

# Temple Meadow Primary School



Temple Meadow  
Primary School  
Growing together, learning together

## Safeguarding and Child Protection Policy Includes SCR Protocol

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*This policy is part of the wider umbrella of Safeguarding and Child Protection and should be read in conjunction with our staff code of conduct, safe contact policy, attendance policy.*

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## Roles and Responsibilities

Headteacher (Deputy Designated Safeguarding Lead)	Anita Van Straaten	01384 569021
DHT and Designated Safeguarding Lead	Becky Dale (DHT)	01384 569021
Single Point of contact for PREVENT	Becky Dale (DHT)	01384 569021
Deputy Designated Safeguarding Lead	Kirsty Evans (AHT)	01384 569021
Deputy Designated Safeguarding Lead	Gareth Smith (AHT)	01384 569021
Deputy Designated Safeguarding Lead	Sarah Daniels (Senior Pastoral)	01384 569021
Deputy Designated Safeguarding Lead	Lou Bayley (Inclusion Lead)	01384 569021
Chair of Governors	Claire Lamb	
Vice Chair	Annie Stanford	
SBM and member of SLT	James Maton-Collingbourne	01384 569021
Lead for Children in Care (CIC)	Lou Bayley (Inclusion Lead)	01384 569021
Senior Mental Health Lead	Becky Dale (DHT)	01384 569021
E-safety Lead	Gareth Smith (AHT)	01384 569021
RSHE Lead	Becky Dale (DHT)	01384 569021

### Other Useful Contact Numbers:

- Sandwell Children’s Trust/MASH – 0121 569 3100. If a child is in immediate danger, you should contact the police (call 999)
- West Midlands Police – 101
- PC 2991 Hubert Treasure (Sandwell Young Person Officer) - 0345 113 5000 ext.: 8811 3045
- Local Authority Child Protection Officers for Education – 0121 569 8144
  - Lisa Harvey 07747118729
  - Beverley Need 07775360203
  - Louise Atkinson 07341 795 787
  - Jemma Jones 07393009664
- Local Authority Designated Officer – 0121 569 4770
- Horizons Exploitation Safeguarding Team – 0121 569 2524/8391

### **Prevent (Extremism)**

- Strategic Prevent Coordinator: Pardeep\_Brar@sandwell.gov.uk 0121 569 4725 / 07500 129348
- Prevent Education Officer: Justin\_Nixon@sandwell.gov.uk 0121 569 4725 / 07790 396643
- TYS Prevent Officer: Sarfraz\_Khan@sandwell.gov.uk 0121 569 2322 / 07768 818439
- Prevent CTU police officer: m.dyson@west-midlands.pnn.police.uk 101 ext. 871 3037 / 07825862128
- Prevent CTU police officer: m.langowskigadd@west-midlands.pnn.police.uk 101 ext. 871 3036 / 07880482779
- National Counter Terrorism Helpline 0800 789 321 counter.extremism@education.gov

### **Strengthening Families Teams**

- Tipton SFT– 0121 569 7291
- Wednesbury SFT – 0121 569 7294
- West Bromwich Central SFT – 0121 569 7293
- Oldbury SFT – 0121 569 7295
- Rowley SFT – 0121 569 7296  
ecaf\_queries@sandwell.gov.uk
- Smethwick SFT – 0121 569 7297

**Others**

- NSPCC Helpline 0808 5000 or help@nspcc.org.uk
- NSPCC Whistleblowing Helpline 0800 028 0285
- Sandwell Inclusion Support- 0121 553 7411

**Rationale**

1.1 This document is the Safeguarding and Child Protection Policy for Temple Meadow Primary School. This policy has due regard for Keeping Children Safe in Education (KCSIE) 2025 and Working Together 2023.

Safeguarding is achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviours that are unacceptable.
- Ensuring that members of the governing body, the Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

At Temple Meadow safeguarding and promoting the welfare of children (**children includes everyone under the age of 18**) is everyone's responsibility. Everyone who comes into contact with our children and their families and carers have a role to play in safeguarding our children. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. All staff have the responsibility to provide a safe environment in which children can learn. Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. In order to fulfil this responsibility effectively, all professionals **must** make sure their approach is child-centred. This means that we consider, at all times, what is in the best interests of our children. 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 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 the requirements of the Local Multi Agency Safeguarding Arrangements (MASA).

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), 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, 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.

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
- preventing the 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.

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. Safeguarding and promoting the welfare of children is everyone's 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.

**Policy intent**

The intent is to inform all members of staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and their responsibilities.

<p><b>Local Multi Agency Safeguarding Arrangements (MASA)</b></p>	<p>The school follows the procedures agreed by Sandwell’s Children’s Safeguarding Partnership. We demonstrate our compliance with these arrangements via the annual S175/157 Safeguarding Audit.</p>
<p><b>School Staff &amp; Volunteers</b></p>	<p>School staff including supply, volunteers and students are well placed to observe the outward signs of abuse, neglect and exploitation. As a school we will therefore:</p> <ul style="list-style-type: none"> <li>• Ensure that all school staff and volunteers receive safeguarding children training at least annually, to help identify concerns receive safeguarding children training at least annually, to help identify concerns in accordance with ‘What to do if you are worried a child is being abused – Advice for practitioners’ (DfE 2015). <i>See Induction Checklist, CP Level 1 Training and in school induction</i></li> <li>• Ensure that all staff are aware of this policy and those relating to the safeguarding of children.</li> <li>• All staff working directly with children to read at least part one of Keeping Children Safe in Education 2025 and all staff not working directly with children to read part one or condensed version Annexe A (Senior Leaders and Governors to decide based on role)             <ul style="list-style-type: none"> <li>○ Safeguarding information for all staff</li> <li>○ What school and college staff should know and do</li> <li>○ A child centred and co-ordinated approach to safeguarding</li> </ul> </li> </ul>
	<p>Our Governing Body/Trustees will ensure that any commissioned agency will reflect the values, philosophy, and standards of our school. Ongoing monitoring will be undertaken.</p> <p>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).</p>
<p><b>Principles</b></p>	<ul style="list-style-type: none"> <li>• We recognise our responsibility to protect and safeguard the welfare of children and young people entrusted in our care and aim to establish a safe and trusting environment in which our children can learn and develop. This policy applies to all children between the ages of 0-18 whose care and education comes within the remit of our school. We operate a whole school approach to safeguarding where everyone adopts a zero tolerance to abuse.</li> <li>• The staff and Governing Body 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. We promote a positive, supportive and secure ethos, where our pupils have a sense of being valued.</li> <li>• We create a culture of safe recruitment and have adopted robust recruitment procedures outlined in Keeping Children Safe in Education 2025 statutory guidance for schools.</li> <li>• We use Protective Behaviours and children regularly identify and update their Network Hand. This ensures that children know which adults they can approach if they are worried, however ‘awful or small’.</li> <li>• Our Learning for Life lessons allow us to be proactive with teaching children how to keep themselves safe, learn about <b>relationships</b> education, relationships and <b>sex education</b> and <b>health education</b>.</li> <li>• Our Learning for Life lessons contribute to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic well-being.</li> <li>• We have developed and deliver a bespoke Learning for Life (PSHE and RSHE) 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), Child sexual exploitation (CSE), Female Genital mutilation (FGM), Honour based Violence (HBV) and Forced Marriage (FM).</li> <li>• We recognise our duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, 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 help and contributing to any statutory assessments. School ensures that all staff understand the early help process and</li> </ul>

- 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 ensure that children who are subject to multi-agency plans are supported by the school as defined in their plan. 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.
  - All staff, governors and Trustees receive safeguarding and child protection training including online safety at induction and at least annually thereafter. Temporary staff and volunteers will be made aware of policies including child protection, staff code of conduct and acceptable use of technologies including social media as part of their induction.
  - We ensure that appropriate, robust Filtering and Monitoring is in place for on school devices and networks which are regularly reviewed at least annually to assess their effectiveness. We also recognise the part mobile phones can play in compromising children safety.
  - We aim to meet the DfE filtering monitoring standards and the Cyber Security standards for schools and colleges [in order to build cyber resilience](#).
  - We are fully committed to safeguarding the welfare of children [we care for](#), (previously known as looked after children) and care leavers.
  - 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. 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.
  - 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.
  - 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.
  - 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 are taken to offer a balanced presentation of opposing views to pupils.
  - As a school we ensure that parents understand the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. Our 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/students 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/Trustees 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).

