



PensMeadowSchool

Living, Growing, Learning

Safeguarding Policy

JANUARY 2019

NEXT REVIEW DATE: SEPTEMBER 2019

Staff Responsible: Mr M. Pawlowicz - DSL

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PENS MEADOW SCHOOL SAFEGUARDING POLICY (Including Child Protection)

Date of Policy: December 2006

Policy review date: December 2008, November 2009, March 2011, March 2012, March 2013, March 2014, February 2015, May 2015, Feb 2016, September 2016, November 2016, December 2016, September 2017, December 2017, September 2018

Next review date: September 2019 (or in line with updated guidance)

Member of staff responsible: Designated Safeguarding Lead – Mr Michal Pawlowicz

This safeguarding policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school and should be read in conjunction with the Behaviour Policy and:

- Anti-Bullying Policy
- Online Safety Policy including Mobile Phone Usage
- Whistleblowing Policy
- Intimate Care Policy
- Staff Disciplinary Policy
- Extremism and Radicalisation policy and risk assessment

Michal Pawlowicz	Safeguarding Lead DSL, Deputy Head Teacher
Marie Hunter	Head teacher, DSL
Alison Austin	DSL
Paul Leyshon	Chair of Governors

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. School Context

Pens Meadow School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. We recognise our responsibility to provide a safe environment in which children can learn. This includes the online environment.

Pens Meadow School is committed to ensuring that all staff who meet children and their families and carers has a role to play in safeguarding children. To fulfil the responsibility effectively, the school will ensure their approach is child centred. This means that they will consider, always, what is in the best interests of the child.

Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore 'to be alert to the possibility of abuse occurring, aware of the procedures to be followed if the school have suspicions and have the confidence to follow those procedures. This policy applies to all staff, governors and volunteers working in the school.

Child Protection and wider child safety issues will be addressed as part of a broad and balanced curriculum as appropriate, especially in Personal, Social and Health Education (PSHE), Information and Communication Technology (ICT), Citizenship and Sex and Relationships Education and Online Safety, so as to teach pupils how to recognise when they are at risk and how to get help when they need it.

Working Together to Safeguard Children (2018) requires all schools to follow the procedures for protecting children from abuse which are established by their local safeguarding board. At Pens Meadow this is the Dudley Safeguarding Children Board (<http://safeguarding.dudley.gov.uk/>).

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse including online. These procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be acting.

3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(2018\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board.

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 on a school interview/appointment panel 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
- [Sexual Violence and Sexual Harassment between children in school and colleges](#) (May 2018), which outlines how to prevent and respond to reports of sexual violence and harassment between children.
- [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
- The [Childcare \(Disqualification\) Regulations 2009](#) (and [2018 amendment](#)) and [Childcare Act 2006 \(as amended in 2018\)](#), which set out who is disqualified from working with children
- Dudley Safeguarding Children Board (DSCB) - Safeguarding Children Procedures <http://safeguarding.dudley.gov.uk/>

4. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's 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. Appendix 1 explains the different types of abuse (included peer-on-peer abuse guidance as set out in Keeping Children Safe in Education 2018)

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. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

5. Equality statement

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 or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, 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 exploitation, forced marriage, or radicalisation
- Are asylum seekers

6. 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 Dudley Safeguarding Children Board (<http://safeguarding.dudley.gov.uk>) Our policy and procedures also apply to extended school and off-site activities.

6.1 All staff

All staff will read understand and sign that they will abide by part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (2018), and review this guidance at least annually.

All staff are aware of:

- Our systems which support safeguarding, including the Behaviour Policy and Code of Conduct, the role of the designated safeguarding lead (DSL), and the safeguarding response to children who go missing 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 peer-on-peer abuse, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), peer-on-peer abuse, FGM and radicalisation

Section 14 and appendix 2 of this policy outline in more detail how staff are supported to do this.

6.2 The Designated Safeguarding lead (DSL)

The Designated Safeguarding Lead (DSL) is a senior member of staff from the leadership team and has responsibility, management oversight and accountability for child protection, along with the Head Teacher. Deputy DSLs are trained to the same standards as the DSL and the role is explicit within their job description. DSL training is undertaken every 2 years and has been updated to allow the DSL to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident that they have the capability to support SEND pupils to stay safe online.

