Pennyhill Primary School

Safeguarding and Child Protection Policy for Schools

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Contents **Page No.**

Useful Telephone Numbers

1. Key Contacts in School ……

2. Introduction .....

3. Statutory Framework.....

4. Safeguarding In Education

5. The Governing Body .....

6. School Procedures.....

7. Dealing with a Disclosure.....

8. Making a Referral.....

9 Confidentiality.....

10 Communication with Parents.....

11. Information Sharing and Record Keeping .....

12. Allegations Involving School Staff/ Volunteers .....

13. Child on Child Abuse (including harassment and violence) ……

14. Physical Interventions……

15. Statutory Policies .....

16. Other Recommended Policies.....

Appendix A: information and Resources
Appendix B: SAFER Guidelines……
Appendix C: Referral Flowchart……
Appendix D: Safeguarding and Promoting Children's Welfare Procedural Flowchart……
Appendix E: Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)……..

Useful Telephone Numbers:

Sandwell MASH – 0121 569 3100

West Midlands Police – 101

Local Authority Child Protection Officers for Education –

Lisa Harvey 07747118729

Beverley Need 07775360203

Sian Wellings 07557173826

Jemma Jones 07393009664

Local Authority Designated Officer (LADO)– 0121 569 4770

Horizons Harm outside the home Safeguarding Team – 0121 569 2524/8391

Tipton Strengthening Families Team – 0121 569 7291

Wednesbury Strengthening Families Team – 0121 569 7294

West Bromwich Central Strengthening Families Team – 0121 569 7293

Oldbury Strengthening Families Team – 0121 569 7295

Rowley Strengthening Families Team – 0121 569 7296

Smethwick Strengthening Families Team – 0121 569 7297

NSPCC Helpline 0808 800 5000 or help@**nspcc**.org.uk

NSPCC Whistleblowing Helpline 0800 028 0285

National Counter Terrorism Helpline 0800 789 321
counter.extremism@education.gov

CTU_gateway@westmidlands.police.uk

1. Key Contacts in school (Please add any other key personnel, Data Protection lead etc

Role	Name	Contact details
Headteacher*	Elaine Williams	0121 588 2230
Designated Safeguarding Lead (DSL)	Elaine Williams	0121 588 2230
Deputy DSL(s)	Charlotte Hall- Yates Lavena Kuku Sarah Stokes Stacey Jukes	0121 588 2230
Designated Teacher children we care for	Stacey Jukes	0121 588 2230
SENCO	Lavena Kuku	0121 588 2230
Mental Health Lead	Elaine Williams	0121 588 2230
Online Safety Co-Ordinator/Lead	Stacey Jukes	0121 588 2230
Relationship Sex Health Education Lead	Rahul Bhanot	0121 588 2230
PREVENT Lead	Elaine Williams	0121 588 2230
Chair of Governors	Jag Padam	0121 588 2230
Safeguarding Governor	Charley Lucas	0121 588 2230

**Out of hours contact details will be made available to staff*

2. Introduction

2.1.This document is the Safeguarding and child protection Policy for Pennyhill Primary School and any extended services that it provides.

2.2 This policy has due regard for Keeping Children Safe in Education (KCSIE) 2026 and Working Together 2026.

2.3 This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed at least annually by the Governing Body and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the school's Leadership and Management and the requirements of the Local Multi Agency Safeguarding Arrangements (MASA).

2.4 This Safeguarding and Child Protection Policy forms one part of our safeguarding responsibilities and the principles embedded in this policy should have due regard to a range of linked policies including but not limited to: Safer Recruitment Policy, Information sharing and Record keeping, Behaviour Policy,

Physical Intervention Policy, Managing allegations against a Persons in a position of Trust (including low level concerns), Whistleblowing, Anti-Bullying Policy, Mobile Phone Usage Policy, Health and Safety, PSHE, Sex and Relationship Education, Sexual Violence and Harassment in school, Equal Opportunities, Anti discriminatory practice, Special Educational Needs, Confidentiality, Attendance, Managing serious violence and Weapons, Substance Misuse (including drugs and alcohol), Educational visits, E-safety, Combating Extremism, School Security, Staff code of conduct, Acceptable Use of Technologies etc and any other relevant policies as defined by statutory guidance and the school's Governing body.

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

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

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

2.7 Safeguarding and promoting the welfare of children is everyone's (our) responsibility. All those who come in to contact with children and their families have a role to play in keeping children safe. To fulfil this responsibility effectively our school ensures their approach is child centred and has the best interests of the child at the heart of all action.

Purpose of a Safeguarding and child protection Policy	To inform all members of staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and their responsibilities therein
Local Multi Agency Safeguarding Arrangements (MASA)	The school follows the procedures agreed by Sandwell's Children's Safeguarding Partnership. We recognise the important role we play in Sandwell's children's Safeguarding Partnership Multi Agency Arrangements. We demonstrate our compliance with these arrangements via the annual S175/157 Safeguarding Audit.
School Staff & Volunteers	School staff incl. supply, volunteers and students are well placed to observe the outward signs of abuse, neglect and exploitation. The school will therefore: Ensure all staff, governors and Trustees receive safeguarding and child protection training including online safety at induction and at least annually thereafter to help identify concerns in accordance with 'What to do if you are worried a child is being abused – Advice for practitioners' (DfE 2015) All staff/volunteers/agency/temporary staff and volunteers will be made aware of policies including child protection, staff code of conduct, whistleblowing and acceptable use of technologies including social media as part of their induction. Ensure that all staff is aware of this policy and those relating to the safeguarding of children All school staff will read part one of Keeping Children Safe in Education 2026 • Safeguarding information for all staff • What school and college staff should know and do • A child centred and coordinated approach to safeguarding
Principles and Expectations	The policy applies to the safeguarding of all children between the ages of 3-11 whose care and education

	comes within the remit of this school. We are fully committed to the Multi Agency ST*R Practice Model principles of being Strength based, Trauma informed and Relationship based. We operate a whole school approach to safeguarding where everyone adopts a zero tolerance to abuse. We recognise our own responsibility to protect and safeguard the welfare of the children and young people entrusted to our care by establishing a safe and trusting environment in which children can learn and develop. We create a culture of safe recruitment and have adopted robust recruitment procedures outlined in Keeping Children Safe in Education 2026 statutory guidance for schools. The staff and Governing Body of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. Childrens wishes and feelings are always taken in to account when determining what action is taken and included in any referrals. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued and understanding that their voice will be heard. The school recognises its duty of care to report safeguarding concerns when a child is at risk of harm or may be a risk of harm to others (e.g. carrying a weapon) This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Children services, Child and Adolescent Mental Health Services, School Attendance Support Service, Inclusion Support Service and other agencies/services coming into

	school to support individual pupils/groups of pupils. This includes providing a coordinated offer of early/family help and contributing to any statutory assessments. School ensures that all staff understand the early/family help process and recognise the factors that make children more at risk of poor outcomes including poverty, stigma and isolation which may be bought about by factors such family members in prison or homelessness. We take timely action to support early intervention if we have concerns. We ensure that support is matched to children's individual needs. We encourage all children and young people to respect, value and support each other. We recognise that children who are lesbian, gay, bisexual or gender questioning may be targeted by others and discriminated against. This behaviour will not be tolerated, and we will ensure children and young people have a trusted adult who they can be open with. We are fully compliant and promote Operation Encompass, which is a police and Education early intervention safeguarding partnership that supports children and young people exposed to Domestic Abuse. It aims to ensure Schools are notified in a timely manner of any Domestic Abuse incident where child/ren are present. This includes undertaking the Key Adult online Training and ensuring all parents/carers are aware we are part of this initiative via newsletters, prospectus, school website and induction. We recognise that children who experience, see or hear domestic abuse in all its forms are victims and appropriate support will be offered. We ensure that appropriate, robust Filtering and Monitoring is in place on all school devices and networks, which are regularly reviewed at least annually to assess their effectiveness.