<p><b>Implementation, Monitoring and Review of policy</b></p>	<p>The Designated Safeguarding Lead will ensure that the school’s safeguarding and child protection policy is put on the agenda of the Governing Body at least once a year for discussion, monitoring, review and renewal.</p> <p>Temple Meadow 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.</p> <p>In this way the Governing Body authorises the DSL for Child Protection to carry out his/her responsibilities as outlined in the statutory guidance.</p>
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**Statutory Framework**

In order to safeguard and promote the welfare of children, we work in accordance with the following legislation and guidance (live links):

- **The Education Act 2002** (section 175/157). Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school. Education and Training (Welfare of Children) Act 2021 amends the Education Act 2002 and the Apprenticeships, Skills, Children and Learning Act 2009 to impose safeguarding duties on 16 to 19 academies and further education in essence ensuring that safeguarding responsibilities are understood and prohibiting funding being given if safeguarding requirements not complied with.
- **The Children Act 2004**
- **Sandwell Children’s Safeguarding Partnership - Inter Agency Procedures – regional Procedures**
- **Working Together to Safeguard Children** - “Working Together to Safeguard Children” requires all schools to follow the procedures for protecting children from abuse which are defined by Sandwell Multi Agency Safeguarding Arrangements and have appropriate procedures in place for responding to all concerns of actual or suspected abuse including allegations against members of staff in a position of trust. The best way to safeguard a child is through effective early help and prevention so it is important to carry out effective early help assessment and take on the role of the Lead Professional. Sandwell’s multi-agency Threshold Document explains early help and expectations more in depth.
- **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** places the following statutory duties on all schools:
  - Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
  - Schools should be aware of and follow regional and local policies and procedures.
  - Staff should be vigilant to signs of abuse and to whom they should report any concerns on to.
  - Schools should have procedures in place which are disseminated to all staff for handling suspected or actual cases of abuse of pupils, including procedures to be followed in the case of allegations or concerns against persons in a position of trust including knowing local referral processes.
  - Every school should have Designated Safeguarding Lead who is a member of the senior management team and responsible for co-ordinating safeguarding/child protection work within the school and liaising with other agencies as appropriate.
  - Staff with designated responsibility for safeguarding and child protection should receive appropriate single agency and multi - agency training approved by local safeguarding arrangements at least every two years and their knowledge and skills should be refreshed regularly, but at least annually, via briefings, newsletter and National, regional and local updates.
  - All other staff in school should receive training to raise their awareness of signs and symptoms of suspected or actual abuse and the procedures they should follow at least every three years They should also be given regular updates on safeguarding issues
  - The Designated Safeguarding lead will take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
  - All staff will receive online safety training, which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring to ensure they are not only knowledgeable around risks and indicators but are able to ensure children are taught about keeping themselves safe in the real and virtual world.
  - All staff should be prepared to identify children who may benefit from early help.
  - That all schools and FE colleges should share information and work in partnership with other agencies when there are concerns about a child’s welfare.
  - School will maintain safeguarding responsibility when a child is attending Alternative provision.
  - Children absent from and missing from education – school’s must have appropriate safeguarding arrangements in place to respond to children.

- **Information sharing advice for safeguarding practitioners**
- **Mental Health and Behaviour in Schools: Departmental Advice**
- **Sexual Offences Act 2003**

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. **Sexual violence** refers to sexual offences and includes rape and sexual assault. **Sexual harassment** is any ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. We ensure victims are taken seriously and offered appropriate support, following guidance in KCSIE.

- **Section 26 of the Counterterrorism and Security Act (2015)**
- **The Prevent Duty**

The UK faces a severe and continuing threat from international terrorism. The Government is taking tough security measures to keep people safe but action at a local level is also essential to stop people becoming or supporting terrorists or violent extremists. Local authorities and the police need to take a lead in ensuring that local partnerships have been clearly tasked with driving delivery of a jointly agreed programme of action. From 1 July 2015 all schools must have regard to the statutory guidance around the Prevent Duty (this also applies to registered early years childcare providers and registered later year’s childcare providers). They are subject to a duty under section 26 of the Counterterrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

- **Section 5B of the Female Genital Mutilation Act 2003** (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. From October 2015, there is a 'mandatory reporting duty' for all education providers.
- **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** requires all schools to ensure:
  - a) relationships education be provided to pupils of compulsory school age receiving primary education at schools in England
  - b) relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.
  - c) that pupils learn about—
    - I. safety in forming and maintaining relationships,
    - II. the characteristics of healthy relationships, and
    - III. how relationships may affect physical and mental health and well-being, and
  - d) the education is appropriate having regard to the age and the religious background of the pupils.
- **General Data Protection Legislation (2018)**
- **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 can be found in KCSIE 2025.

## Legislation and the law

- The Governing body ensures that they comply with their duties under legislation. They have regard to this guidance, ensuring that policies, procedures, and training in our school is effective and complied with by all staff at all times.
- Our Governing body takes leadership responsibility for Temple Meadow’s safeguarding arrangements, ensuring that Temple Meadow has a whole school approach to safeguarding and that child protection is at the forefront and underpins all relevant aspects of process and policy development.
- We ensure that all members of the governing board have been subject to an enhanced DBS check and section 128 check.
- Our Governing body ensures that all appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote our children’s welfare. Our policy is updated at least annually and is available publicly.
- Our Governing Body ensures that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher or another governor.
- We appoint a member of staff from the senior leadership team (SLT) to the role of DSL as an explicit part of the role-holder’s job description.

- We appoint one or more deputy DSLs to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- A staff code of conduct, amongst other things includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- Our Governing body puts in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of them going missing in future.
- 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.
- We share information with the local authority when removing a child from our school role at standard and non-standard transition points; more information about this can be found in the department’s statutory guidance: children missing education.
- The Governing body takes a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers.
- We make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- We adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for additional checks.
- We ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are `LGBTQ+.
- We guarantee that volunteers are appropriately supervised.
- We make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- We ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- We have procedures in place to handle allegations against members of staff or volunteers.
- We have procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- We guarantee that there are procedures in place to handle pupils’ allegations against other pupils.
- We ensure that appropriate disciplinary procedures are in place, as well as policies, pertaining to the behaviour of pupils and staff.
- We ensure that procedures are in place in order to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- We make sure that pupils’ wishes and feelings are considered when determining what action to take and what services to provide to protect individual pupils.
- We guarantee that there are systems in place for pupils to express their views and give feedback.
- We have an early help procedure and ensure all staff understand the procedure and their role in it.
- We appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- We ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support (CIC – Child in Care) LAC.
- We make sure that staff members have the skills, knowledge and understanding necessary to keep LAC (CIC – Child in Care) safe, particularly with regards to the pupil’s legal status, contact details and care arrangements.

## Role of the Designated Safeguarding Lead

The DSL at Temple Meadow Primary school is Miss Rebecca Dale and she is also the Deputy Headteacher. Temple Meadow have also identified the Headteacher, Mrs Van Straaten as an additional DSL. We also have a wider safeguarding team of Deputy DSLs, including Ms Daniels, our Senior Pastoral Key Worker, Miss Evans (Assistant Headteacher) and Mr Smith (Assistant Headteacher) who have all received the same level of training as the DSLs. At Temple Meadow, DSL training is refreshed every 2 years.

*See appendix F for DSL team poster.*

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 Safeguarding Lead 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).

Whilst the activities of the Designated Safeguarding Lead are sometimes delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, remains with the designated safeguarding lead. Miss Dale takes responsibility for:

- safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This is explicit in the role-holder’s job description.

- Ensuring that the DSL team receive refresher training at least every two years.
- Ensuring that all staff (including supply, volunteers) who work with children undertake 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, Child exploitation, Spiritual abuse, Female Genital Mutilation (FGM), Honour based Violence (HBV) and Forced Marriage (FM).
- Keeping the DSL team 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 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 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
- Making sure that concerns are raised by staff/volunteers when necessary.
- Offering support and guidance to all adults working within the school on matters of safeguarding and child protection.
- Ensuring that the names and contact details of the DSL/Deputy are on display for all staff, parents, pupils and visitors to the school.
- Ensuring 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.
- Ensuring that the telephone number for the Contact Centre is available and easily accessible to staff in case, for any reason, the DSLs and Deputy are not contactable, to ensure there is no unwarranted delay in referral.
- Discussing concerns as required with outside agencies e.g. specific agency for single need (e.g. speech and language, Inclusion Support), early intervention multi-agency (e.g. Early Help process) or Multi Agency Safeguarding Hub (MASH) /existing social worker (child protection/significant harm concerns)
- Being 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.
- Be aware of the requirements 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.
- 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 (SENDCO's), Senior mental health leads, school nurses, Domestic abuse support, Locality Strengthening Families team, community policing.
- Complete/oversee all necessary paperwork and correspondence including referral forms to the Early Help 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 are aware of the Early Help process and their role within it.
- Ensure that relevant staff are informed and advised about appropriate action when a child is subjected to a Child Protection plan.
- 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, child in care teacher, to respond to safeguarding concerns and improve outcomes for children.
- Ensure that the school is represented by a Designated Safeguarding Lead at child protection conferences, core groups and multi-agency meetings about 'Children in Need'. It is the Designated Safeguarding Lead who should attend Child Protection Conferences rather than another representative. If this is not possible, the Deputy Designated Safeguarding Lead should attend. If neither can attend apologies will be given and a written report will be submitted prior to the conference.
- 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 meetings 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.

