from the DSL.

Our Safeguarding Governor is **Mrs Lana Duffin**.

The Chair of Governors will act as the 'case manager' if an allegation of abuse is made against the Headteacher.

Our Chair of Governors is **Mrs Jacqueline Blake**

All Governors will have read and understood Keeping Children Safe in Education 2024. (Part Two of this policy has information on how governors are supported to fulfil their role.)

The Governing Board will ensure that all governors receive appropriate safeguarding and child protection training on induction. All governors will then receive annual update training about safeguarding, to make sure they have the knowledge and information to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures are effective and support the delivery of a robust whole school approach.

Inter-Agency Working

As part of its statutory duty, Alder Coppice contributes to inter-agency working. Staff will work with Dudley Local Authority, the Police and Clinical Commissioning Group to protect the welfare of its children.

Safeguarding Policies and Procedures/Legal Responsibilities and duty to share information

Our safeguarding responsibilities include:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child Protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Staff are regularly reminded of the different forms of abuse and the signs and symptoms of these.

Neglect is a form of abuse and 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.

Exploitation is when someone is tricked or misled into doing something that is not right for them, but for the benefit of the exploiter.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children.

Children includes everyone under the age of 18.

The following three **Safeguarding Partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will decide to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The Local Authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of Police for a Police area in the LA area

Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This Policy applies to all staff, volunteers and governors in the School and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

All staff

All staff will read and understand Part 1, Part 5 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education and review this Guidance annually. Staff will be asked to constantly review the guidance in this document through regular questions and activities on the weekly Staff Newsletter.

All staff will be aware of:

- Our systems which support safeguarding, including this Child Protection and Safeguarding Policy, the Staff Code of Conduct, the role and identity of the Designated Safeguarding Leads, the Behaviour Policy, and the safeguarding response to children who are absent from education.
- The Early Help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to Local Authority Children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse, neglect, exploitation as well as specific safeguarding issues, such as being at risk from or involved with serious violent crime, FGM and radicalisation.
- What constitutes sexual harassment, sexual violence and harmful sexual behaviours and that these are always unacceptable.

All staff members will undertake safeguarding and child protection training, including online safety training, at induction, together with managing allegations and whistle-blowing procedures, to ensure they understand the School's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with local and statutory guidelines.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

All staff will also understand their responsibility to teach safeguarding as a part of the PSHE curriculum, including an age-appropriate programme covering RSE and Drugs Education, respectful relationships, boundaries, consent, stereotypes, equality, self-esteem, confidence and prejudice.

Staff will also receive regular safeguarding and child protection updates through Staff CPD Meetings and the weekly Staff Newsletters.

Staff who have contact with pupils and families where there is a concern or known safeguarding issue

All staff who have contact with children and families will have supervision which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

Pupil Voice

The DSLs ensure every year that all children in School are confident that there are adults that they could speak to if they had a worry or concern. All children nominate up to 5 staff on their “Trusted Hands” who are adults they would feel comfortable going to if they had an issue.

Our Pupil Leadership Team contains Keeping Safe Guardians and Digital Ambassadors, who are known to the other children. They help lead assemblies, visit playgrounds and hold regular drop-in sessions for pupils to talk to directly themselves. Any concerns are then also passed on to the DSLs.

Confidentiality

All staff are aware of the need for confidentiality and that information is given on a need to know basis.

KCSiE 2024 states that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

- The **Data Protection Act (DPA) 2018** and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests
- The government’s Information **Sharing Advice for Safeguarding Practitioners** includes 7 ‘golden rules’ for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or Deputy DSL)
- There is an understanding that the safeguarding of children at risk is a processing condition that allows practitioners to share special category personal information. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It is legitimate to share information without consent when it is not possible to gain consent; it cannot be reasonably expected for a practitioner to gain consent or if gaining consent would place a child at risk.
- Confidentiality is also addressed in this policy with respect to record-keeping in section 10.