	We are aware of the influence of harmful extreme ideologies (political hatred, misogyny etc) both online and in the real word. We will promote tolerance for all, healthy relationships and tackle extreme views in line with local procedures and Government guidance We also recognise the part mobile phones can play in compromising children safety we therefore do not permit children to use mobile phone on site. We aim to meet the DfE filtering monitoring standards and the Cyber Security standards for schools and colleges to build cyber resilience We ensure that children who are subject to multi-agency plans are supported by the school as defined in that plan. We are fully committed to safeguarding the welfare of children we care for and care experienced young people. To develop and deliver the PSHE curriculum to create opportunities for children to develop the skills they need to recognise and stay safe from harm including Domestic Violence and Abuse (DVA), Harm Outside The Home (HOTH) including Child exploitation (sexual and criminal), Modern day slavery, Serious violence, Trafficking, Gangs and knife Crime, Radicalisation, Female Genital mutilation (FGM), Honour based Violence (HBV) and Forced Marriage (FM), Online/Social Media Safety, extreme ideologies. They will be supported to calculate risk and be made aware of the range of support available to them. To ensure staff are aware that wider environmental factors could be present in a child's life that are a threat to their safety and/or welfare. Harm outside the home (Extra-familial harms) takes a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) online grooming, sexual exploitation, criminal exploitation, and serious youth violence. This is known as Assessment of Risk outside the family Home and

	we will have due consideration for this when assessing risks to children and young people. As part of our teaching and learning we may use Generative AI and as such use guidance produced by the DfE to ensure we do this safely and effectively We are familiar and keep up to date with legislation and guidance that relates to children and young people such as the legislative changes to the legal age of marriage in England and Wales. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils To contribute to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic well-being. To support the mental health and well-being of students and be able to identify when there are needs and consider when they become a safeguarding issue. We will follow referral processes to gain the support required to help keep the child safe. The school will ensure that parents understand the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. The school's child protection policy is made available to parents on request and published on the school website. Our policy extends to any establishment our school commissions to deliver education to our pupils on our behalf including alternative provision settings. We will continue to be responsible for the safeguarding of any pupil placed in Alternative

	Provision and ensure we are satisfied that the provider meets the needs of the pupil. Our Governing Body will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Ongoing monitoring will be undertaken. When our premises are used for activities/services offered by other organisations or individuals' confirmation will be sought by the school that appropriate risk assessments, aligned with 'Keeping Children Safe in Offsite settings',are completed, safeguarding and child protection policies and procedures are in place. This assurance will be included in any transfer of control agreement (i.e. lease or hire agreement).
Implementation, Monitoring and Review of the Safeguarding and child protection Policy	The Designated Safeguarding Lead will ensure that the school's child protection policy is put on the agenda of the Governing Body at least once a year for discussion, monitoring, review and renewal. Our School submits the Local Authority annual safeguarding audit within agreed deadlines (S175/157 Education Act 2002 audit) to evidence compliance with current legislative requirements, including any implications and learning from local, regional or national safeguarding issues. In this way the Governing Body authorises the DSL for Child Protection to carry out his/her responsibilities as outlined in the statutory Guidance

3. Statutory Framework

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

- Keeping children Safe in Education 2026
- Working together to safeguard children - GOV.UK
- **The Education Act 2002** Children Act 1989 & **The Children Act 2004**
- **Sandwell Children's Safeguarding Partnership - Inter Agency Procedures – regional Procedures**
- **Working Together to Safeguard Children**

- **What to do if you're worried a child is being abused: advice for practitioners**
- **The Education (Pupil Information) (England) Regulations 2005**
- **Keeping Children Safe in Education**
- **Information sharing advice for safeguarding practitioners**
- **Mental Health and Behaviour in Schools: Departmental Advice**
- Sexual Offences Act 2003.
- **Section 26 of the Counter-Terrorism and Security Act (2015)**
- **The Prevent Duty**
- Section 5B of the Female Genital Mutilation Act 2003
- Forced Marriage (Civil Protection) Act 2007 (legislation.gov.uk) – The legal age of marriage in England and Wales is 18 years Old
- Child and Social Work Act 2017
- **General Data Protection Legislation (2018)**
- **Childrens Wellbeing and Schools Act 2026**
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education**
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- **Voyeurism Offences Act 2019**
- **DfE statutory guidance on Children Missing Education**
- Additional links to Resources/ Information (Child – on – Child Sexual Violence and Sexual Harassment, Generative AI in education, Gender questioning children : Relationships, sex and health education) can be found in KCSIE 2026.

4. Safeguarding in Education

4.1 The Headteacher:

is responsible for ensuring safeguarding arrangements are implemented effectively in school.
This includes**:**

- Having the overarching responsibility of ensuring the effectiveness of our school safeguarding arrangements as outlined in this policy.
- Being accountable and reporting to the Governing Body on the effectiveness of school safeguarding arrangements.
- Supporting and promoting a whole school safeguarding culture and ethos. Ensuring that the Senior Leadership Team work effectively together and with the Designated Safeguarding Lead, to ensure a whole school approach to safeguarding.
- Take the lead role in ensuring safe practice; including ensuring staff are knowledgeable and confident in their safeguarding practice; including making sure that their practice is in line with national and local requirements. The Headteacher is also the lead person responsible for receiving, managing, and referring to/liaising with the Local Authority Designated Officer (with the support of the Designated Safeguarding Lead) or any other authorities regarding allegations of abuse made against staff or other organisations/individual who use school premises.
- Enabling the Designated Safeguarding Lead and any deputy(ies) to carry out their roles effectively. This means ensuring they are given sufficient time, training, support, resources, including cover arrangements where necessary.
- Ensuring that all school policies including safeguarding policies and procedures and those required to be in place, are implemented and followed by all staff.

The Designated safeguarding Lead (DSL)

4.2 The Designated Safeguarding Lead (DSL) for child protection co-ordinates action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the Designated Member of Staff is and that they are aware of their individual responsibility to be alert to the signs of abuse and should consider the context within which specific safeguarding issues within the wider environment (Assessment of Risk outside the family Home) – see appendix A to discuss any concerns with the Designated Member of Staff. That they are aware of what happens once a concern has been raised

4.2 Elaine Williams is the DSL for Child Protection and is a member of the senior leadership team.

4.3 Deputy DSLs have been appointed to act in the absence/unavailability of the DSL. Whilst the activities of the safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection for safeguarding and child protection remains with the safeguarding lead. This responsibility is not delegated.