During term time, the Designated Safeguarding Lead and/or a deputy should always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns.

*'Early Years provision run by the school will need to allocate a separate person to this role in view of operating before and after standard school times'*. At Temple Meadow we have 4CT operating before and after school. This is a separate organisation with their own OFSTED registration and their own DSL.

### **Role of the Governing Body**

The nominated governor for child protection is the Chair of Governors, who is named in the table at the start of this policy.

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

In particular, the Governing Body ensures that:

- Our Governors/Trustees will be subjected to an enhanced DBS check and 'Section 128' check. DBS certificates will be in place for all serving governors and newly appointed governors within 21 days of their appointment.
- 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.
- Obligations under the Human Rights Act 1998 21, The Equality Act 2010 22, and their Local Mutli-Agency arrangements are maintained and any breaches are tackled appropriately
- Safeguarding and child protection policy and procedures are in place and reviewed annually.
- Safer 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) 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.
- 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 (including the management of low-level concerns) and reviewed annually.
- A DSL who is a senior member of school leadership team is appointed and the LA is notified of any changes in personnel to this role.
- There is a dedicated teacher for Looked after Children (Child in Care) who has been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked after Children and engaging with the DSL.
- 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.
- 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).

- Consider the number and age range of the pupils, those who are potentially at greater risk of harm and how often they access IT systems along with the proportionality of costs versus safeguarding risk.
- 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](http://www.gov.uk)). Monitoring and reviewing with IT staff to determine how best to support school to meet the standards.
- All new staff receive safeguarding induction. All governors receive appropriate safeguarding and child protection 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 our school are effective and support the delivery of a robust whole school approach to safeguarding. Their training is updated at least annually.
- 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.
- All staff receive regular updates for example through emails and staff meetings.
- Children are taught about safeguarding including online safety. We do this throughout our Learning for Life, including Protective Behaviours and RSHE, and computing curriculums.
- Governors take regard to the Teaching Standards, which set out expectations for all teachers to manage behaviour effectively and ensure a good, safe educational environment where teachers have a good understanding of pupils needs.
- Consider the number and age range of the pupils, those who are potentially at greater risk of harm and how often they access IT systems along with the proportionality of costs versus safeguarding risk. 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 \(\[www.gov.uk\]\(http://www.gov.uk\)\)](#). [Monitoring and reviewing with IT staff to determine how best to support school to meet the standards](#)
- 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.
- The governors support the Designated Safeguarding Lead in carrying out his/her responsibilities as outlined in ‘Keeping Children Safe in Education’, (September 2025) and role in Job Description.

## Staff Responsibilities

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. At Temple Meadow we operate with an ‘it could happen here’ attitude where safeguarding is concerned.

A child being absent from education is a potential indicator of abuse or neglect. School and college staff will follow the school’s or college’s procedures for dealing with children that are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future, in accordance with KCSIE. Consideration should be given for a referral to children services if there are safeguarding concerns or there has been no contact with school. If a child stop attending altogether this will be reported to school attendance support service with information regard off rolling the child.

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.

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.

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

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

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) will guide you on what is the most appropriate level of support for families based on

their level of need. The Single Point of Contact or the MASH education team are available for early advice and support prior to getting to the point when things need to go to MASH.

The DSL will ensure all staff are aware of the school's reporting and referral procedure and the need for timely reporting. At Temple Meadow, the member of staff must record information regarding any concerns and ensure the record is passed to the DSL via My Concern on the same day. The recording must be a clear, precise, factual account of the observations. Temple Meadow use My Concern to capture all safeguarding information.

**URGENT disclosures are recorded onto My Concern but the DSL (or a member of the DSL team) is always advised immediately of its contents.**

***If the concern is related to a member of staff, then the concern is recorded on a PINK safeguarding form and should go directly to the Headteacher.***

The Designated Safeguarding Lead will decide whether the concerns should be referred to Sandwell Children's Trust via the MASH. If it is decided to make a request to Sandwell Children's Trust 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.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. If any member of staff is concerned about a child's welfare they should speak to the Designated Safeguarding Lead (or the deputy DSL in their absence) **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.

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

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

RED forms are completed when there has been a medical incident across the school which involves the child being sent away from school, either home or to hospital. The form outlines actions and responsibilities for various members of school staff in this situation. All information is then captured factually, fully investigated and added to My Concern.

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.

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.**

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>).

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

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.

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

# Safeguarding practice and procedures

## Dealing with a disclosure

### RECEIVE

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

### REACT

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

### REASSURE

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.
- All staff should reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

### RECORD *At Temple Meadow we use My Concern for recording*

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.

### REFER

- Immediately inform the Designated Safeguarding Lead for child protection or in their absence the Deputy Designated Safeguarding Lead for child protection who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact MASH for advice.
- To consult with your Designated Safeguarding Lead does not mean a referral has been made. This decision is the responsibility of the Designated Safeguarding Lead for child protection who will contact the appropriate agency as and when required.
- If you are unhappy about the response you receive from your Designated 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.**

## Record Keeping

The importance of good clear child welfare and child protection record keeping has been highlighted in the learning from serious case reviews. Good up to date record keeping of concerns and action taken is essential for two main reasons:

- It helps us to 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.
- It helps us monitor and manage our safeguarding practices and provides evidence of robust and effective safeguarding policy and practice.
- We follow the principles of effective record keeping with information being kept confidential and stored securely. Our records include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved. We record any action taken, decisions reached and the outcome.
- We make a detailed record of a concern, discussion, suspicion, or allegation at the time of or 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 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 to be taken will be recorded included if a referral or not was made to other services (such as Children's social care or PREVENT).
- 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).
- All hand written records will be signed and dated clearly with the name of the signatory clearly printed. For electronic records, staff must be signed into My Concern using their own log in information.
- Children **should NOT and will NOT** be asked to make a written statement themselves or to sign any records.
- 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.
- No copies will be retained by the member of staff or volunteer.
- 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.
- 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 either electronically (via school2school or My Concern) or securely posted, and confirmation of receipt will be obtained. The safeguarding file will be transferred separately from the main pupil file.
- When we receive in any safeguarding files we will issue a receipt to the previous school/college schools and will ensure key staff (e.g. Safeguarding team, SENCO) have access to the information contained within it.
- 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.
- 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.

Staff at Temple Meadow follow the guidance outlined in the section above. We have strict guidance on record keeping and clear roles and responsibilities:

- Record onto My Concern
- Pass immediate concerns to the DSL straight away (ensure safe ratios maintained re pupil supervision).
- DSL will allocate further tasks required or actions using their knowledge of issues surrounding families through My Concern.
- Need to know adults i.e. class teacher (if appropriate) receive an email with the information. Any original notes are scanned and saved onto My Concern and the originals confidentially shredded. Paperwork from case conferences or handover documents from another setting are stored in a locked filing cabinet in HT office. These are kept for 25 years (i.e. past records before improved multi agency transfer of documents and the Data Sharing Agreement receipts).

## Making a referral

All staff are made aware of the process for making referrals to Sandwell Children's Trust and for statutory assessments under the Children's Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a request, along

with the role they might be expected to play in such assessments. The Designated Safeguarding Lead will decide whether the concerns should be referred to Sandwell Children's Trust via the MASH.

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 B).

Parents/carers should be informed if a referral is being made except in the circumstances outlined in communication with parents (**It puts a child at further risk of harm**). Temple Meadow will always discuss and share concerns with parents unless a MARF in relation to forced marriage or sexual or physical abuse. If there is a language barrier, school will endeavour to access the language line. However, inability to inform parents for any reason should not prevent a referral being made to Sandwell Children's Trust via the MASH Service. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom.

If low-level multi agency support is required for a child and/or their family, the Designated 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.

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

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

**Step 1** - Complete a Multi-Agency Request Form (MARF) including any relevant body Map and/or Child Exploitation Screening form and send into 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 C). 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

**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.

**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.

School will also complete a MARF if they believe a child may be travelling to a high-risk country (refer to home office high risk areas).

The Local Authority should make a decision about the type of response that is required and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need and should be assessed under section 17. A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47. Children suffering or likely to suffer significant harm Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.
- Female Genital Mutilation mandatory reporting duty for teacher s- It has been clarified that staff with teaching responsibilities have a specific legal duty to act with regards to concerns about female genital mutilation (FGM), but all staff should speak to the DSL where there are concerns.