Our DSL is Mr Michal Pawlowicz, Deputy Head Teacher. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Mr Pawlowicz can be contacted out of school hours through an email: mpawlowicz@pens-meadow.dudley.sch.uk. This will send a notification directly to him.

When the DSL is absent, the Head Teacher – Mrs Marie Hunter and Business Manager – Mrs Alison Austin will act as cover.

The DSL will be given the time, funding, training, resources and support to fulfil his responsibilities to safeguard children. This includes to:

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required

- 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 as required
- Liaise and act as a source of support, advice and expertise for all staff
- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- Have a solid understanding of new and current safeguarding themes and regularly train staff
- Undertake Prevent awareness training.
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Raise safeguarding awareness within your setting and wider community
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns and arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Please refer to Keeping Children Safe in Education 2018, Annexe B in regards to specific responsibilities.

6.3 The Governing Body

The governing board will approve this policy at each review, and hold the head teacher to account for its implementation.

The governing board has appointed Mr Paul Leyshon, the Chair of Governors to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the head teacher, where appropriate (see appendix 3).

6.4 The Head Teacher

The Head Teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of 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 (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

7. Confidentiality

At Pens Meadow School it is a responsibility of all staff members to share information about the protection of children with the Designated Safeguarding Lead and other professionals as set out in school's Confidential Reporting Policy.

All staff are aware that:

- Timely information sharing is essential to effective safeguarding
- Information must only be shared on a 'need-to-know' basis, but we do not need consent to share information if a child is suffering, or at risk of, serious harm
- Staff members never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests
- Confidentiality is also addressed in this policy with respect to record-keeping in section 3, and allegations of abuse against staff in appendix 3

8. Communication with Parents

At Pens Meadow School all staff work as key workers for individual children. They develop positive working relationships with parents through frequent communication. This is implemented by:

- communication in person at the beginning and the end of the day
- sending messages in home-school diaries
- using email system
- telephone conversations
- inviting them to MDT meetings
- EHCPs reviews

Pens Meadow recognises that it is everybody's responsibility to assess the needs of the children and young people they meet and to safeguard them effectively, by assessing and managing risk alongside other agencies.

At Pens Meadow we operate a keyworker approach across the school. This enables parents/carers to build a positive relationship with a key member of staff with whom they can discuss any issues. This alongside our weekly Team around the Child (TAC) meetings, allow the school to identify pupils/families who may require additional support.

In addition, we recognise that being a parent/carer of a disabled child presents its own challenges and that these challenges can impact on the whole family. When families are well supported and equipped to overcome these challenges, we know that this can only have a positive impact on our parent/carers, their children and their engagement in school.

In recognition of this Pens Meadow School has recruited their own Family Outreach Team. The Family Outreach Team consists of a Family Outreach Coordinator and a Family Support Worker. The team work closely with our families to provide support, sign posting and engagement opportunities. Our service is unique to Pens Meadow School. The team work closely with services across the borough and aims to be a contact point for information sharing as well as providing direct support to our families.

The Family Outreach Team work with families in school or through home visits to support with advocacy, benefit forms, coordination of services, referrals for support, transition support, access to funding.

9. Recognising abuse and taking action

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

9.1 If a child is in immediate danger

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.**

The guidance below should be followed in conjunction with the government document – 'What do you do if you are worried a child is being abused March 2015'

If a child is in immediate danger or is at risk of harm, you should refer to children's social care and/or the police immediately.

If any member of staff is concerned about a child, they must inform the Designated Safeguarding Lead (or Deputy DSL) in person or by telephone immediately. Information should not be left in pigeon holes. The member of staff must record information regarding the concerns.

At Pens Meadow ALL concerns regarding a child including those around online safety must be recorded on the Cause for Concern pro-forma shown in Appendix 7, available on the safeguarding noticeboard in the staff room, from the office or copies can be found in each class and hand it directly to the appropriate person. Do not leave it in their pigeon hole or on their desk for them to 'find'. It may be urgent and require an immediate response. This is printed onto pink paper to make it visible for all. The recording must be a clear, precise, factual account of the observations.

The Designated Safeguarding Lead will decide whether the concern should be referred to the Social Care Team through the MASH. If it is decided to make a referral, this will be discussed with the parents, unless to do so would place the child at further risk of harm. A MARF will also be completed. See 'The Referrals Process' Appendix 6.

Attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

9.2 If a child makes a disclosure to you

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you must tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.

- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

(See Appendix 7 Cause for concern reporting form – This is printed onto pink paper to make it visible for all)

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Concerns outside the immediate environment (e.g. a parent or carer)

- Report your concerns to the, Designated Safeguarding Lead who should contact Social Care Team or the Police as soon as possible.
- If the Designated Safeguarding Lead is not available, then speak to the deputy DLS or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
- Social Care Team and the Designated Safeguarding Lead will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child'.
- Maintain confidentiality on a need to know basis only.

Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family

All incidents will be reported on a Multi-Agency Referral Form (MARF), by the Designated Safeguarding Lead, to the Single Point of Access Team at spa_team@dudley.gov.uk

Childs Wishes

Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback (where appropriate). Ultimately, all systems and processes should operate with the best interests of the child at their heart.

9.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education 2018 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'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 2.

Any teacher who discovers 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.

The duty 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 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.

Any member of staff who suspects a pupil is *at risk* of FGM discovers that a **pupil age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our local safeguarding procedures.

Local guidance regarding FGM can be found on [Dudley Safeguarding Children Board](#) website.

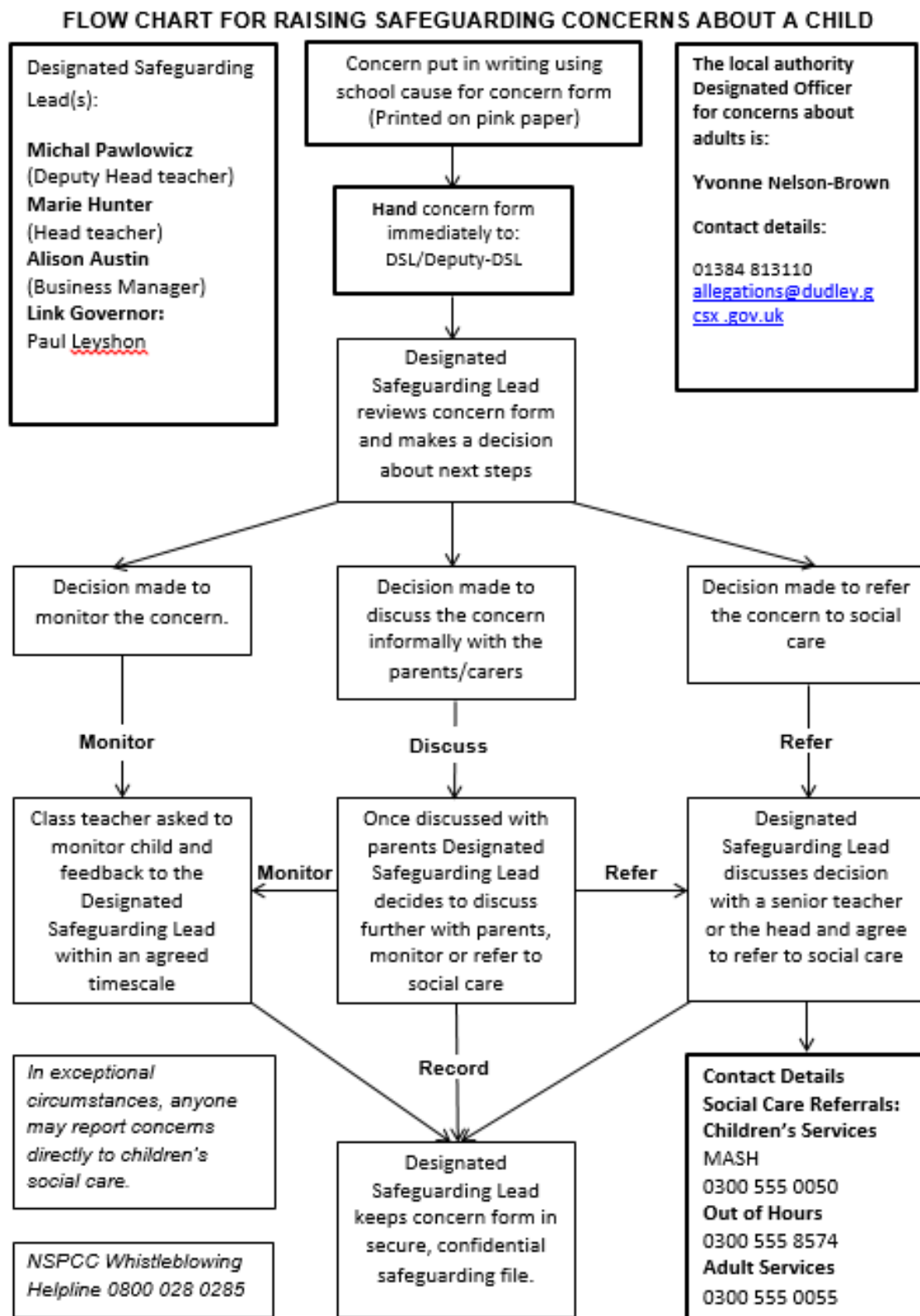
9.4 If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly (see 'Referral' below).