4.4The Deputy Designated Safeguarding Leads for Child Protection in this school are: Charlotte Hall-Yates, Lavena Kuku, Sarah Stokes and Stacey Jukes.

4.5 In the absence of the DSL and the deputy DSLs the most senior member of staff in school will assume responsibility for any child protection matters that arise. Any deputies will be trained to the same standard as the designated safeguarding lead.

4.6 Our Designated Safeguarding Lead (DSL) will:

- Take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- Take lead responsibility for the implementation of the safeguarding policy, ensuring all staff, volunteers are aware of the content and expectations of the policy
- Will receive refresher Safeguarding lead training at least every two years
- Will keep his or her knowledge and skills up to date (for example via e-bulletins, meeting other designated safeguarding leads) at regular intervals, but at least annually, to keep up to date with any developments relevant to their role.
- Ensure that all staff (including supply, volunteers) who work with children undertakes appropriate training to equip them to carry out their responsibilities for safeguarding children at induction and at least every two years with regular updates at least annually. Training will enable them to recognise the signs and symptoms of abuse including Online Safety Including abuse/Grooming, understanding expectations, applicable roles and responsibilities in relation to filtering and monitoring, Domestic Violence and Abuse (DVA) with knowledge of what is controlling behaviours and coercive control, Child to Parent Domestic abuse, Child to child abuse (including harassment and violence), Child exploitation, Spiritual abuse, Female Genital Mutilation (FGM), Honour based Violence (HBV) and Forced Marriage (FM).
- Ensure that all staff understand the statutory duty to report to police when they suspect a child has had FGM carried out on a girl under 18.
- Ensure all staff understand the PREVENT Duty.
- Ensure that parents and staff are aware the school is part of Operation Encompass by providing full information around school, within parental information and on the school website
- Ensure there are effective induction and ongoing monitoring procedures around safeguarding and child protection for all adults working in the school, be they staff or volunteers, including supply agency staff which are to be undertaken no longer than 10 working days of commencement of their contract
- Make sure that concerns are raised by staff/volunteers when necessary
- Offer support and guidance to all adults working within the school on matters of safeguarding and child protection.

- Ensure that the names and contact details of the DSL/Deputy are on display for all staff, parents, pupils and visitors to the school

- Ensure that (whenever possible) the Designated and Deputy Designated Safeguarding Leads are not out of school (e.g. at training events) at the same time. If they are absent arrangements should be in place to ensure their duties are covered during their absence.

- Ensure that the telephone number for the Contact Centre is available and easily accessible to staff in case, for any reason, the DSL and Deputy are not contactable, in order to ensure there is no unwarranted delay in referral

- Discuss concerns as required with outside agencies e.g. specific agency for single need (e.g. speech and language, Inclusion Support), early intervention multi-agency (e.g. Early/family Help process) or Multi Agency Safeguarding Hub (MASH) /existing social worker (child protection/significant harm concerns)

- Be aware of contact details and referral routes to support families. This includes referral routes to local housing authority for families who are or are at risk of being homeless, referral routes for children in households where there is domestic abuse, child criminal exploitation, children missing or absent from education.

- Ensure suitable safeguarding arrangements are in place to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods, considering when threshold for educational neglect may be met.

- Work closely with colleagues with specific lead responsibilities in school such as Attendance officer, mental health lead, children we care for designated teacher, to respond to safeguarding concerns and improve outcomes for children.

- Work closely with partner agencies and services to improve outcomes for children and young people including (but not limited to) Local Authority Designated Officer (LADO), Allocated social workers, special educational needs coordinators (SENCO's), Senior mental health leads, school nurses, Domestic abuse support, Locality Strengthening Families team, community policing.

- Be aware of the requirement for children to have an Appropriate Adult when they are being questioned by police regards any criminal matters. Further information can be found in the Statutory guidance - PACE Code C 2019.

- Complete/oversee all necessary paperwork and correspondence including request for support forms to the Early Help/Family team or MASH in regard to safeguarding and child protection referrals

- Ensure there is appropriately trained staff to lead on Targeted support and that all staff is aware of the Early/Family Help process and their role within it
- Ensure that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan
- Ensure that the school is represented by a Designated Safeguarding Lead (or in their absence one of the safeguarding team) at child protection conferences, core groups and multi-agency meetings about 'Children in Need'. If none from school can attend apologies will be given and a written report will be submitted prior to the conference chair
- Compile and submit a written report regarding children who are subject to child protection conferences. This will be shared with parents before the conference takes place
- Ensure there is appropriate representation on Core Groups when a child is on a child protection plan. If the most appropriate person is a class teacher, they will work jointly with the Designated Safeguarding Lead
- Ensure record keeping is detailed
- Ensure that welfare records are kept securely and confidentially (locked and with limited access)
- Ensure that safeguarding and child protection records are chronologically recorded, with significant incidents or events clearly highlighted. These records should be reviewed regularly and focus on outcomes for the child/children.
- Ensure that records are transferred, within 5 days for an in-year transfer or within the first 5 days of the start of a new term, when a child changes/transitions to a new school.
- Ensure there is a mechanism in place to support the Designated Safeguarding Lead in specific regard to their welfare responsibilities e.g. weekly/monthly one to one meeting between the Designated and Deputy Designated Safeguarding Lead to offer mutual support.
- Keep the school's SMT, Governors, Local Authority and SCSP informed about safeguarding and child protection issues as requested
- Provide guidance to parents, children and staff about obtaining suitable support
- Discuss with new parents the role of the DSL and the role of safeguarding in the school. Make parents aware of the safeguarding procedures used and how to access the safeguarding and child protection policy.

- To arrange adequate and appropriate cover arrangements for any out of hours/out of term activities including onsite day care provision.

5. The Governing Body

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

5.2 The nominated governor for child protection is:

NAME Charley Lucas__

5.3 In particular the Governing Body ensures that:

- Our Governors/Trustees will be subjected to an enhanced DBS check and 'Section 128' check.

- All governors and trustees receive appropriate safeguarding and child protection (including online to include responsibilities and expectations around filtering and monitoring) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training is updated at least annually.

- Safeguarding and child protection policy and procedures are in place and reviewed annually

- Obligations under the Human Rights Act 1998 21, the Equality Act 201022, (including the Public Sector Equality Duty23), and their local multi-agency safeguarding arrangements are maintained and any breaches are tackled appropriately.Safe recruitment procedures (including consideration for an online search on any shortlisted candidates which they will be informed about), are in place and reviewed annually

- All staff (paid and unpaid)/agency/temporary staff have an up to date enhanced Disclosure and Barring service (DBS) certificate. All those carrying out teaching roles will require an additional check to ensure they are not prohibited from teaching.

- Volunteers who teach, train, instruct, care for, or supervise children on more than 3 days in any 30-day period will be classed as being in regulated activity and will have an enhanced DBS check that includes children's barred list information.

- Ongoing vigilance beyond the recruitment process to ensure safety and welfare of children is embedded in all of our processes and procedures to ensure deterrent and prevention of abuse, challenges inappropriate behaviour.