## Position of Trust referrals

Position of Trust referrals will be referred via the SPOC/MASH. A MARF for the child will be completed, if requested by Sandwell Children’s Trust, and a Multi-Agency POT 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.

TEMPLE MEADOW ALWAYS FOLLOW UP THE INFORMATION FOLLOWING A REFERRAL IF IT IS NOT FORTHCOMING. Temple Meadow always support the assessment process and share information with social workers.

## Concerns re: Terrorism/Radicalization

### 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.

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.

Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 or contact made with the LA Prevent Strategy Coordinator Pardeep\_brar@sandwell.gov.uk Justin\_nixon@sandwell.gov.uk or sarfraz\_khan@sandwell.gov.uk for further advice.

### Escalation procedures

If, after a referral a child’s situation does not appear to be improving, we always consider using the Sandwell escalation procedures.

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. All records are kept electronically on My Concern.

Whenever a child transfers to another school all school records, including safeguarding/child protection files are sent to the receiving school in a secure manner and relevant agencies are informed of the new school that the child has moved to. Data sharing receipts are filed in HT secure filing cabinet. We also actively seek information from other schools and agencies when new families join our school. We endeavour to capture as much information as possible so that support can be continued or put into place as quickly as possible; ensuring a smooth transition. We also conduct a home visit to ALL new joiners to the school to begin to build positive and trusting relationships with our families. Home visit notes are kept in each child’s electronic log on T drive and discussed as standard item at SLT.

### Confidentiality

All staff, both teaching and non-teaching staff, know what to do if a child tells them he/she is being abused or neglected. Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools. Staff know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and Sandwell Children’s Trust. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child. 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 Sandwell Children’s Trust and the Police. If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe. Staff/volunteers who receive information about children and their families in the course of their work should share that information within the expectations of the school’s confidentiality policy and other relevant policies e.g. the safeguarding and safeguarding and child protection policy, SCSP inter-agency procedures.

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

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

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

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

### **Working with parents**

As a school we will always discuss concerns with parents/carers and consent for any requests 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.

Temple Meadow Primary school receives Domestic Abuse notifications from the Local Authority following the screening process. When a domestic abuse incident occurs where children are already in the single assessment phase including those subjects to Child Protection (CP), Child in need (CIN) and Child in Care (CIC) plans, the information will be sent straight to the allocated social worker. The allocated social worker may approach school for further information and inform of any action necessary, if appropriate. In these cases, they will not be screened by the DV screening team, which means there will no longer be a screening level put on notifications to school. The notification will however indicate that the case is open to Sandwell Children's Trust. The pastoral team will offer support to the pupil if applicable.

We work closely with parents to support them in safeguarding their children by raising awareness of any issues or concerns in the community, emerging hoaxes, challenges that may cause harm, online safety, filtering and parental controls. At Temple Meadow we communicate key safeguarding messages to parents via our adult only safeguarding newsletter as well as more specific parent communication in response to live issue.

### **Multi-agency Working**

As a school we understand that we have a pivotal role to play in multi-agency safeguarding arrangements. Our Governing body and DSL ensure that we contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children. Safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area any part of which falls within the local authority area) will decide to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. We understand our role within our local safeguarding arrangements.

'Working Together' is very clear that all schools should be fully engaged, involved, and included in safeguarding arrangements. It is expected that, locally, the safeguarding partners will name schools as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way. Once named as a relevant agency, schools in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. They must act in accordance with the safeguarding arrangements. Our Governing Body understands the local criteria for action and the local protocol for assessment and ensure that this is reflected within our own policies and procedures.

As a school we work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. We allow access for Sandwell Children's Trust from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

### **Children potentially at greater risk of harm**

At Temple Meadow Primary School, we protect all of our children; however, we do recognise that some groups of children are potentially at greater risk of harm. At Temple Meadow we do have children who need a social worker (Child in Need and Child Protection Plans) and may need this additional help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them

vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. Local authorities should share the fact a child has a social worker, and as a school we hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services). Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action the Government is taking to support this.

## Information Sharing

Information sharing is vital to identify and tackle all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. As a school, we have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, we recognise the importance of information sharing between practitioners and local agencies. This includes ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school and with Sandwell Children's Trust, the safeguarding partners, other organisations, agencies, and practitioners as required.

Temple Meadow staff are proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority Sandwell Children's Trust. My Concern (safeguarding record system) is well embedded within our safeguarding culture and staff immediately inform the DSL or Deputy DSL if an urgent concern had been recorded and reported.

We are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. We have due regard to the relevant data protection principles, which allow us to share (and withhold personal information, as provided for in the Data Protection Act 2018 and the UK GDPR). This includes:

- being confident of the processing conditions which allow us to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows us to share special category personal data. This includes allowing us to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that we gain consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR.

**The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**

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.

At Temple Meadow Primary school, we do have high levels of mobility. When a child leaves the school, the safeguarding team ensure that pupil files including child protection information is transferred to the new school within 5 days for an in-year transfer, or within the first 5 days of the start of the new term. Files will be securely transferred via an electronic My Concern transfer or posted with a tracking number FAO DSL. The Safeguarding file will be sent separately to the main pupil file. This should allow them to seamlessly continue supporting children including those who have had a social worker. We always ensure secure transit and confirmation of receipt is obtained for our records. We always complete a Data Sharing Agreement outlining the nature of documents included and once data has been transferred we no longer keep any records for that child/family.

When we receive information for new joining pupils, we will issue a receipt to the previous school. The information is reviewed by the safeguarding team and information uploaded to My Concern. The DSL team ensure key staff (e.g. Safeguarding team, SENCO) have access to the information contained within it.

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.

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.

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

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)

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.

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 2025 as ‘low level concerns’

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.

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.

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

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.

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.

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

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.

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.

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.

If the Headteacher is implicated in the concerns, Chair of Governors will be informed immediately or, in their absence, the vice chair. These are identified in the Roles and Responsibilities section at the start of this policy.

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

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document 'Guidance for safer working practice for those working with children and young people in an education setting'

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.

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

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

The 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.

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.

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. <sup>1</sup>

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<sup>1</sup> 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953345/Staffing_and_employment_advice_for_schools_-_January_2021.pdf)

## Understanding Safeguarding

### Opportunities to teach Safeguarding

At Temple Meadow Primary School, we ensure that children are explicitly taught about how to keep themselves and others safe, including online. We do this through our very unique and bespoke Learning for Life curriculum, our RSHE curriculum, our Computing curriculum and through elements of our Science curriculum. We also pride ourselves on our Protective Behaviours culture.

### Abuse and neglect

All staff are aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect, and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may need help or protection. If staff are unsure, they are encouraged to always speak to the designated safeguarding lead, or deputy.

All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they are encouraged to speak to the Designated Safeguarding Lead (or deputy DSL).

### Indicators of abuse and neglect

**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.

Signs of possible physical abuse:

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness
- Possible effects of physical abuse
- Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties

**Emotional abuse:** 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.

Signs of possible emotional abuse

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

Possible effects of emotional abuse:

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

**Sexual abuse and exploitation:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 (also known as child-on-child abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

Signs of possible sexual abuse:

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

Possible effects of sexual abuse:

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

**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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of possible neglect:

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions

- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Possible effects of neglect:

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

For further information about neglect please see SCSP neglect policy.

## Child on child abuse

At Temple Meadow Primary school, we take a zero-tolerance approach to abuse and recognise that all children are capable of abusing their peers, including online. All children should be able to attend school and learn in a safe environment. As a school we recognise that this can happen both inside and outside of school and online and can occur between and across different age ranges. Staff at Temple Meadow are well trained and regularly reminded of the indicators and signs of child-on-child abuse and know how to identify and respond to concerns. We acknowledge that whilst we may not be aware of any reports of child-on-child abuse, this does not mean that it is not happening and we are always vigilant when looking for the signs. Equally whilst we are aware that victims may be predominantly girls, we take all reports seriously.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes’ images and or videos (also known as sexting or youth produced sexual imagery);
- up skirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

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

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

- providing a developmentally appropriate PSHE and RSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe. At Temple Meadow, we do this through our bespoke Learning for Life, RSHE and Protective behaviours curriculum. These are all well promoted within our pupil, staff and wider family community so children know how to report concerns and feel confident that their reports will be taken seriously.
- Having systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued. All children identify those who they feel safe to talk to ‘however awful or small’ on their network hands and all concerns are reported to the DSL. Children may also report concerns through anti bullying, E-safety work, RSHE or Learning for Life curriculum within school.
- 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.