Communication with Parents

Parents are aware of our duties to safeguard children and that if required, we will refer any concerns to other agencies. They are made aware of the DSLs through regular communication on termly newsletters and posters displayed within school and the School Website.

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure where it is appropriate to discuss this with a parent or parents first. Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the MASH before doing so.

In the case of allegations of abuse made against other children, we will notify the parents of all the children involved. This includes cases of sexual violence and harassment, where the School will work with the parents of both the victim and perpetrator.

The DSLs will also strive to keep parents up-to-date with safeguarding news, particularly around online and contextual safety. They will also be supported by the Digital Ambassadors from our Pupil Leadership Team.

Whole Staff Responsibilities

All Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

If a child is suffering or likely to suffer harm, or in immediate danger

Report to your DSL who will make a referral to the Multi-Agency Safeguarding Hub and/or the Police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. This is done through the DSPP **Tell Us Your Concern** link.

If a child discloses a safeguarding issue to you:

You should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions (Remember TED: Tell-Explain-Describe).
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Inform the DSL immediately.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Sign and date the write-up and pass it on to the DSL or type it directly into CPOMS.

Record Keeping

We will hold records in line with our records retention schedule.

- All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing as soon as possible. If you are in any doubt about whether to record something it should be discussed with a DSL.
- Records are available to appropriate members of staff who may be required to know particular information about their class or children they come into contact with. Different members of staff have access to different amounts of information on CPOMS.
- All staff with access to CPOMS sign a Safeguarding Confidentiality statement showing that they understand the personal and sensitive nature of the information they will see.
- Records made prior to the use of CPOMS are stored in a secure cabinet accessible only by the DSLs.
- If a child for whom the School has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their safeguarding & child protection file is forwarded promptly and securely, and separately from the main pupil file.
- In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information (using the pupil safeguarding form) to enable them to have time to make any necessary preparations to ensure the safety of the child.

Concerns about a Child

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm or is in immediate danger) concerns should still be passed as soon as possible to the DSL, so that a course of action can be agreed.

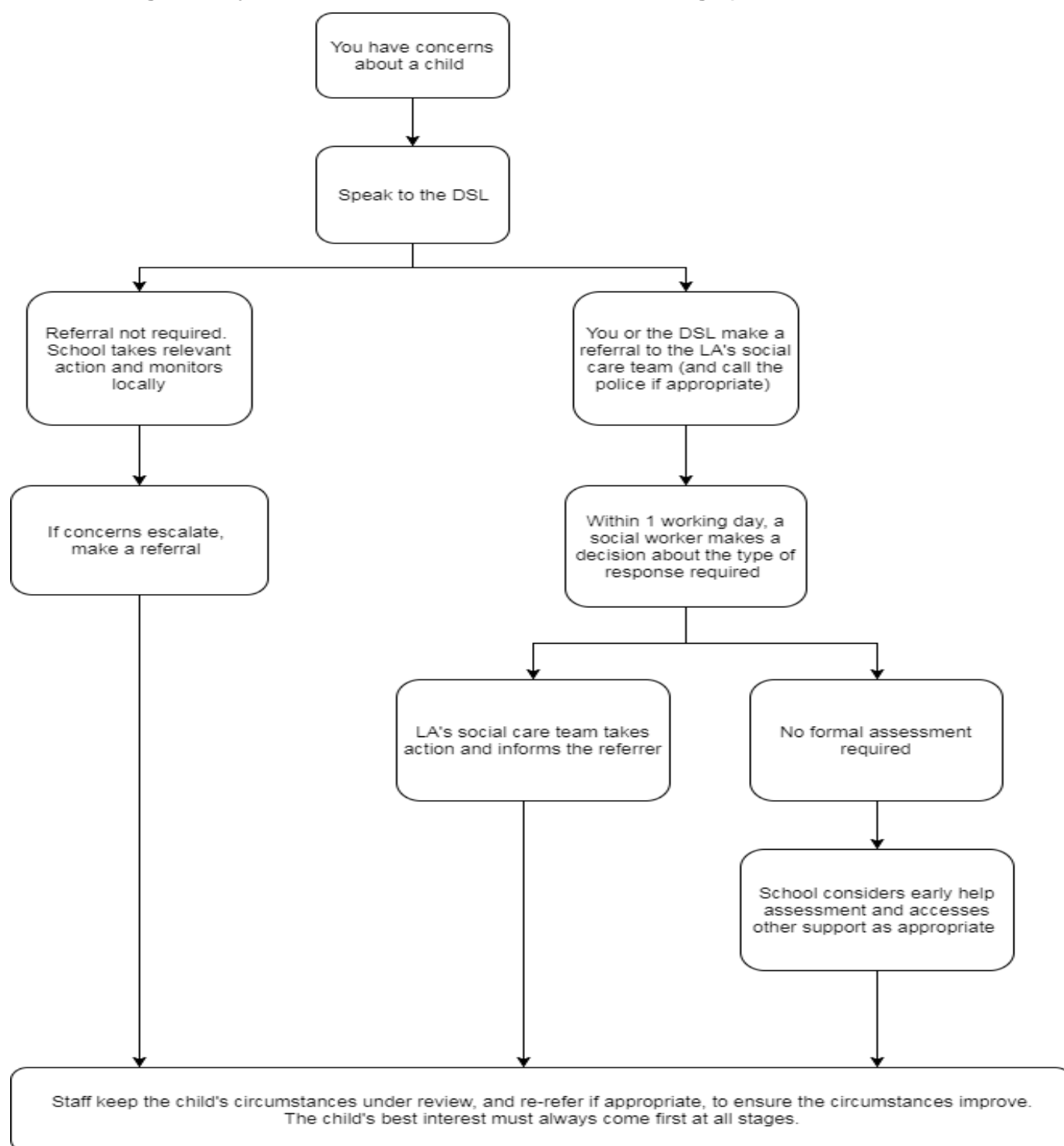
This may mean making a referral to Dudley Front Door or speaking directly to parents in the first instance.