- A Single Central register (SCR) is monitored to ensure it meets statutory requirements (Please see our Recruitment Policy). All staff leavers will be deleted from our current SCR

- Position of trust procedures are in place (included the management of low level concerns) and reviewed annually

- A DSL who is a senior member of school leadership team is appointed and notify the LA of any changes in personnel to this role

- The governors support the Designated Safeguarding Lead in carrying out his/her responsibilities as outlined in 'Keeping Children Safe in Education', (September2026) and role in Job Description.

- There is a dedicated teacher for Children we care for who have been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked after Children and engaging with the DSL.

- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher

- That robust policies and procedures are in place, implemented and monitored.

- Relevant safeguarding/child protection training is accessed by all school staff/volunteers according to their role and responsibilities (including online safety which, amongst other things include and understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring).

- Ensure that school adhere to the DfE Guidance - Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk). Monitoring and reviewing with IT staff to determine how best to support school to meet the standards.

- That they receive an annual report from the DSL regarding safeguarding/child protection work including details of early help involvement and the lead professional role which has been undertaken in the year which is shared with the LA or other appropriate body.

- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required

6. School Procedures – Staff Responsibilities

6.1 The DSL ensures that all school staff and volunteers are alert to the potential abuse of children both within their families and from other sources including members of the school community.

6.2 The DSL will ensure all staff are aware of the school's reporting and referral procedure (CPOMs) and the need for timely reporting.

6.3 We are aware that a child being absent from education is a potential indicator of abuse or neglect. School staff will follow the school's procedures for dealing with children that 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 their going missing in future, in accordance with KSIE (2026). Consideration will be given for a referral to children services if there are safeguarding concerns or there has been no contact with school. If a child stops attending altogether this will be reported to school attendance support service with information regard off rolling the child.

6.4 The school will robustly monitor the attendance of children on roll in the school in line with the Attendance Policy and Working together to improve school attendance; Statutory Guidance (August 2024). When a safeguarding/child protection concern is raised, attendance concerns will be shared with partner agencies in accordance with local information sharing protocols.

6.5 The school will ensure they have systems in place to regularly update contact numbers for parents/carers and that there are at least two emergency contact numbers on file for every child on roll.

6.6 If any member of staff is concerned about a child the Designated Safeguarding Lead (or the rep in their absence) will be informed immediately. There is an absolute responsibility for all members of the school to respond to any suspected or actual abuse of a child in accordance with these procedures.

6.7 The member of staff will record information regarding the concerns and ensure the written record is passed to the DSL on the same day. The recording must be a clear, precise, factual account of the observations.

6.8 There may be emerging needs or adversities faced by children and their families that could be addressed through early help. Sandwell's Multi Agency Threshold document (available on the SCSP Website) guides us on what is the most appropriate level of support for families based on their level of need.

6.9 The Designated Safeguarding Lead will decide whether the concerns should be referred to children's social care via the MASH. If it is decided to make a referral to

children's social care this will be discussed with the parents and consent sought, unless to do so would place the child at further risk of harm, place a vulnerable adult at risk or compromise any enquiries that may need to be made.

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

6.11 Whenever a child transfers to another school all school records, including safeguarding/child protection files will be sent to the receiving school in a secure manner (within 5 working days) and relevant agencies will be informed of the new school that the child has moved to.

6.12 The Designated Safeguarding Lead takes responsibility for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

6.13 All staff and volunteers are made aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

In addition to these types of abuse and neglect, members of staff will also be alert to specific safeguarding issues. Please see appendix A KCSIE (2026) and What to do if your worried a child is being abused (DfE 2015)

6.14 All staff will have awareness training and briefings so they are alert to the signs and symptoms of abuse, including those that may signal a child is at risk from or involved with serious crime. They are made aware of the associated risks and understand the measures in place to manage them (https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence).

6.15 All staff will be informed of the risks posed by adults or young people who use the internet to bully, groom or abuse children.

6.16 Staff will oversee the safe use of electronic and social media by staff and pupils and take immediate action if they are concerned regards any bullying or risky behaviours.

6.17 All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm

7. Dealing with a Disclosure

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

RECEIVE

7.2 If a child wants to talk to us, we never ask them to come back later. We ask them what they want to talk about and, if we are concerned about their welfare, we give them the time to speak .

7.3 We do not promise confidentiality and will inform the child that we are happy to talk to them but if they tell us anything that we believe may be putting them at harm then we will pass it on to obtain the appropriate level of intervention.

7.4 We will listen carefully to the child nor stop a child who is freely recalling information.

7.5 Where a child is visibly upset or has an obvious injury, we will ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk so we clarify vague concerns and take right action. .

REACT

7.6 To clarify information may ask open-ended questions e.g." Is there anything you'd like to tell me?", "Can you explain to me…" Can you describe to me…."

7.7 we do not ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'

7.8 we do not ask 'accusing' questions e.g." Why didn't you tell someone earlier?"

7.9 We will not criticise the alleged perpetrator, it may be someone that they will continue to live with.

7.10 We do not ask the pupil to repeat their disclosure for any other member of staff; it is the person receiving the disclosure responsibility to share the information

7.11 if we do not adhere to these guidelines, we may compromise enquiries that need to be made later by children's social care or Police.

REASSURE

7.12 We ensure the child is aware that they have done the right thing in talking to us and that they have not done anything wrong.

7.13 If we have sufficient safeguarding concerns that the child has been, or is at risk of harm, we do tell them that we will speak to someone to get help.

RECORD

7.14 Notes are taken as soon as possible afterwards using the words that the child has used.

7.15 We do not record assumptions and interpretations, just what was heard and seen.

7.16 We do not destroy original paper notes even if we later write things up more neatly and fully or elsewhere (electronic system) until we are sure they will not be needed in any investigation. .

7.17 We record the date, time and place of the disclosure.

7.18 We will sign any written records and identify our position in the school setting.

7.19 We never ask a child to write an account or sign any of our documentation as this may compromise enquiries that need to be made later by children's social care or Police.

REFER

7.20 Immediately inform the Designated Safeguarding Lead for child protection (insert details) or in their absence the Deputy Designated Safeguarding lead Person for child protection (insert details) who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contacting MASH for advice.

7.21 To consult with your Designated Safeguarding Practitioner does not mean a referral has been made. This decision is the responsibility of the Designated Safeguarding Lead who will contact the appropriate agency as and when required.

7.22 If you are unhappy about the response you receive from your Designated Safeguarding Lead contact Sandwell Children's Trust Contact Centre on 0121 569 3100 where you may be put through to speak to a qualified social worker.

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

8. Making a Request for Support

8.1 A referral involves sharing information in line with Multi Agency Threshold Document to either the Strengthening families Team, with the consent of the parents/carers, Multi Agency Safeguarding Hub (MASH) or the Police in matters of immediate risk (see Appendix C).

8.2 Parents/carers will be informed if a request for support is being made except in the circumstances outlined in communication with parents **(It puts a child at further risk of harm)**

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

8.4 If lower level multi agency support is required for a child and/or their family, the Designated Safeguarding Lead will, with consent of the parent/carer, complete an early

Help assessment to enable the most appropriate services and support to be identified. This may be targeted multi-agency support to help the family resolve any identified concerns.

8.5 If the concerns are more complex and require statutory intervention then the Designated Safeguarding Lead will request support from children's social care via the MASH service where a decision will be made whether any enquiries are needed under Section 17 (child in need assessment or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at Appendix D detailing the referral procedure.