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

Figure 1: procedure if you have concerns about a child's welfare (no immediate danger)



Early help

Pens Meadow recognises that it is everybody's responsibility to assess the needs of the children and young people they meet and to safeguard them effectively, by assessing and managing risk alongside other agencies.

Dudley Early Help Strategy guidance and threshold can be accessed by clicking the link below:
<http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families>

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 9.1), you must tell the DSL as soon as possible.

The local authority will make a decision 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 contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

9.5 If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

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, that 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 999 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

9.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, speak to the Head Teacher. If you have concerns about the Head Teacher, speak to the chair of governors.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The Head Teacher/chair of governors/DSL will then follow the procedures set out in appendix 4, if appropriate.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

9.7 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

All staff are aware that safeguarding issues could manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding 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 or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

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

- You must tell the DSL and record the allegation, but do not investigate it
- 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 – both the victim(s) and the child(ren) against whom the allegation has been made – 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 peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour

- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by key worker approach and PSHE curriculum that include RSE at Post 16
- 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

For further informational please see Keeping Children Safe in Education 2018, p83.

9.8 Children Looked After

The designated teacher for looked after children at Pens Meadow School Mr M. Pawlowicz. He is responsible for promoting the educational achievement of children who are looked after and/or who have left care through adoption, special guardianship, child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has the skills, knowledge and understanding to keep previously looked after children safe. The designated teacher will work closely with the Virtual School Head and all other agencies, to ensure that prompt action is taken in respect of any concerns and that pupil premium funding is best used to support the progress of the child looked after. In the case of care leavers, the LA retains an ongoing responsibility which includes keeping in touch with them, preparing assessments of their needs and appointing a personal advisor to develop a pathway plan. Where applicable, the DSL will liaise with their LA personal advisor as necessary.

10. Notifying parents

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.

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 local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

11. Mobile phones and cameras

Staff members (including volunteers and students on placement) may bring mobile technology onto the school site on the understanding that the device

- Is used only in the staffroom, outside of the school gate/premises, or where children are not present in office spaces.
- Is stored safely and securely away from children.
- Only used during break times and at either end of the school day.
- Is not used as a point of contact by relatives, friends, child's school, GP, etc., during the school day. *(Staff must ensure that all potential contacts have the school landline numbers so that initial contact is made directly to the school office).*

- When off-site, designated members of the group will have a mobile phone available for emergency contact with the school, with each other or with the emergency services. In this context school phones will not be used to make or receive personal calls.
- Personal mobile phones must not be used to take photos of children.
- Teachers and Teaching Assistants should not use a personal mobile phone, even outside of the school day, to exchange information with parents.
- The above information is shared with new staff members as part of the induction process.

Visitors (including parents, professionals, contractors)

- Visitors may bring mobile phones on to the school site but, when visiting the main school, are asked to switch them off and place them out-of-sight until they leave the building and have exited the school gate. This is done as part of the meet-and-greet process in a way that makes clear our safeguarding priorities.
- Agency supply staff will be asked to store their phones away safely and securely.
- Visitors waiting briefly in reception – e.g. to collect a child – may keep phones to hand but they must be stored out of sight and not used.
- Visitors attending meetings in the school may use their phones once inside the meeting room. On leaving, phones must be switched off and kept out-of-sight until outside of the school gate.
- Visitors found to be using their phones in contravention of this guidance will initially be reminded of the policy and ultimately asked to leave.
- Signs are placed around the school re mobile phones use.
- Where possible, all visitors are made aware of the mobile phone policy in advance either through written or verbal communication (e.g. for parents this may be in ‘New Starter’ documentation, school newsletters, letters inviting parents to annual review meetings, mailings, emails, etc.).
- If contractors are required to have their mobile phone to hand in order to convey live information to their line manager or head office, they will seek prior permission to do so in advance and will be accompanied around the site.
- The use of personal mobiles to take photographs of the site (internal or external e.g. corridors, classrooms, central areas, etc.) of children or of staff is strictly prohibited.