Referrals

If it is appropriate to refer the case to Local Authority Children's Social Care or the Police, the DSL will make the referral. The Local Authority will decide within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the Local Authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



If a member of staff wishes to challenge a decision made by other professionals, they should follow the Professional Challenge and Escalation Process which sets out stages and timescales. This can be found on the DSPP website: <https://dudleysafeguarding.org.uk/wp-content/uploads/2022/05/2022.03.multi-agency-professional-challenge-and-resolution-policy-march-2022.pdf>.

Dudley's Thresholds and Early Help

If Early Help is appropriate, the DSLs will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Early Help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the School will consider a referral to Local Authority Children's Social Care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Level 1 Universal services – Children in this category are making good overall progress in all areas of their development. Some limited intervention may be required from a universal service to meet a single identified need.

Level 2 - This related to children and their families who have additional needs that can be met with a single agency response. A single agency will co-ordinate the assessment and plan for a short term.

Level 3 – This applies to children and families who require support from more than one agency due to multiple and complex needs. It requires services to work together in a co-ordinated way to assess, plan and work directly with families, co-ordinated by a lead professional. Referrals should be made by completing an Early Help Assessment and forwarding it to the appropriate Family Centre Cluster.

Our local family centre is:

**Dudley North Family Centre
Bayer Street, Coseley,
BILSTON, West Midlands, WV14 9DS
01384 813096**

Dudley's Early Help Guidance can be found at
<https://www.dudleyhealthandwellbeing.org.uk/earlyhelpstrategy>

When to be Concerned

Signs and Symptoms of Abuse

Abuse is the maltreatment of a child, the infliction of harm or the failure to act to prevent harm. Harm can also include ill treatment that is not physical, including the impact of witnessing the ill treatment of others. Children may be abused within their family, an institutional or community setting by those known to them or more rarely, by others. Abuse can take place wholly online or technology may be used to facilitate offline abuse. Children may be abused by adults or by other children.

Abuse, including neglect and exploitation, and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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 is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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.