How to make a referral to Childrens Social Care if a child is at risk of significant harm

8.6 Step 1 - Complete a Multi-Agency Request for support Form (MARF) (or if immediate harm call through to the MASH on 0121 569 3100) including any relevant body Map, Child Exploitation Screening form, and/or Neglect screening tool (if appropriate) and send in to the MASH secure email address on the front of the form. Be prepared to give as much of the following information as possible using the SAFER guidelines (see Appendix B). If there are any Child Sexual Exploitation (CSE) concerns, then a CSE screening tool should always be completed and submitted to Sandwell Children's Trust. If there are Neglect concerns a Neglect screening tool/GCP2 Tool should be submitted if they have been completed

8.7 Step 2 - If a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a MARF is completed) the referrer should consider telephoning 999 and Sandwell Children's Trust contact centre (0121 569 3100). A MARF will also need to be completed within an hour of reporting the concern

8.8 Step 3 - Accurately record the action agreed following the referral or that no further action is to be taken and the reasons for this decision noting with whom discussions were held and who made the decisions on the appropriate school form.

Position of Trust referrals

8.9 Position of Trust referrals will be referred via the LADO at Sandwell LADO <Sandwell_LADO@sandwellchildrenstrust.org>. A MARF for the child will be completed, if requested by Sandwell Children's Trust and a Multi-Agency POT referral form https://www.sandwellcsp.org.uk/documents/lado-consultation-and-referral-form/ for the person allegations have been made about. This will detail the alleged incident and have all relevant details regards the child and the adult who the allegations have been made about.

Concerns re: Terrorism/Radicalisation

8.10 **Preventing Radicalisation**

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

8.11 School will refer any incidents of suspected radicalisation or children deemed at risk on a Multi- agency referral form (MARF) to the MASH marked as PREVENT referral.

8.12 Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 or contact made with the LA Prevent Support prevent_inbox@sandwell.gov.uk

9. Confidentiality

9.1 Safeguarding children raises issues of confidentiality that is understood by all staff/volunteers in school/college.

9.2 All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly children's social care and the Police.

9.3 If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.

9.4 Staff/volunteers who receive information about children and their families in the course of their work will share that information within the expectations of the school's confidentiality policy and other relevant policies e.g. the safeguarding and safeguarding and child protection policy, SCSP inter-agency procedures.

10. Communication with Parents

10.1 We will always discuss concerns with parents/carers and consent for any support should be sought unless to do so would:

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

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

10.3 We will working closely with parents to support them in safeguarding their child/ren by raising awareness of any such issues/concerns in the community, emerging hoaxes, challenges that may cause harm, community safety, emerging safeguarding risk, online safety, monitoring, filtering and parental controls etc

11. Information Sharing and Record Keeping

11.1 **Sharing** the right **information** at the right time with the right people, is fundamental to good **safeguarding** practice. It enables effective working together to improve outcomes for children, young people and their families. The importance of effective information sharing and good child Safeguarding and child protection record keeping has been highlighted in the learning from Child safeguarding Practice reviews (CSPR's) previously known as serious case reviews. We will share **information and update our records in a timely manner.**

11.2Information sharing and record keeping in school is completed in line with Data Protection (2018).

N.B. Data Protection Act (2018) will not be reason to withhold information about safeguarding in the child's interest

11.3 We maintain the principles of effective record keeping by being clear on concerns and listing an action taken including key discussions and justifiable decision making. This helps us:

- Identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating safeguarding or child protection concern.

- Monitor and manage their safeguarding practices and provides evidence of robust and effective safeguarding policy and practice

11.4 Our record keeping ensure information is kept confidential and stored securely.

11.5 Our records include a clear and detailed log of the concern, discussions, suspicion or allegation as soon as possible after the event. Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour (as far as possible) recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure. Dates and times of events will be recorded as accurately as possible, together with a note of when the record was made. A clear defensible decision on action taken will be recorded included if a referral or not was made to other services (such as Childrens social care or PREVENT) . Details of how the concern was followed up and any further outcome.

11.6 A record is made of any visible marks or injuries to a child that give cause for concern, this will also be completed on a body map. The child should not be examined intimately, or pictures taken of any injuries/marks (unless requested by statutory services).11.7 All records will be signed and dated clearly with the name of the signatory clearly printed.

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

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

11.9 Children **should NOT and will NOT** be asked to make a written statement themselves or to sign any records.

11.10 All records of a child protection nature (handwritten or typed) are given to the DSL (or for online records a digital alert) before the end of the working day. These should be filed in individual pupil files in Chronological order and a Chronology of significant events should be maintained at the front of the file.

11.11 No copies will be retained by the member of staff or volunteer

11.12 The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with Data Protection Act 2018 and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.

11.13 We will ensure that when a child moves on to a new educational provision that their child protection file is transferred to the new school or college as soon as possible. This will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term as this will allow the new school or college to have support in place for when the child/young person arrives. Files will be securely transferred via CPOMs or secure email if not a CPOMs school, and confirmation of receipt will be obtained. The safeguarding file will be transferred separately from the main pupil file.

11.14 When we receive in any safeguarding files we will issue a receipt to the previous school and will ensure key staff (e.g. Safeguarding team, SENCO) have access to the information contained within it.

11.15 We retain all records in line with data Protection guidance and our record retention policy after which records will be archived or destroyed as appropriate.

11.16 Where there are records regards a member of staff relating to allegations of sexual abuse these records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

12. Allegations/Concerns involving School Staff/ Supply Staff/Work placement students/ Volunteers/ Contractors

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

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (consideration for any transferrable risk (e.g. incidents at home, in the community)

12.2 In these circumstances, any allegation or concern will be taken seriously and the headteacher/principal (School Governance Lead), who has the responsibility for managing allegations against persons in a position of trust in school, will be informed immediately.

12.3 We are aware that there can be two levels of allegation/concern:

- Allegations that meet the harm threshold

- Allegations/concerns that do not meet the harm threshold – Referred to in KCSIE 2026 as ‘low level concerns’

12.4 When dealing with allegations/concerns we will ensure that we will;

- Apply a common-sense approach and judgement
- deal with them quickly, fairly and consistently
- provide effective protection for child/ren and support the person subject to the allegation
- Complete a risk assessment and make a justifiable decision on whether that person should be temporarily relieved from duties deployed elsewhere whilst an investigation is undertaken
- We will always consider advice or potential referral to the LADO when concerns arise about a member of staff including cover/agency /volunteer/work experience/student

12.4 Low level concerns are those concerns that do not meet the threshold for harm as detailed above but we always take them seriously. They will be dealt with as all allegations/concerns in a timely and appropriate manner. Our management of low level concerns procedure is detailed within our low-level concern policy.

12.5 They will be recorded on separate file so these concerns can be monitored and patterns established.

12.6 Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified

12.7 We acknowledge that it is not the responsibility of the person receiving the allegation to make any enquiries or discuss the allegation with anyone other than the Head Teacher/chair of Governors.

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

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

12.10 The headteacher/principal will not investigate the allegation itself, or take written or detailed statements, but will Refer the incident on A Multi- Agency Position of Trust Referral form to Sandwell Children's Trust via the Safeguarding Hub. A MARF for the child will be completed and a POT referral form for the person allegations have been made about.