Further information can be found in Use of Mobile Technology Policy.

12. Complaints and concerns about school safeguarding practices

12.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 4).

12.2 Other Complaints and Whistleblowing

This section should be read in conjunction with Confidential Reporting Policy.

13. 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. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

At Pens Meadow School we have a robust reporting and recording system.

- All staff have clear access to the Concern forms that are available in the staff room and in offices.
- From October 2018 all staff use CPOMS as a recording system, however paper versions of concern forms are still available.
- Outcomes of all concerns are recorded and stored appropriately:
 - in student's file, or
 - Safeguarding file if necessary
 - CPOMS database
- Safeguarding files are kept in a locked cabinet in SLT office at Ridge Hill site. There are 2 keys that can open this cabinet. Safeguarding Lead has one and one is in a locked key cabinet in the main office.
- Only DSLs have access to CPOMS records of safeguarding concerns. Other staff members may record and view their individual concerns but won't be able to view the outcomes or other concerns.
- Family Outreach workers have extended access to CPOMS but they are only able to view and create reports for non-safeguarding items.
- If a pupil moves from our school, the DSL will consider whether it is appropriate to share any information with the new school in advance of the pupil leaving. Child protection records may be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools or in instances where advance information would allow the new school to continue supporting the victim of abuse and have the appropriate support in place for the pupil's arrival. We will record where and to whom the records have been passed and the date.
- If sending by post pupil records will be sent by "Special/Recorded Delivery". The notes are kept in a safeguarding folder in the office at Ridge Hill Site.
- If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- When a Designated Safeguarding Leader resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder.
- Files of children that do not transfer to educational establishment are archived and stored securely until individuals are 25 years old at the very least.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

In addition:

- Appendix 3 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

14. Training

14.1 All staff

All staff members undertake safeguarding and child protection training at induction, including on 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 is regularly updated and will be in line with advice from our local safeguarding children board.

All staff members receive 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.

Staff also receive regular safeguarding and child protection updates through safeguarding newsletter and planned INSETs throughout the academic year.

Volunteers also receive appropriate training, if applicable.

14.2 The DSL and deputies

The DSL and deputies undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually through Safeguarding newsletters, Dudley Safeguarding Children Board DSL briefing.

They will also undertake Prevent awareness training.

14.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

14.4 Recruitment – interview/appointment panels

At least one person on any interview/appointment panel 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 2018, and be in line with local safeguarding procedures. Further explanation can be found in Appendix 3.

14.5 Staff who have contact with pupils and families

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

15. Monitoring arrangements

This policy will be reviewed **annually and as required** by Mr Michal Pawlowicz, Deputy Head Teacher and Safeguarding Lead. At every review, it will be approved by the full governing board.

Appendix 1: when to be concerned

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

Abuse: a form 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 others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: specific safeguarding issues

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

Children missing education are children of compulsory school age who are:

- Not on a school roll.
- Not being educated other than at school.
- Identified as having been out of any educational provision for a substantial period of time (4 weeks).

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- 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 go missing 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 missing, 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 in immediate danger or at risk of harm.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can 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.

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.

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.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups within an increasingly widespread form of harm that is a typical feature of county lines criminal activity. Child criminal exploitation includes drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas, seaside and market towns. The key to identifying potential involvement in county lines is 'missing episodes', where the victim may have been trafficked for the purpose of transporting drugs. In such cases, the school may consider a referral to the National Referral Mechanism.

FGM

The DSL 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.

Section 9.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is 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 practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised 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 take into account 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

The above indicators and risk factors are not intended to be exhaustive.