It 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
- 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 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 caregivers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Other Specific Safeguarding Issues

Child on Child Abuse

We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s Behaviour Policy, but this Child Protection and Safeguarding Policy and Child on Child Abuse Policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- This must be passed to the DSL for further investigation
- The DSL will contact the Local Authority Children’s Social Care team and follow its advice, as well as the Police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the Children and Adolescent Mental Health Services (CAMHS), if appropriate

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff or our Keeping Safe Guardians confidentially through Assemblies and Drop-In Sessions
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this Policy

Sexting - Responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL.
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should:

- Explain that you will need to report the incident and explain that they will get help and support.

Initial Review Meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the Police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed).
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, individual or setting
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved).

The DSL will make an immediate referral to Police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13

- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the Police or children's social care.

Further Review by the DSL

If at the initial review stage, a decision has been made not to refer to Police and/or children's social care, the DSL will conduct a further review. They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks. If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the Police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the Police

If it is necessary to refer an incident to the Police, this will be done by initially contacting our Community Support Officers or calling 101. Advice will be sought from National Police Chiefs Council document about when to call the police.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in this Policy also apply to recording incidents of sexting.

Mental Health

Emotional, mental health and well-being is a key priority for all of our school community – pupils and adults.

Our Mental Health/Well-being Lead is **Miss S Regan**

Positive mental health is a concern for the whole community and we recognise that as a school we play a key part in this, working alongside parents and other agencies. We aim to develop the emotional well-being and resilience of both our children and staff.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioral signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If there is a mental health concern about a child that is also a safeguarding concern, it must be reported immediately to the DSLs in the usual way.

If there is a mental health concern that is **not** also a safeguarding concern, speak to the Well-being Lead who will consult the Headteacher and DSLs to agree a course of action.

Team Around the Child (TAC) meetings are held regularly with the Well-being Lead and relevant staff to discuss support for key children and families.

Female Genital Mutilation

The Department for Education's Keeping Children Safe in Education explains that FGM comprises '*all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs.*'

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the Police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Any teacher having to report this will be supported by the DSL. A referral to Children's Social Care will also be made.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

The DSLs will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practicing FGM (this is the biggest risk factor to consider)
- FGM being known to be practiced in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to consider the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

Honour Based Abuse (including Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they should speak to the DSLs, who will activate local safeguarding procedures.

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place.
- Activate the local safeguarding procedures and refer the case to the Local Authority's Designated Officer (LADO)
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, or appropriate person for pastoral support.

Child Criminal Exploitation

Child Criminal Exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be trafficked, forced to work in cannabis factories, modern slavery, coerced into moving drugs or money across the country (county lines), involved in gangs and knife crime, forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Involved in gangs and knife crime
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the Police, if appropriate.

Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

Staff are aware that if they are concerned about a child being sexually exploited they may complete a Multi-Agency Referral Form and use the Referral Pathway into the Exploitation Hub.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the Local Authority's children's social care team and the Police, if appropriate.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required.

Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of school. Children are increasingly targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Attendance - Reporting Absences

If children are not in school then we need to make sure that we know that they are safe.

It is the parents' responsibility to inform the School of their child's unexpected absence as soon as possible. Parents must either telephone or e-mail school on the first day of absence. If your child is ill, the School should be notified of the nature of the illness and when your child is expected to be able to return to school.

Please note that if we have not been contacted by you, it is part of our school policy for a member of the Admin Team to contact parents on the first day of absence to enquire about your child's absence, which also ensures that your child is safe and has not set out to School and failed to arrive. If we are unable to contact to ascertain the whereabouts of your child, this may be followed up by a text message, or a further phone call from the Assistant Headteacher.

Where we are not able to gain a response, a visit to the child's address will be made, and/or you may be called to attend a Welfare Meeting to discuss the importance of contact and to consider any barriers to the child's attendance.

Where no contact is made, a referral may be made to Children's Services.

Children Absent from Education

Children who are absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse, neglect or exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. There are many circumstances where a child may be absent from education, but some children are particularly at risk.