12.11 Appropriate support will be put in place for the member of staff who is facing the allegation and a named contact within school will be provided. They will be told an allegation has been made and a risk assessment for management will be shared with them

12.12 The parent of any identified child will be spoken to and given information on what steps have been taken.

12.13.If the Headteacher is implicated in the concerns, Chair of Governors will be informed immediately or, in their absence, the vice chair.

12.14 The Chair of Governors in this school is:

NAME: Mr J Padam CONTACT NUMBER: 0121 588 2230

12.14 The Vice Chair in this school is:

NAME: Mrs J Hooper/Ms C Lucas CONTACT NUMBER: 0121 588 2230

12.15 The same process will be followed by the chair or vice chair of governors as that followed by the Head Teacher

12.16 To reduce the risk of allegations, all staff are made aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Safer recruitment Consortium 'Guidance for Safer working Practice' - Safer Recruitment Consortium training information ''

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

12.18. If it is decided that the allegation meets any of the four criteria outlined above, procedures will be followed in accordance with Sandwell's inter-Agency Procedures

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

12.20. The Head Teacher should, as soon as possible, and after consulting with the Local Authority Designated Officer (LADO) inform the person against whom the allegation has been made of the concern.

12.21 At the conclusion of any case especially if concerns are substantiated school will review the circumstances of the allegation consider if any changes to processes in school need to be made.

12.22 Employment Law may not recognise that what happens in a person's private life can impact on their professional life, however, where an individual has done something in their personal life that means they might be unsuitable to work in their role with children.

- We will risk assess and make a judgement on whether they pose a risk of harm to children.
- We will seek our own legal advice on this to ensure we are compliant with employment law when dealing with any disciplinary action.

We will record all information and decisions to demonstrate our justification for decisions made. [1]

13. Child on Child abuse including Violence and Harassment

13.1 We recognise that sometimes children can abuse other children. This may occur inside and outside of school.

13.2 Child on child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another, and have the opportunity or be in an environment where this possible.

This may include:

- Bullying (including cyber bullying);
- Physical harm;
- Sexual violence;
- Sexual harassment
- Discrimination
- Upskirting – which typically involves taking a picture under a person's clothing without them knowing. With the intention of viewing their genitals or buttocks for sexual gratification or to cause humiliation, distress or alarm to the victim;

[1] *The Staffing and Employment advice for schools outlines the staffing and employment duties and also sets out that governing bodies should have their own procedures for dealing with disciplinary matters. The guidance can be found using this link.*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953345/Staffing_and_employment_advice_for_schools_-_January_2021.pdf

- abuse in intimate personal relationships between children (teenage relationship abuse)
- sharing of nudes and semi-nudes'Initiation/hazing type violence and rituals

13.3 We recognize that child on child abuse can occur between and across different age ranges.

13.4 We accept that whilst perpetrators of child on child abuse pose a risk to others they are often victims of abuse themselves. We will work closely with alleged perpetrators to halt and prevent further occurrences.

13.5 We will explain to children that the law is in place to protect children and young people rather than criminalise them.

13.6 All children should be able to attend school and learn in a safe environment. When this is compromised by the actions or behaviours of their peers this will be dealt with predominately through our behaviour policy.

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

- Ensuring all staff have training on child on child abuse
- We will adopt the 'whole school approach' to tackling sexism and any form of discrimination.
- We will challenge inappropriate behaviours between children
- providing developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified at risk.
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils

13.8 We follow both national and local guidance and policies to support any children/young people subject to child-on-child abuse to enable provision of effective support

13.9 We fully understand that even if there are no reports of child-on-child abuse in school it may happen. Equally whilst we are aware that female students are

the predominant victims we will take all reports seriously. As such all our staff and children/young people are supported to:

- be alert to child-on-child abuse (including violence and Harassment
- understand how the school views and responds to child-on-child abuse
- Stay safe and be confident that reports of such abuse will be taken seriously.

13.10 We will not tolerate instances of child on child abuse and will not pass it off as “banter”, or “part of growing up”.

13.11 Our system for reporting instances of abuse is in classrooms and our policies team and in classrooms we ensure children are aware of how to report and this will be taken seriously.

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

- Allegations against an older pupil’s behaviour towards a younger child
- Severe Bullying
- Is of a serious nature possibly related to a criminal offence
- Indicates that other pupils have been affected by this pupil
- Taking part in the sharing of nudes and semi-nudes’
- Photographing or videoing other children performing indecent acts
- Forcing others to use drugs or alcohol

13.13 All complaints and incident will be taken seriously with a record of incidents and action taken.

13.14 An assessment of an incident between children will be completed to consider:

- Has this been a deliberate or contrived situation for a young person to be able to harm another?
  ● Chronological and developmental ages of everyone involved
  ● Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
  ● All alleged physical and verbal aspects of the behaviour and incident
  ● Whether the behaviour involved inappropriate sexual knowledge or motivation

● What was the degree of physical aggression, intimidation, threatening behaviour or bribery
● The effect on the victim
● Any attempts to ensure the behaviour and incident is kept a secret
● The child or young person's motivation or reason for the behaviour, if they admit that it occurred
● Whether this was a one-off incident, or longer in duration

13.15 We understand the importance of dealing with a situation of child-on-child abuse immediately and sensitively. We will gather the information as soon as possible to get the true facts and we consider the language used and the impact of that language on both the children and the parents when they become involved. We avoid any language that may create a 'blame' culture and leave a child labelled.

13.16 **Taking Action – What we do:**

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Put appropriate support in place (e.g. mentoring counselling, emotional well being service)
- Consider referral to Police or Children's Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

13.17 Consideration will be given to whether the complaint raises a safeguarding concern and then report to the designated safeguarding lead or the safeguarding person on duty in the absence of the DSL.

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

- The DSL can discuss the case with advisory personnel such as the Single point of contact (SPOC), Strengthening Families team or the Education safeguarding officer to determine if a referral to MASH is required. If there is an indication that a criminal offence has been committed then the police may become involved. School may be advised to refer this case to the police or advise parents to do so.

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

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

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

- If children services decide there will be no further action a thorough investigation will be carried out in school using the school's usual Behaviour procedure/sanctions.

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

14. Physical Interventions (Use of Reasonable Force)

14.1 It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves or others), it may be necessary for some physical contact to take place.

14.2 Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);

- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or

- Prejudicing the maintenance of good order and sanctions at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

14.3 The general guidance on Reducing the need for restraint and restrictive intervention (HMGovt., June 2019), Behaviour in schools Advice for headteachers and school staff (HMGovt updated 2024 **),** The Use of Reasonable force: Guidance for Head teachers, staff and Governing Bodies (2025) and continues to be supplemented by a specialist guidance document, namely 'Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders' (2012) and 'Guidance on the Use of Restrictive Physical Interventions for Pupil with Severe Behavioural Difficulties'. The circular entitled Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or neurodivergent applies to all special school settings. Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the Governing Body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in

significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

14.4 There is separate guidance on the use of force by staff in Further Education colleges: www.aoc.co.uk and applies to school pupils who receive some of their education in an FE college.