- We follow both national (sexual violence and sexual harassment between children in schools and colleges) and local guidance and policies to support any children subject to child-on-child abuse to enable provision of effective support.

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 sexting
- Photographing or videoing other children performing indecent acts
- Forcing others to use drugs or alcohol

Procedure: All complaints and incidents will be taken seriously with a record of incidents and action taken.

An assessment of an incident between peers 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 behaviours Occurred

- Whether this was a one-off incident, or longer in duration

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

Acting – what we do:

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

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

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

- The DSL can discuss the case with advisory personnel such as the 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 party at risk of further harm.
- Records of action and advice will be kept on both children's file.
- Consideration will be given to whether the alleged perpetrator should be excluded from school according to the school's Positive Interaction 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 disciplinary procedure.

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

## Child on Child sexual violence and sexual harassment

As a school we have clear procedures for dealing with child-on-child sexual violence and sexual harassment, including those that have happened outside of the school and or online. We understand that sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Whilst any report of sexual violence or sexual harassment are taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment nor should a victim ever be made to feel ashamed for making a report.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. We ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment nor should a victim ever be made to feel ashamed for making a report or their experience minimised. At Temple Meadow all staff are trained to manage a report which includes:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or Sandwell Children's Trust) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;

- listening carefully to the child, reflecting back, using the child’s language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could become part of a statutory assessment by Sandwell Children’s Trust and/or part of a criminal investigation; and informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report. When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

The Designated Safeguarding Lead (or a deputy DSL) ensures they are engaging with Sandwell Children’s Trust and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The above school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school’s approach to supporting and protecting their pupils and students and updating their own risk assessment.

We follow both national ([Sexual violence and sexual harassment between children in schools and colleges](#)) and local guidance and policies to support any children/young people subject to child on child abuse to enable provision of effective support.

The Designated Safeguarding Lead (or deputy DSL) will have a complete safeguarding picture and be the most appropriate person to advise on the school’s initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school’s or college’s duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and,
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation. As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this guidance. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted). The starting point regarding any report should always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

## Children sharing a classroom: Initial considerations when the report is made

Any report of sexual violence is likely to be traumatic for the victim. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing. Whilst the school or college establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) **should** be removed from any classes they share with the victim. The school or college should also **carefully** consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or college premises (including during any before or after school-based activities) and on transport to and from the school or college, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately.

In all cases, the initial report should be carefully evaluated, reflecting the considerations set out at paragraph 448. The wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

It is important that schools consider every report on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to Sandwell Children's Trust and/or the police, then, as a general rule, the school should speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school taking immediate action to safeguard their children, where required. There are four likely scenarios for schools to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school or college should decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school or college that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

The four scenarios are:

### 1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
- Whatever the response, it should be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

### 2. Early help

In line with 1 above, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual

violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the Early Help process is and how and where to access support.

Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s). Whatever the response, it should be under-pinned by the principle that there is zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

### **3. Referrals to Sandwell Children’s Trust**

Where a child has been harmed, is at risk of harm, or is in immediate danger, schools should make a request to local Sandwell Children’s Trust. At the point of request to Sandwell Children’s Trust, schools will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of Sandwell Children’s Trust. If a request is made, Sandwell Children’s Trust will then make enquiries to determine whether any of the children involved need protection or other services. Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support. Schools should not wait for the outcome (or even the start) of a Sandwell Children’s Trust investigation before protecting the victim and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with Sandwell Children’s Trust (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school should be immediate.

In some cases, Sandwell Children’s Trust will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

### **4. Reporting to the Police**

Any report to the police will generally be in parallel with a request to Sandwell Children’s Trust (as above). It is important that the designated safeguarding lead (and their deputies) are clear about the local process for requests and follow that process. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following advice may help schools decide when to engage the Police and what to expect of them when they do call the police:

- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- At this stage, schools will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of Sandwell Children’s Trust and any appropriate specialist agencies.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the victim and alleged perpetrator(s) as required.
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation.
- If schools have questions about the investigation, they should ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions).
- Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic)

If the Police need to consider bail conditions they will:

- Consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance.
- Alternatively, the person suspected of an offence could be ‘released under investigation’ (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions.
- Whatever arrangements are in place; the school will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution.
- Particular regard should be given to the additional stress and trauma that might be caused to a victim within the institution; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc).
- Careful liaison with the police investigators should help to develop a balanced set of arrangements. Managing any delays in the criminal process
- There may be delays in any case that is being progressed through the criminal justice system. Schools should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged 110 perpetrator(s) and other children in the school or college.
- If a child is convicted or receives a caution for a sexual offence, the school should update its risk assessment, ensure relevant protections are in place for all the children at the school and, if it has not already, consider any suitable action in line with their behaviour policy. This process should include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remains in the same school or college as the victim, the school should be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the perpetrator(s) timetable.
- Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school. It will be important that the school ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).
- Where cases are classified as “no further action” (NFA’d) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school should continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. Schools should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience.
- Where there are unsubstantiated, unfounded, false or malicious reports all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed. If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a request to Sandwell Children’s Trust may be appropriate. If a report is shown to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy. Ongoing response Safeguarding and supporting the victim. The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.
- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim’s daily experience as normal as possible, so that the school or college is a safe space for them.
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- Schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.

It is important that the school do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made. Whilst they should be given all the necessary support to remain in their school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers). It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated

safeguarding lead should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file framework.

## **Sexual comments.**

Sexual “jokes” and taunting.

Physical behaviour, such as deliberately brushing against another pupil.

Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence refers to the three following offences:

### **Rape**

A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

### **Assault by Penetration**

A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

### **Sexual Assault**

A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

### **Harmful sexual behaviours**

This term is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex.

Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not).

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, we educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through our Learning for Life (PSHE and RSHE) and Protective Behaviours curriculum which tackles issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment.

Where appropriate, children are allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled. All staff are aware that children of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”. We are aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm. We are aware of the heightened

vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. We do not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further. `LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be `LGBTQ+, whether they are or not, can be just as vulnerable to abuse as `LGBTQ+ children. The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex. Our children are made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

## Up skirting

Up skirting is a criminal offence.

**Definition:** up skirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

If a child has been harmed, is in immediate danger or is at risk of harm, a request will be made to Sandwell Children's Trust.

Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a request to Sandwell Children's Trust. The DSL will be aware of the local process for requests to both Sandwell Children's Trust and the police. Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

## Online concerns

Online concerns can be especially complicated. We recognise that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed. Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

There is a breadth of issues relating to online safety and social media. They can be broadly categorised in to four broad areas of risk:

- **Content** – being exposed to illegal, inappropriate or harmful material
- **Contact** – being exposed to harmful interactions with other users
- **Conduct** – Personal online behaviours that increases the likelihood of or actually causes harm.
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. We will report any concerns to the Anti-Phishing Working Group (<https://apwg.org/>).

## Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

Creating and sharing sexual photos and videos of under-18s is illegal. Sharing youth produced sexual imagery, which is commonly known as 'sharing of nudes and semi-nudes' covers the incidents where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a young person under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with another young person under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

When such an incident involving youth produced sexual imagery comes to a member of staff's attention, this will be shared with the designated safeguarding lead with a view to referring to appropriate agencies following the referral procedures. Please see Multi Agency guidance Sept 2025. Further information and advice on youth produced sexual imagery is available in the non-statutory guidance produced by the UK Council for Child Internet Safety (UKCCIS) 'Sexting in schools and colleges'.

## Serious violent crime

At Temple Meadow our staff are aware of the indicators that may signal that children are at risk from, or are involved with, serious violent crime. Including:

- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups or older individuals
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Involvement with serious crime carries **associated risks**, including:

- It can put the safety of children and their families at risk
- Children can potentially be **criminally liable** if their presence or actions led to a crime, even if they did not commit the crime themselves.

Staff are aware that if they have any concerns they should immediately report them to the DSL.

Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved, and is defined as:

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

Criminal exploitation of children is broader than just county lines and includes for instance children forced to work on cannabis farms or to commit theft. At Temple Meadow all staff are aware of how to report concerns to the DSL who follows local procedures for sharing concerns.

## Violence Against Women and Girls (VAWG)

VAWG is defined as any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. VAWG is the umbrella term which brings together multiple forms of serious violence such as crimes committed in the name of “honour”; domestic abuse (including Controlling behaviour and coercive control); female genital mutilation (FGM); forced marriage; sexual violence, abuse, exploitation and rape; stalking; harassment; trafficking for sexual exploitation; prostitution. If members of staff have a concern about or knowledge of any VAWG incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies.