Child Criminal Exploitation - County lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. National crime agency human-trafficking <http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism>

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 year
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

All staff are required to notify a DSL immediately when they suspect that a child might be subject to criminal exploitation. DSL will take appropriate steps to inform parents and safeguarding partners for further investigation. Staff will never be asked to investigate a disclosure.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into 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 into 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
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

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 children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to 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](#) say 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 procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including Behaviour Policy, e-Safety Policy,

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff at the entrance to Pens Meadow School.

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 are expected to sign the visitors' book and wear a visitor's badge on a red lanyard.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. This does not apply to other professionals working regularly with the school, ie. Physiotherapists, Occupational Therapists, Educational Psychologies and other credentials, including DBS clearance are saved within school's SCR.

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.

Peer on Peer Abuse, including incidents of Sexting, and Opportunities to teach Safeguarding Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection. At Pens Meadow School, online safety is taught within the curriculum and staff are provided with training around safeguarding issues such as sexual violence and sexual harassment in respect of peer on peer abuse. Staff are also provided with training to address contextual safeguarding. This means assessments of children will consider wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. Wherever a referral is made, the school will provide as much contextual information as possible as part of the referral process.

Staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. On occasion, some pupils may present a safeguarding risk to other pupils. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a safeguarding concern it will then be passed to the DSL/ senior leadership team; Head teacher and, in extreme cases, the Governing Board. At the Head teacher's discretion, the police may be informed, in certain circumstances and parents informed (of both the pupil being complained about and the alleged victim) at the earliest opportunity.

The DSL should contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in 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. We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of peer on peer abuse the school has an ethos of promoting friendship and cooperation. Through assembly time, life skills lessons (including PSHE) and other curriculum areas the children are taught tolerance, empathy and understanding. Each class is regularly monitored and the school employs staff that are specifically trained to support both victims and perpetrators. At Pens Meadow 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 students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students 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.

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 student
- indicates that young people outside the school may be affected by this student

At Pens Meadow School we will support the victims of peer on peer abuse by providing an adult advocate to discuss concerns with and provide support on a daily basis.

Further information can be found in guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Private Fostering

A private fostering arrangement is one that is made privately (with involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (A close family relative is defined as a grandparent, brother, sister, uncle or aunt and includes half – siblings and step-parents; it does not include great aunts or uncles, great grandparents or cousins) Given the ‘hidden’ nature of much private fostering, local authorities have a duty to raise awareness and needs to notify the local Children’s Care department. Each party involved in a private fostering arrangement has a legal duty to inform the local authority 6 weeks before the arrangement is due to start. Not to do so is a criminal offence. It is important to note that although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, the school will be clear on who has parental responsibility.

Contextual Safeguarding

All staff, but especially the designated safeguarding lead (or deputy) will consider the context within which safeguarding incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Contextual Safeguarding helps focus on the fact that young people experience harm beyond their families and recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems, beyond focusing on families in recognition that young people are vulnerable to abuse in a range of social contexts. This allows any assessment to consider all of the available evidence and the full context of any abuse.

Appendix 3: safer recruitment and DBS checks

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

Appointing new staff

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). We will not keep a copy of this for longer than 6 months
- 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
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- 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 seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

Disqualification under the Childcare Act 2006

Changes to Disqualification under the Childcare Act 2006, as amended by the Childcare (Early Years Provision Free of Charge) (Extended Entitlement)(Amendment) Regulation 2018 have been made, following a consultation into Disqualification under the Childcare Act 2006. The new legislation came into force on 31st of August 2018.

In the recent past, staff providing child care could, in certain circumstances, be prohibited from working with children because of the convictions made by someone who lives in their household. This is no longer the case.

Disqualification by Association now only applies in domestic premises, not to schools. However, staff working in child care may still be disqualified because of offences committed by themselves. Relevant people include anyone working with children of reception age or younger and children between five and eight years old in and out of the school setting (like breakfast clubs or afterschool care).

All staff at Pens Meadow School are made aware that their 'relationships and associations' (including online) may have a safeguarding implication.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

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 the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If 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 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.

We will not keep copies of such checks for longer than 6 months.

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

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 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 who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 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 without barred list information and section 128 check
- They will have an enhanced DBS check with barred list information if working in regulated activity.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 4: allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- 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

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the Dudley Metropolitan Borough Council.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the Governing Body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Appendix 5: Family Centre Cluster Working – Dudley Early Help Offer

Background

In 2016, Dudley Children and Young People's Alliance Board endorsed Dudley's Early Help Strategy.