These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the Local Authority if a child leaves the School without a new school being named and adhering to requirements with respect to sharing information with the Local Authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the Police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Missing pupils

Our procedures are designed to ensure that an absent child is found and returned to effective supervision as soon as possible. If a child is absent, we will:

- Follow up the absence on the first day by calling all relevant contacts given
- DSLs or member of staff making doorstep visits if contact cannot be made by telephone
- Making a referral to Children's Social Care by completing a referral to the Local Authority Children's services and/or the Police where contact cannot be made with a parent or relative who can confirm that the child is safe and being looked after.

Parents are requested to keep their contact details up to date and we request that each child has a minimum of two emergency contacts.

Children and the Court System

Children may be required to give evidence in criminal courts because they have witnessed crimes or had crimes committed against them. Appropriate age-related guides are available to support these children, explaining each step of the process, support and special measures that are available.

Children may also be involved with the family courts following a separation. This can be an extremely upsetting time. School can direct parents and carers to a helpful Ministry of Justice guide with clear and concise information.

Children with family members in prison or custody.

Approximately 200,000 children each year have a parent sent to prison. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. School will work with the National Information Centre on Children of Offenders to ensure that these children receive appropriate support.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. In the event of this, School will make a referral to the nationwide Police programme, Cyber Choices.

Homelessness

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

The DSLs will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Domestic Abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members, whether they see it, hear it or experience its effects. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children, therefore the **Domestic Abuse Act 2021**, recognises children as victims of Domestic abuse in their own right.

If Police are called to an incident of domestic abuse and any children in the household have experienced the incident, the Police via Operation Encompass, will inform the key adult in school (usually the Designated Safeguarding Lead and Headteacher) before the child or children arrive at school the following day. The DSL will provide support according to the child's needs and update records about their circumstances.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. There is clear guidance that it is a parental decision on when a child is ready to walk to and from school alone, but this request must be made in person or in writing/via email to the School Office.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Responding to reports of sexual violence and sexual harassment

(See Part Five of KCSiE 2024)

All staff are asked to maintain the “**it could happen here**” approach.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. However, it is important that matters are addressed in order to prevent problematic, abusive or violent behaviour in the future.

Ultimately, the School will make any decisions on a case-by-case basis, with the Designated Safeguarding Leads taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the Police as required.

Considerations will be:

- The wishes of the victim in terms of how they want to proceed. This will however need to be balanced with the School's duty and responsibilities to protect other children
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed

- The ages and developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- Are there ongoing risks to the victim, other children, or school staff?
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Staff should:

- Reassure the victim that they will be taken seriously and kept safe
- Try to have another member of staff with you (preferably a DSL) when a report is made
- Be aware that although this may be the first disclosure, there may be other incidents which have taken place
- Be aware of any other additional barriers that a child may face such as their vulnerability, disability, sex, ethnicity and/or sexual orientation
- Listen carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- Consider the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying.

It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, be conscious of the need to remain engaged with the child and not appear distracted by the note taking. **Either way, it is essential a written record is made.**

Staff should not:

- Promise confidentiality, as information will possibly be required to be passed on further to be dealt with.

Following any report of this nature, the DSLs will be required to put in place a Risk Assessment to ensure that safety of all pupils. They will also liaise with Children's Social Care and other specialist services as required.

Radicalisation and Extremism

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:
 1. Negate or destroy the fundamental rights and freedoms of others: or
 2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights, or;
 3. Intentionally create a permissive environment for others to achieve point 1 or 2.
- **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local Police force.

We will ensure that suitable internet filtering is in place and equip our pupils to try and stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC state that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others

- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour, staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our reporting procedures including discussing their concerns with the DSL.

Staff should **always** act if they are worried.

Our Prevent Risk Assessment can be found on our School website.