15. .Statutory School policies

15.1 A full list of statutory policies can be found at https://www.gov.uk/government/publications/statutory-policies-for-schools . Note that none of these policies relate to safeguarding and child protection.

15.2 School –Virtual Office link:
http://www.sandwell.gov.uk/extranetforschools/info/22/safeguarding

. Other Recommended Policies

Anti-bullying	PSHE curriculum (Sex and Relationship Education)
Drugs and substance misuse	Race, Disability and Equality Policy
E-Safety (including Acceptable Use Policies and Use of Digital Images)	Recruitment and selection
First aid (including management of medical conditions, intimate care)	Physical Intervention
	Combating Extremisim
Behaviour	
	Staff Code of Conduct
Attendance Health and Safety	
Management of allegations against staff	Whistle blowing
Data Protection and Freedom of information	Supporting Children with medical conditions
Tackling Youth Violence and Weapons	Domestic Abuse

Appendix A Useful links and resources

Home - Sandwell CSP

Sandwell Family Life

Child Exploitation Toolkit

County Lines Exploitation Guidance

CSE Exploitation for Schools

FINAL-Multi-agency-Practice-Principles-for-responding-to-child-exploitation-and-extrafamilial-harm-Designed-.pdf (researchinpractice.org.uk)

Preventing youth violence and gang involvement

criminal exploitation of children and vulnerable adults: county lines guidance

https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

Freedom from violence and abuse: a cross-government strategy - GOV.UK

Meeting digital and technology standards in schools and colleges - Cyber security: core standard - Guidance - GOV.UK

'*Sexting in schools and colleges*'.

Teaching online safety in schools - GOV.UK

Generative artificial intelligence (AI) in education - GOV.UK

Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)

Appendix B:

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

Situation

I am (give your name / designation / base). I am calling about (child's name(s) / date of birth / address, or mother's details if an unborn child).

I am calling because I believe this child is at risk of harm.

The parents are/aren't aware of the referral.

Assessment and actions

I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered) *or* I fear for the child's safety because (provide specific facts – what you have seen, heard and/or been told).

An Early Help Assessment has/hasn't been completed/ followed prior to this referral.

The child is now (describe current condition and whereabouts)

I have not been able to assess the child but I am concerned because …

I have (actions taken to make the child safe).

Family Factors

Specific family factors making this child at risk of significant harm are (base on the Assessment of Need Framework i.e. parenting capacity, family/environment, and child's developmental needs)

Additional factors creating vulnerability are …

Although not enough to make this child safe now, the strengths in the family situation are …

Expected response

In line with "Keeping Safe in Education2026' , "Working Together to Safeguard Children" 2026 and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).

Other recommendations.

Ask: Do you need me to do anything now?