This document served to provide the overarching aim of Dudley's Early Help operating model enabling effective, well co-ordinated early help for those who need it and a seamless journey of support for children, young people and their families across all levels of need.

A key part of the Early Help operating model highlights cluster based working as the preferred model of delivery for Early Help Services across the Borough. Five clusters will form the basis of delivery and operate from a newly formed 0-18 years (up to 25 years if the young person has a learning difficulty or disability) Family Centre in each of the Cluster areas.

It is anticipated that all five cluster areas will be operational by the end of September 2017 and we are due to commence phase one of the project which will see Brierley Hill being developed as a cluster area in the first instance. The other four areas will follow shortly after.

What do we mean by cluster working?

Each Cluster will be organised around universal services including schools, with a Family Centre at its heart. Cluster working arrangements are designed to ensure that families are offered the right intervention at the right time, and as early as possible to prevent issues escalating which may result in poor outcomes for the family.

Clusters bring together a range of universal and targeted early help services in each local area, including schools and services provided by the voluntary and community sector. Through clusters, children's services and key partners aim to provide a local model of support for children and families. They link schools and early years provision with targeted early help support for children and their families, to improve outcomes wherever they live in the borough.

Clusters will have a range of co-ordinated community services to meet different levels of need, delivered by providers from across the public, voluntary and private sectors to support families and communities in each local area. There will be five Clusters across the borough, each with a Family Centre that is easily accessible by the public. Professionals from a range of agencies will be co-located, working closely together around a child's or family's needs. This offers the opportunity to consider fuller integration into multi-agency teams at a later stage. Each Cluster will work closely with its Early Years, Primary and Secondary Schools.

We want to build the capacity and resilience of communities so as many families as possible can thrive using universal services. We will work in co-production with partners from the voluntary and community sector and local communities to design and deliver services that meet needs in each Cluster. We know that people using services, their families and their neighbours have much to contribute and see them as valuable partners in the co-delivery of services, with volunteers from the community having a key role in ensuring the Clusters flourish. Cluster working enables local practitioners to build good working relationships in order to provide effective services for the families in their area. This should ensure that families receive the right support at the right time at the earliest opportunity. Building effective working relationships helps to facilitate information sharing where appropriate - a key aspect of safeguarding.

Early Help and Universal Services Delivered from the Clusters

Targeted Early Help services are available for children and young people aged 0-18 (25 where the young person has a disability) and their families. Early help is also delivered by universal services, particularly schools, and Clusters will ensure close relationships with all universal services. Services include*:

- Local Authority Family Solutions Early Help services
- Childcare
- All education establishments including Early Years, primary, secondary & post 16
- Police
- Volunteer delivered services by (e.g. Breastfeeding Buddies and Helpline)
- Health Visiting Service
- Midwifery Service
- Housing
- Primary Emotional Health & Wellbeing Service (includes School Health Advisor Service)
- Birth Registration Service
- Open access community services delivered by voluntary organisations

*This is not an exhaustive list

The exact composition will vary across the five Clusters, in line with its needs analysis to ensure resources and services are based on an individual profile of local need.

Early Help Assessments

An Early Help Assessment is recommended when single universal services identify that a child has some additional needs. It becomes a requirement when Universal Plus services are no longer meeting needs and a co-ordinated response from more than one agency is required. This is at the threshold between Level 2 and Level 3 (See below)

Early Help Assessments include the whole family and result in outcome-focused plans. It is essential that parental consent to share information is obtained (where age of child requires this), and this will normally be the responsibility of the referring agency to obtain.

Consent and Information Sharing

The Early Help Assessment is centred on professionals seeking consent to share information with partner agencies.

The Early Help Assessment consent should be signed by all household members who are aged 16 and over. Practitioners should encourage the parent/carer to inform younger children in the household of the family's involvement in the Early Help programme and that data is being shared with other agencies.

Stage 1 – Assessments/Early Help Assessments

Early Help - Where Dudley's Threshold Framework indicates that children's needs are Level 2 or 3 (see below) an Early Help Assessment will be completed by a Lead Professional.