### **So-called ‘Honour Based’ Violence is a crime or incident which may have been committed to protect or defend the honour of the family or community.**

It is often linked to family members or acquaintances (and can include multiple perpetrators) who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Crimes of ‘honour’ do not always include violence. Crimes committed in the name of ‘honour’ might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- being held against your will or taken somewhere you don’t want to go
- forced marriage

## Female Genital Mutilation (FGM) and Honour Based Violence

For the purpose of this policy, “**female genital mutilation**”, commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs. All staff are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with the DSL. Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil. Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject. Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE

Indicators that may show FGM could take place soon include the following:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with menstrual or bladder problems.
- Children finding it difficult to sit still and look uncomfortable or complaining about pain between the legs/spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- if a child suspects FGM is going to happen she may run away from home or miss school.
- Talking about somebody doing something to them that they aren't able to talk about.

In Africa, FGM is known to be practiced among certain communities in 29 countries: Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Cote d'Ivoire, Democratic Republic of Congo, Djibouti, Egypt, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Somalia, Sudan, Tanzania, Togo, Uganda and Zambia.

Certain ethnic groups in Asian countries practice FGM, including in communities in India, Indonesia, Malaysia, Pakistan and Sri Lanka.

In the Middle East, the practice occurs in Oman, the United Arab Emirates and Yemen, as well as in Iraq, Iran, the State of Palestine and Israel.

In Eastern Europe, recent info shows that certain communities are practicing FGM in Georgia and the Russian Federation.

In South America, certain communities are known to practice FGM in Columbia, Ecuador, Panama and Peru.

And in many western countries, including Australia, Canada, New Zealand, the United States, the United Kingdom and various European countries, FGM is practiced among diaspora populations from areas where the practice is common

- Abuse linked to a Belief in Spirit Possession whereby the perpetrators believe that an evil spirit has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is defined here as the belief that a child is able to use an evil force to harm others. Terms used may be black magic, kindoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases genuine beliefs can be held by families, carers, religious leaders, congregations and the children themselves that evil forces are at work. Abuse often occurs when an attempt is made to 'exorcise' or 'deliver' the child.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

Some of the following signs may be indicators of this type of abuse but may also be common features in other kind of abuse

- Signs or marks such as bruises or burns
- A child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children
- A person's personal care deteriorating such as losing weight, being unkempt with dirty clothes and even faeces smeared on them
- Parent or carer does not show concern for or have a close bond with the child.
- Child's school attendance becoming irregular or the child being taken out of school altogether
- A child reporting, they are or have been accused of being 'evil' and/or that they are having the 'devil beaten out of them'

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.

### Forced Marriage

For the purpose of this policy, a **“forced marriage”** is defined as a marriage that is 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 the marriage. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early.

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include request to SANDWELL CHILDREN’S TRUST, the police or the Forced Marriage Unit.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes’ images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

**Assessment of risk outside the family home – (Extra familial Abuse) The following toolkits and guidance will be referred to when concerns are used:**

[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 \(researchinpractice.org.uk\)](#)

Children and young people may be vulnerable to abuse or exploitation from outside their families. These threats may occur in educational establishments, within peer groups or more widely from within the community and/or online. Children can be vulnerable to multiple threats including exploitation by criminal gangs and organised crime groups, online grooming, extremist ideologies.

Professionals should consider whether wider environmental factors are present that threaten a child’s safety and welfare.

### Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

As a school we have adopted the following procedure for handling cases of CSE, as outlined by the DfE:

## Identifying cases of CSE

School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol.

**Referring cases** - where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including request to the LA.

**Support** - the LA and all other necessary authorities will then handle the matter to conclusion. The school will co-operate as needed.

## Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"

Referrals to the Local Housing Authority do not replace referrals to SANDWELL CHILDREN'S TRUST where a child is being harmed or at risk of harm.

## County lines of criminal activity

- County lines criminal activity refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.
- Staff always make the DSL aware of pupils who are missing episodes of education who may have been trafficked for the purpose of transporting drugs.
- Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.
- The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

## Pupils with family in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children

Pupils with a family member in prison will be offered pastoral support as necessary.

'Are you a young person with a family member in prison' from Action for Prisoners' Families is used to support them.

## Pupils required to give evidence in court

Children required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Children may also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service where appropriate.

## Radicalisation/Extremism

The Counterterrorism 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.

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

The following guidance sets out to support schools [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Examples of the ways in which people can be susceptible to radicalisation in to terrorism and the indicators that might suggest that an individual might be susceptible :

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Extremism is defined by the Government in the Prevent Strategy as:

- Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists

exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of susceptibility include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

**Channel** is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children’s and youth services and offender management services) and the local community.

Protecting children from the risk of radicalisation is part of our school’s wider safeguarding duties. We will actively assess the risk of pupils being drawn into terrorism. Staff are alert to changes in pupils’ behaviour which could indicate that they may be in need of help or protection.

Staff use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school work with local safeguarding arrangements as appropriate. We engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation are discussed with a child’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL undertakes Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

When making a judgement, staff ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?

- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil’s outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family’s immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil’s life has extremist views or sympathies?

**Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL.**

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

### **Mental Health**

All staff should [are](#) that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour, and education. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and the DSL should be informed.

At Temple Meadow Primary school, Miss Dale, the DSL, leads on supporting mental health across school [as the Senior Mental Health Lead](#). Miss Dale works closely with a wide range of staff including the SENDCO, Learning for Life, Computing, Science, Eco and Forest Schools lead in where mental health education comes into our overall curriculum.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour, and education. As a school we can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

### **Physical Intervention (Use of Reasonable Force)**

We believe that 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. There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force with SEND pupils or those with medical needs we always consider the risks carefully and recognise the additional vulnerability of our pupils We also consider our duty under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination

and their Public Sector Equality Duty. By planning positive and proactive behaviour support and agreeing these with parents and carers, we aim to reduce the occurrence of challenging behaviour and the need to use reasonable force.

*Linked to physical intervention our school safe contact policy and staff code of conduct should be referenced.*

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.

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.

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.

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

## Early Help

There may be emerging needs or adversities faced by children and their families that could be addressed through Early Help. The DSL leads on Early Help and the Sandwell's Multi Agency Threshold document (available on the SSCB Website) guides us on what is the most appropriate level of support for families based on their level of need. Where there is a safeguarding concern we always aspire to take into account the child's voice, wishes and feelings when determining what action to take and agencies to engage. It may be that we can provide support for a child internally through our pastoral team; we may decide to complete an Early Help assessment or make a referral to a statutory service. The Strengthening Families Team Teams are available for early advice and support prior to getting to the point when things need to go to MASH. Temple Meadow Primary School have trained Lead Professional staff who can run Early Help meeting. They also have relevant ecaf training so that all information can be communicated with the local Strengthening Families Team and concerns can be case noted to the Strengthening Families Team manager. Staff also have Outcome Star training so this tool can be used to guide and support intervention required for each family. Temple Meadow liaise with and signpost our families to a wide range of services and all support is captured onto an overview of cases grid.

While any child may benefit from early help, we pay particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need
- is a young carer; where school can direct support from wider agencies e.g. Sandwell Young Carers
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation, sexual or criminal exploitation;
- is at risk of honour-based violence such as FGM or Forced Marriage
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;

- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day;
- has a family member in prison or is affected by parental offending.

## Attendance

### Children Absent from Education

As a school, we robustly monitor the attendance of children on roll in our school in line with the Attendance Policy. When a safeguarding/child protection concern is raised, attendance concerns will be shared with partner agencies in accordance with local information sharing protocols. The DSL at Temple Meadow leads on Attendance and therefore attendance information is triangulated.

A child absent from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation, sexual exploitation or radicalisation. We inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more. If a child stops attending altogether this will be reported to School Attendance Support Service with information regard off rolling the child.

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. We will notify the LA within five days of when a pupil's name is added to the admissions register. We ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Where possible two emergency contact details will be held for each pupil.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address.

If a parent notifies us that their child will be attending a different school, or is already registered a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school.