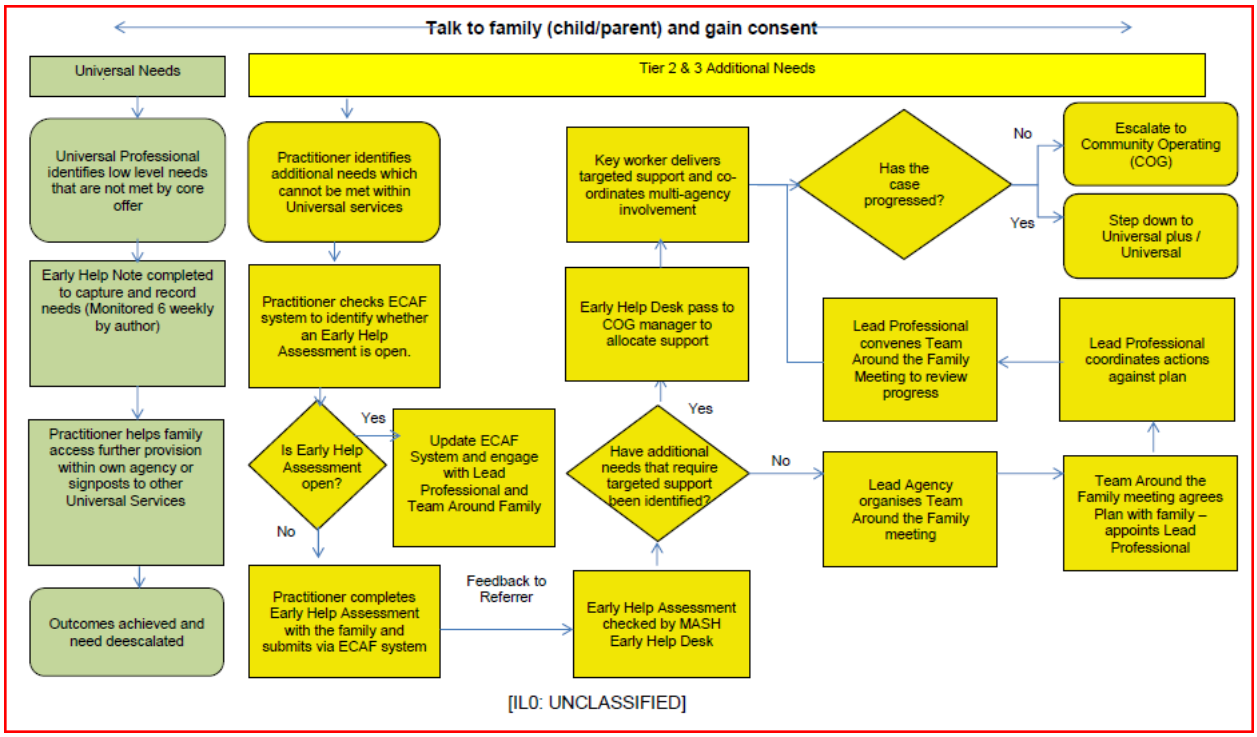
Referral and recording

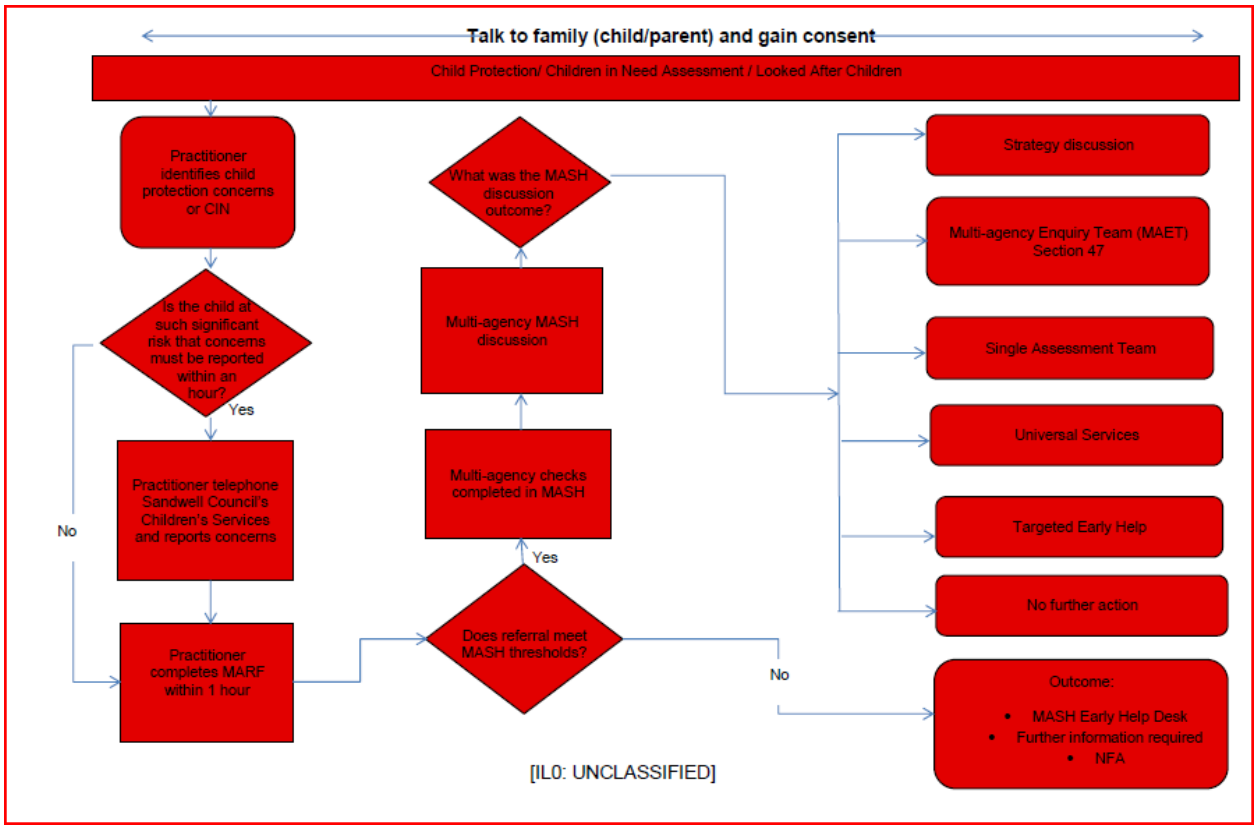
I will follow up with a written referral (MARF) and would appreciate it if you would get back to me as soon as you have decided your course of action.

Exchange names and contact details with the person taking the referral.

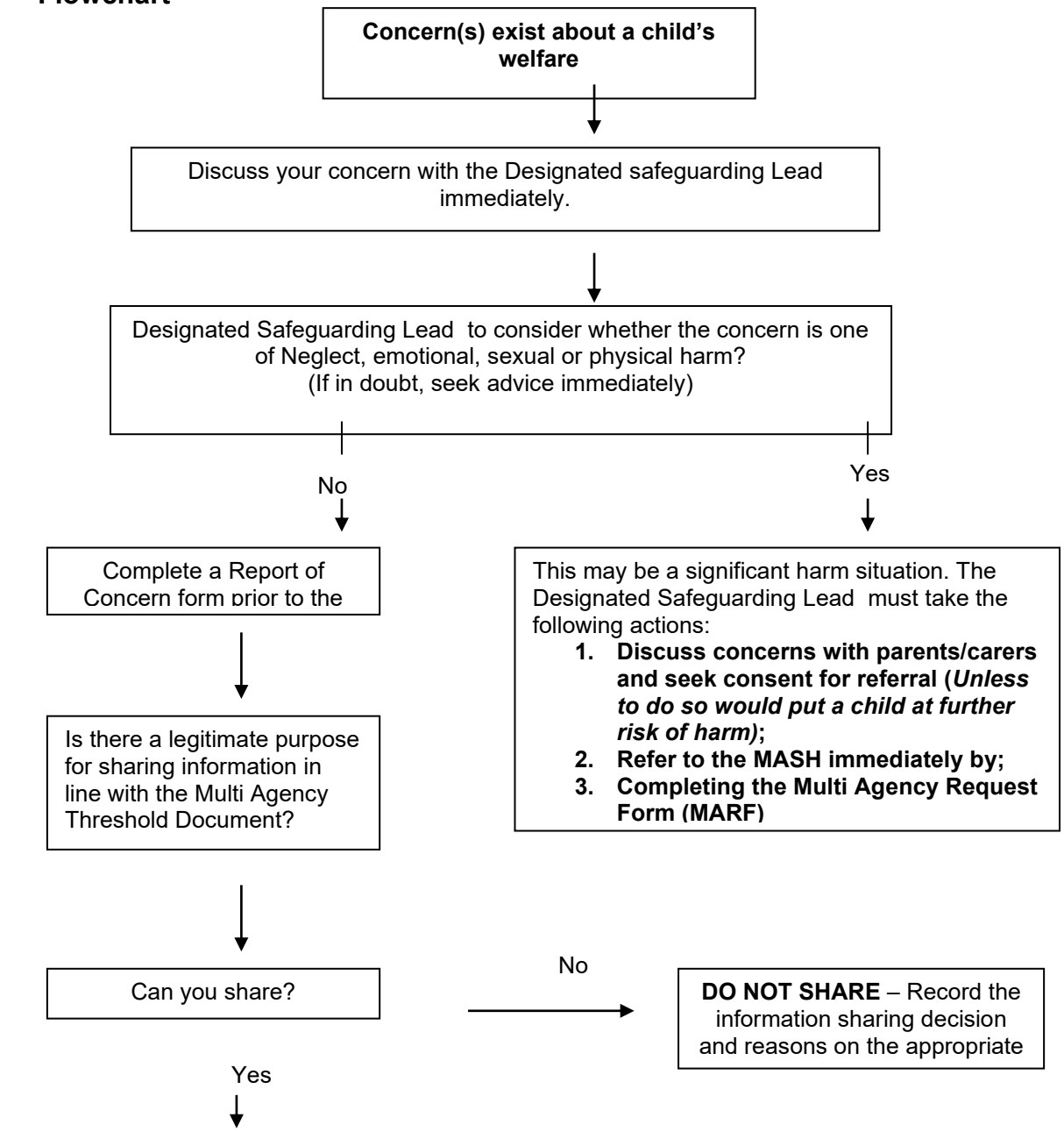
Now complete the MARF ensuring that it is sent within 1 hour and record details and time and outcomes of telephone referral.

Appendix C: Process Map





Appendix D: Safeguarding and Promoting Children's Welfare Procedural Flowchart



SHARING INFORMATION WHEN THERE ARE NO SIGNIFICANT HARM CONCERNS:

- Record the concern on a Report of Concern form, distinguishing fact from opinion. Using the Multi Agency Threshold Document consider if your concern meets the threshold (safeguarding concerns) for the offer of an early help assessment or the threshold for risk of significant harm (child protection).
- Early Help MASH – concerns that you believe are safeguarding concerns. Complete **Early Help Assessment** and submit via e-caf (if trained), via post to Early Help Team, PO Box 16021, Oldbury, B69 9EW or via e-mail to ecaf_queries@sandwell.gov.uk
- Child Protection MASH – concerns that you believe are child protection concerns. Contact your designated lead; consult with Early Help Social Worker for advice and guidance. Send completed **MARF** (multi-agency referral form) via secure e-mail to access_team@sandwellchildrenstrust.org or if an emergency that cannot wait an hour – call Sandwell's Contact Centre on 0121 569 3100

Appendix E: Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

The SPOC for Pennyhill Primary School is Elaine Williams , who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Pennyhill in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of susceptible students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify susceptible individuals;
- Safeguard individuals who might be susceptible to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.