Every completed Early Help Assessment will be sent to the appropriate monitored cluster inbox linked to the child's home address:

MASH - Where there are child and family needs identified through contact via the MASH through organisations who are not ordinarily in a positions to undertake an Early Help Assessment (Paramedics, GP, Police, Fire Service etc.) the Early Help Desk will complete an Internal Request form which will be sent to the appropriate monitored cluster inbox linked to the child's home address.

CSE/Missing/DART – The Early Help Assessment process described in this document compliments the existing multi-agency CSE/DART and Missing processes but does not replace any of the existing pathways.

Step Down - The social worker will send the recent assessment and other relevant supporting documents (CP Plan, CIN Plan etc.) to the appropriate monitored cluster inbox linked to the child's home address.

Monitored Inboxes - The Family Solutions monitored inboxes are as follows:

FS.DudleyNorth@dudley.gov.uk

FS.DudleyCentral@dudley.gov.uk

FS.BrierleyHill@dudley.gov.uk

FS.Halesowen@dudley.gov.uk

FS.Stourbridge@dudley.gov.uk

Stage 2 – Cluster Administration

The Early Help Assessment/Assessment will be processed by the relevant Family Centre administration team using EIS. This will include initial screening of consent to share information with Early Help Partners, basic demographic information, cluster relevance via the Postcode Checker etc.

The Family Centre Manager/Senior Practice Supervisor will screen every Early Help Assessment and determine whether a resource is required from the Early Help partners across the cluster. Should there be a resource requirement, the child/ren and family will be discussed at the next Allocation Partnership meeting.

Stage 3 – Allocation Partnership Meetings

Allocation Partnership Meetings will take place every 10 working days commencing Thursday 15 December 2016 across all five cluster areas.

The attendance will typically be:

DMBC Family Solutions - Family Centre Manager

DMBC Family Solutions - Senior Practice Supervisor

DMBC Family Solutions - Administrator

Health Representative (Health Visiting and School Nursing)

Housing

Community and Voluntary Sector (Cluster Based)

Education/Childcare/Additional Needs Representative (Cluster Based)

Other relevant cluster Early Help Partners

Step Down Prioritisation - Where cases are part of the social care step-down procedure, family support work will be prioritised and allocated outside of the Allocation Partnership to ensure there is no undue delay moving from CIN to Early Help. The details of the information would be shared at the following Allocation Partnership meeting with the option of Early Help partners adding to the support plan at the Allocation Partnership meeting.

The details of families to be discussed will be shared with Early Help representatives (listed above) no later than 5 pm each Monday before the Allocation Partnership meeting to enable 48 hours to examine historical or current involvement.

All other cases will be discussed at the Allocation Partnership meeting with a multi-professional decision as to whether:

- A resource will be allocated from Early Help services
- What the resource is and who will deliver the resource
- Whether the resource will be delivered as a single or multiple agency response

Following the decision making process, the administrator will record on EIS the outcome and following the meeting inform the Lead Professional of the outcome by email.

Escalation Procedures

Should there be disagreement between the Lead Professional and the decision making process, the Lead Professional should contact the Family Centre Manager in the first instance to request a review. Should there remain any disagreement, the Lead Professional should request a review from the Family Solutions Service Manager, Family Support.

Quality Assurance and Data Performance

The Early Help Quality Assurance framework will be developed concurrent with the onset of this process.

Appendix 6: the referrals procedure

If you are a child or young person or if you have concerns about a child or young person you should call the Children's Services Referral and Advice service on 0300 555 0050 during office hours (9.00am - 5.00pm).

Out of office hours you can contact the Emergency Duty Team on 0300 555 8574 or in an emergency call 999.

For practitioners and those working with children please complete the Interagency Referral Form and send it to the single point of access team at MASH_team@dudley.gov.uk.

Referrals can come from the child themselves, professionals such as teachers, the police, GPs and health visitors as well as family members and members of the public.

Referrals to Children's Social Care Services usually fall in to three categories:

- Requests for information from Children's social care;
- Provision of information such as notifications about a child;
- Requests, for services for a child, which will be in the form of a referral.

Children's social care has the responsibility to clarify with the referrer the nature of the concerns and how and why they have arisen.

The local Threshold Protocol provides guidance about the criteria for making and receiving referrals. Referrals should be confirmed in writing within 24 hours using the Multi Agency Referral Form.

Appendix 8: Body Map