Where a pupil moves to a new school, we use the internet system school2school to securely transfer pupils' data. In order to ensure accurate data is collected to allow effective safeguarding, we inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

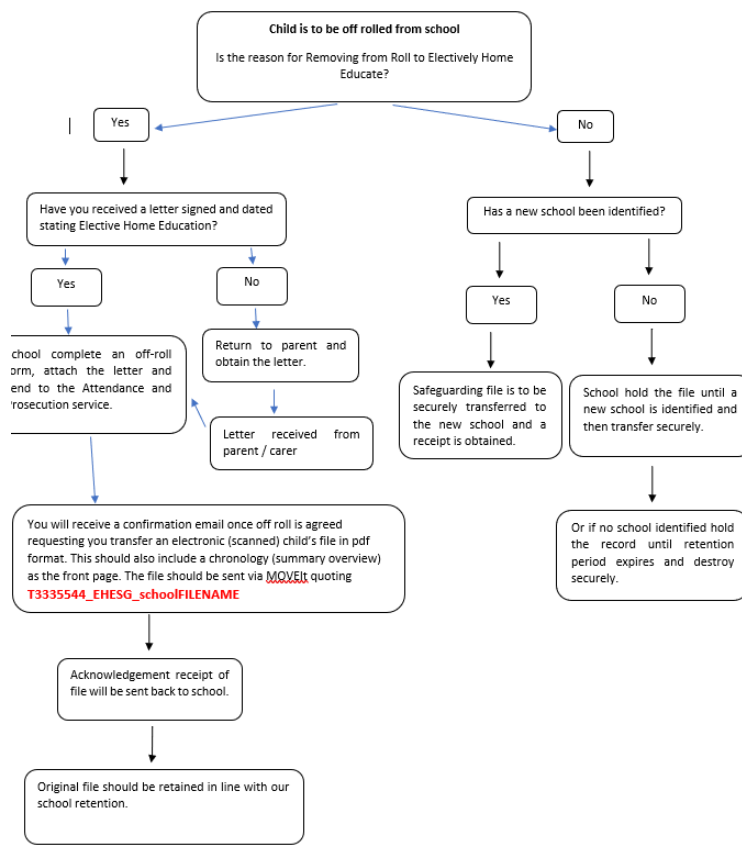
- Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.
- We also remove children from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance. In these situations, we provide the following information to the LA:
  - The full name of the pupil
  - The full name and address of any parent with whom the pupil lives
  - At least one telephone number of the parent with whom the pupil lives
  - The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
  - The name of the pupil's new school and the pupil's expected start date there, if applicable
  - The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

We work with the LA to establish methods of making returns for pupils back into the school.

## Request to Home Education

At Temple Meadow Primary school, we understand that many home educated children have an overwhelmingly positive learning experience. Parents have a duty to ensure their children of compulsory school age are receiving a suitable full-time education. Some parents may elect to educate their children at home and may withdraw their children from school at any time. At Temple Meadow we would always expect parents to attend a meeting with the Headteacher if they were considering home schooling to ensure that their decision is being made with the child’s best interest at heart. Parents are asked to complete a ‘Request to Home Educate’ form which will aid the discussion between parents and the school. Following these discussions, if a parent still feels that this is the best option for their child, Temple Meadow has a duty to inform the Local Authority. Once the Local Authority has made the relevant checks regarding the home provision, Temple Meadow will remove the children from our register. Children with an Education, Health and Care Plan can still be home educated but the local Authority have a duty to continue to review the EHCP annually to ensure that the provision continues to be appropriate for the child and their needs are being met.

Once a child has been removed from role, their pupil files including any safeguarding information is passed to the Local Authority and a Data Sharing Agreement is signed and retained by Temple Meadow. Please see the Local Authority Flow Chart for EHE below:



## Alternative Provision

The school will remain responsible for a pupil’s welfare during their time at an alternative provider.

When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

## Looked after children and previously looked after children

At Temple Meadow Primary School our designated teacher for Children in Care is Mrs Van Straaten. At Temple Meadow Primary school, we recognise that the most common reason for children becoming looked after is as a result of abuse and/or neglect. We endeavour to ensure that staff have the skills, knowledge and understanding to keep looked after children safe. In particular, we ensure that that appropriate staff have the

information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. We have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead and the designated teacher for children in care have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

A child who is looked after by a local authority (referred to as a looked-after-child) as defined in section 22 Children Act 1989, means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority.

The designated teacher at Temple Meadow works with the Local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The designated teacher at Temple Meadow works closely with the Local Authority Virtual School Heads to manage pupil premium plus for looked after children and works with Senior Leadership Team on how to spend this money in order to best support the academic, social and emotional targets for individual pupils. Personal Education Plans are written and updated termly.

Please also see our Temple Meadow policy for Children in Care or previously in Care.

### **Children with special educational needs and disability or physical health issues**

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. We understand that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

As a school we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

# Staffing and Safeguarding

## Recruitment and selection process

At Temple Meadow our Governing body and Senior Leadership team create a culture that safeguards and promotes the welfare of children in our school. As part of this culture, we adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities within our school. We ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training, with at least one trained member of staff on each recruitment panel.

## Adverts

At Temple Meadow Primary School our adverts for recruitment are bespoke but always emphasis the schools safeguarding ethos and how we are committed to safeguarding and promoting the welfare of children, we also including information about:

- the skills, abilities, experience, attitude, and behaviours required for the post;
- the safeguarding requirements, i.e. to what extent will the role involve contact with children and will they be engaging in regulated activity relevant to children;
- that safeguarding checks will be undertaken;
- the safeguarding responsibilities of the post as per the job description and personal specification;
- whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

## Application forms

Where a role involves engaging in regulated activity relevant to children, we include a statement in the application form or elsewhere in the information provided to applicants that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children. We also provide a copy of the school's child protection policy and practices and policy on employment of ex-offenders in the application pack or refer to a link on its website. We require applicants to provide:

- personal details, current and former names, current address and national insurance number;
- details of their present (or last) employment and reason for leaving;
- full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment;
- qualifications, the awarding body and date of award;
- details of referees/references (see below for further information); and
- a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification.

We do not accept copies of curriculum vitae in place of an application form.

## Shortlisting

Shortlisted candidates should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. Self-declaration is subject to Ministry of Justice guidance on the disclosure of criminal records, further information can be found on GOV.UK For example:

- if they have a criminal history;
- whether they are included on the barred list;
- whether they are prohibited from teaching;
- whether they are prohibited from taking part in the management of an independent school;

- information about any criminal offences committed in any country in line with the law as applicable in England and Wales, not the law in their country of origin or where they were convicted;
- if they are known to the police and Sandwell Children’s Trust;
- have they been disqualified from providing childcare (see paras 245-249); and,
- any relevant overseas information.

We only request this information from applicants who have been shortlisted. The information should not be requested in the application form to decide who should be shortlisted. Applicants should be asked to sign a declaration confirming the information they have provided is true. Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the application at point of interview.

The purpose of a self-declaration is so that candidates have the opportunity to share relevant information and allow this to be discussed and considered at interview before the DBS certificate is received. At Temple Meadow we ensure that:

- at least two people carry out the shortlisting exercise (it is recommended that those who shortlist carry out the interview for a consistent approach);
- consider any inconsistencies and look for gaps in employment and reasons given for them; and,
- explore all potential concerns.

### **Employment history and references**

The purpose of seeking references is to allow us to obtain factual information to support appointment decisions. We obtain references before interview; this allows any concerns raised to be explored further with the referee and taken up with the candidate at interview.

At Temple Meadow we:

- not accept open references e.g. to whom it may concern;
- don’t rely on applicants to obtain their reference;
- ensure any references are from the candidate’s current employer and have been completed by a senior person with appropriate authority (if the referee is school or college based, the reference should be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations);
- obtain verification of the individual’s most recent relevant period of employment where the applicant is not currently employed;
- secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer;
- always verify any information with the person who provided the reference;
- ensure electronic references originate from a legitimate source;
- contact referees to clarify content where information is vague or insufficient information is provided;
- compare the information on the application form with that in the reference and take up any discrepancies with the candidate;
- establish the reason for the candidate leaving their current or most recent post; and,
- ensure any concerns are resolved satisfactorily before appointment is confirmed.

When asked to provide references we ensure the information confirms whether they are satisfied with the applicant’s suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding allegations but should not include information about allegations which are unsubstantiated, unfounded, false, or malicious. References are an important part of the recruitment process and are provided in a timely manner and not hold up proceedings.

### **Selection**

As a school we use a range of selection techniques to identify the most suitable person for the post. Those interviewing agree structured questions. These include:

- finding out what attracted the candidate to the post being applied for and their motivation for working with children;
- exploring their skills and asking for examples of experience of working with children which are relevant to the role; and
- probe any gaps in employment or where the candidate has changed employment or location frequently, asking about the reasons for this.

Interviews are used to explore potential areas of concern to determine the applicant's suitability to work with children. Areas that may be concerning and lead to further probing include:

- implication that adults and children are equal;
- lack of recognition and/or understanding of the vulnerability of children;
- inappropriate idealisation of children;
- inadequate understanding of appropriate boundaries between adults and children; and,
- indicators of negative safeguarding behaviours.

Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case.

Where applicable we use pupils in the recruitment process in a meaningful way. Observing short listed candidates' interaction with pupils is common and recognised as good practice. All information considered in decision making should be clearly recorded along with decisions made.