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the Local Authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 9-999 (from an internal phone) (or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

LGBT or gender questioning pupils

The fact that a child or a young person may be LGBT or gender questioning is not in itself an inherent risk factor for harm however, some pupils may be vulnerable due to their sexual orientation or gender identity, either because they are subject to homophobic, bi-phobic or transphobic bullying or because of negative responses from parents/carers or others, which may result in increased risk of self-harm, suicide or homelessness. Several studies also evidence that vulnerable young people may be at increased risk of becoming victims of CSE.

Staff are aware of the additional barriers faced by these pupils and endeavour to reduce these. They are all aware of the need for these pupils to have a safe space to speak, the need for trusted adults and assurance that they can raise any concerns.

Online Safety

All staff are alert to the role that technology has in various aspects of Safeguarding, such as Sexual Harassment, Child-on-Child Abuse and Mental Health.

Where a member of staff becomes aware of a concern around online safety, whether they have been alerted to it by a child or not, it should be reported to the DSLs so that a course of action can be decided upon.

Where necessary, the DSLs may respond individually with pupils and their families or may deal with a concern in a wider scope by alerting all parents, for example, in the case of a potentially dangerous and/or harmful website or app.

Staff are aware that the range of issues classified within online safety is considerable and ever-changing, but is categorised into four main areas:

- Content – being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- Contact – being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct – online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Filtering and Monitoring

- Alder Coppice understands that it is essential that children are safeguarded from potentially harmful and inappropriate online material and therefore appropriate filtering and monitoring systems are in place. We also take due regard to the fact the over-blocking must not lead to unreasonable restrictions as to what children can be taught.
- Leaders have due regard to Meeting digital and technology standards in schools and colleges.
- Alder Coppice uses RM Safety Set Net to filter websites.
- Smoothwall is used to monitor student and staff activity. Any incidents which require investigation are report to the Headteacher, Deputy Headteacher and/or DSL for investigation.
- These records are retained by the DSL.
- Filtering and monitoring systems are checked at least annually.
- The Governing Board has overall responsibility for filtering and monitoring and this is reported on by the DSLs.

Our E-Safety officer is Mrs Joanne Randall

Our Lead practitioner for Online safety is Mrs Joanne Randall

Named Designated Person for Children in Care (CiC)

A Designated Teacher should work in partnership with the Virtual School Co-ordinator on how funding can best support the progress of a CiC.

We will ensure that staff have the skills, knowledge and understanding to keep Children in Care and previous Children in Care safe.

We will ensure that:

- Appropriate staff have relevant information about Children in Care's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school Heads
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

In line with Statutory Guidance our Designated Teacher of Children in Care is **Mrs Joanne Randall**.

As part of their role, the Designated Teacher will:

- Work closely with the Deputy DSL/Headteacher to ensure that any safeguarding concerns regarding Children in Care and previous Children in Care are quickly and effectively responded to
- Work with virtual school Head to promote the educational achievement of, Children in Care and previous Children in Care, including discussing how pupil premium plus funding can be best used to support CiC and meet the needs identified in their personal education plan

Dudley's Virtual Head is **Mrs Emma Thomas**

Children with Special Educational Needs and Disabilities

We recognise that pupils with Special Educational Needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. This includes, where appropriate:

- Having a named adult as support
- Each child naming a list of adults they know they could talk to if they had a worry
- Using External Services such as our Educational Psychologist and Autism Outreach
- Additional support from the School's Pastoral Support Mentor

Safer Recruitment Procedure

At least one person conducting any interview for a post at the School will have undertaken Safer Recruitment Training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

We will record all information on the checks carried out in the School's Single Central Record (SCR) and, where appropriate, these will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below).
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Check their online digital footprint
- Verify their right to work in the UK
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent.
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.
- We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.
- As part of the shortlisting process we will carry out an online search, as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the School might want to explore with the applicant at interview.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding and Vulnerable Groups Act 2006.
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the School has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract).

This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity.
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.

We will obtain the DBS check for self-employed contractors. Records of regular contractors will be kept up to date on the Single Central Record.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the School.

Trainee/Student Teachers

We will ensure that all trainees have an appropriate and up-to-date DBS certificate or that their provider has carried out all of the necessary checks, this also includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check with barred list information and are vetted by s128, prohibiting unsuitable individuals from management roles.

Visitors

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors signed in by our Admin Team and wear a visitor's badge known to both children and adults.

Visitors to the School who are visiting for a professional purpose, such as Educational Psychologists and School Improvement Officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will always be accompanied by a member of staff. We will not invite into the School any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Visitors are given a copy of our Safeguarding Guidance Leaflet which explains our commitment and procedures to ensure safeguarding and what visitors should do if they have any concerns.

The names of our DSLs are displayed in the main entrance way.

All visitors will be given a lanyard in accordance with our Lanyard Policy.

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we will obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Work Experience

When accepting students on Work Experience, we will ensure that policies and procedures are in place to protect children from harm. Work Experience children are invited to a safeguarding and safety briefing prior to their experience beginning. This covers their role in school in terms of safeguarding themselves, what is appropriate as a teenager visiting a primary setting and what they should do if a child makes a disclosure, or if anything concerns them. They are also made aware of confidentiality and sign to say that they understand their role and responsibility with both of these.

Procedure for dealing with Allegations about Staff (including supply and volunteers)

Where there are concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the Headteacher, Mr P Mandelstam. If the concerns/allegations are about the Headteacher the person should speak to the Chair of Governors, Mrs J Blake.

Staff are aware of the need to report and then investigate when a member of staff has or may have behaved in a way that indicated that they may not be suitable to work with children. Staff are also aware that they should report any concerns which they feel are low-level and which simply make them feel uncomfortable. We also recognise that if allegations relate to a supply teacher, we should still deal with these, despite not being the employer.

Concerns about the conduct of any person working in School should be taken to the Headteacher, Mr P Mandelstam.

Our LADOs for Dudley are currently **Yvonne Nelson-Brown & Sukhchandan Kaur**

Referrals are sent to allegations@dudley.gov.uk

Low-Level Concerns

- The term 'Low-Level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that: Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority.
- Examples of such behaviour could include, but are not limited to:
 - Being overly friendly with children
 - Having favourites
 - Taking photographs of children on their mobile phone
 - Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
 - Using inappropriate sexualised, intimidating or offensive language
- Any low-level concerns should be reported immediately to the Headteacher, unless the concern is about the Headteacher, where it should be reported to the Chair of Governors.
- All low-level concerns will be recorded securely and reviewed so that potentially problematic behaviours can be identified and a course of action agreed.

Whistleblowing

Staff receive training around whistleblowing procedures and that if they have concerns relating to how the School handles safeguarding matters, they should refer to the Whistleblowing Policy.

Areas covered include:

- Breach of a legal obligation
- Conduct which is an offence or a breach of the law, for example, Data Protection
- Criminal activity or incitement to commit a criminal act
- Abuse of power or authority
- Failure to comply with professional standards

Immediate concerns should be raised with the Headteacher, or where appropriate, the Chief Officer directly. Names and contacts are listed within the Whistleblowing Policy.

Staff will be supported and it made clear that they can raise concerns without fear of victimization, subsequent discrimination or disadvantage.

Safeguarding in the Curriculum

Safeguarding is promoted throughout our curriculum, primarily through our PSHE curriculum which includes the delivery of appropriate RSE. There are many other opportunities where Safeguarding is highlighted such as: Anti-bullying Week, Online Safety Week, the promotion of British Values and use of 'Thought of the Week'.

The PSHE Curriculum has the three core themes of Health and Well-being, Relationships and Living in the Wider World. Within these themes, children will look at aspects such as healthy lifestyles, healthy relationships, keeping safe on and offline, feelings and emotions and valuing differences.

Linked Policies

Other Policies linked to this include:

- Behaviour Policy
- Staff Code of Conduct
- Complaints
- Health and safety
- Attendance
- Equality
- Sex and Relationship Education
- UKGDPR
- Whistleblowing
- Safer Recruitment
- Anti-bullying and Child-on-child Abuse Policy
- IT/Acceptable Use policy
- Use of Reasonable Force