### **Pre-appointment vetting checks, regulated activity and recording information**

At Temple Meadow Primary school, we always ensure that the correct pre-appointment checks are carried out. These checks help us to identify whether a person may be unsuitable to work with children (and in some cases is legally prohibited from working with children and/or working as a teacher). They are seen as the part of our wider safeguarding regime. All offers of appointment are conditional until satisfactory completion of the mandatory pre-employment checks. As a school we:

- verify a candidate's identity, it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available;
- obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children);
- obtain a separate children's barred list check if an individual will start work in regulated activity with children before the DBS certificate is available;
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK, including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, then schools and colleges should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate; and,
- verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.
- In addition:
- all schools must ensure that an applicant to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State;
- all schools providing childcare must ensure that appropriate checks are carried out to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations. Further details about the application of these arrangements are provided at paragraphs 245-249.

### **Applicant moving from previous post**

There is no requirement for a school to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, during a period which ended not more than three months before the person's appointment, the applicant has worked, in a school in England, in a post:

- which brought the person regularly into contact with children; or
- to which the person was appointed on or after 12th May 2006 and which did not bring the person regularly into contact with children or young persons; or
- in another institution within the further education sector in England, or in a 16-19 academy, in a post which involved the provision of education which brought the person regularly into contact with children or young persons. For a college there is no requirement to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, during a period which ended not more than three months before the person's appointment, the applicant has worked in:
- a school in England in a position which brought him or her regularly into contact with children aged under 18; or

- another institution within the further education sector in England, or in a 16 to 19 academy, in a position which involved the provision of education and caring for, training, supervising or being solely in charge of persons aged under 18. Whilst there is no requirement to carry out an enhanced DBS check in the circumstances described above, schools or colleges may still choose to request one to ensure they have up to date information. However, schools and colleges must still carry out all other relevant pre-appointment checks (as listed at 213), including where the individual is engaging in regulated activity with children, a children’s barred list check (see para 242 on how to carry out a barred list check).

**Regulated activity**

In summary, a person will be engaging in regulated activity with children if, as a result of their work, they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children;
- will be working on a regular basis in a specified establishment, such as a school, for or in connection with the purposes of the establishment, where the work gives opportunity for contact with children; or
- engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.

**Regulated activity**

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.

HM Government has produced [Factual note on regulated activity in relation to children: scope.](#)

Regulated activity includes:

- a. teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;
- b. work for a limited range of establishments (known as ‘specified places’, which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly.<sup>66</sup> Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:

- c. relevant personal care, or health care provided by or provided under the supervision of a health care professional:
  - personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability;<sup>67</sup>
  - health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Regulated activity will not be:

- paid work in specified places which is occasional and temporary and does not involve teaching, training; and
- supervised activity which is paid in non-specified settings such as youth clubs, sports clubs etc.

**Types of DBS checks**

These are the types of checks available.

- Basic DBS check – this provides details of convictions and conditional cautions considered to be ‘unspent’ under the terms of the Rehabilitation of Offenders Act 1974.

- Standard DBS check –this provides information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC), regardless or not of whether they are spent under the Rehabilitation of Offenders Act 1974. The law allows for certain old and minor matters to be filtered out.
- Enhanced DBS check – this provides the same information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC) as a Standard DBS check, plus additional information held by police such as interviews and allegations. Additional information will only be disclosed where a chief police officer reasonably believes it to be relevant and considers that it ought to be disclosed. The position being applied for/or activities being undertaken must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and by provisions in the Police Act 1997 (Criminal Records) Regulations 2002.
- Enhanced DBS check with children’s barred list information – where people are working or seeking to work in regulated activity relating to children, this allows an additional check, to be made, about whether the person appears on the children’s barred list, along with a check of the Police National Computer records plus additional information held by police as above. The position being applied for or activities being undertaken must be eligible for an enhanced DBS check as above and be for a purpose listed in the Police Act 1997 (Criminal Records) (No2) Regulations 2009 as qualifying for a barred list(s) check. In addition, this check can also include information as to whether an individual is subject to a section 128.

**Considering which type of check is required**

Most staff in a school working with children will be engaging in regulated activity relating to children, in which case an enhanced DBS check which includes children’s barred list information, will be required. For all other staff (e.g. contractors) who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. Barred list information must not be requested on any person who is not engaging in or seeking to engage in regulated activity.

Where a DBS certificate is required, it must be obtained from the candidate before, or as soon as practicable after, the person’s appointment, including when using the DBS update service. Once the checks are complete, the DBS will send a DBS certificate to the applicant. The applicant must show the original paper DBS certificate to their potential employer before they take up post, or as soon as practicable afterwards. Schools and colleges will be able to compare any information disclosed on the certificate with any information shared by the applicant during the recruitment process. DBS guidance on how to check a DBS certificate can be found on GOV.UK.

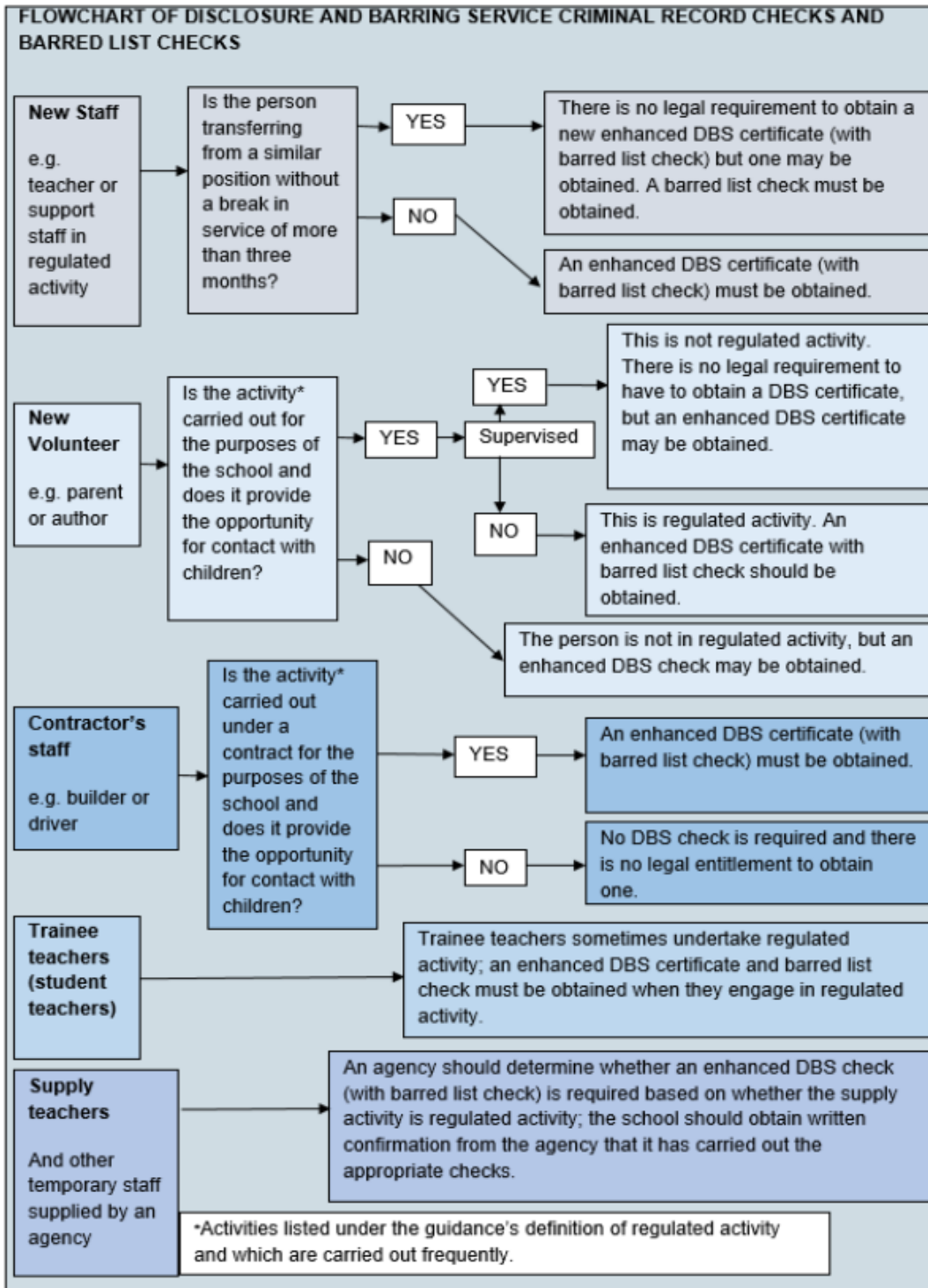
Schools should assess cases fairly, on an individual basis. A decision not to appoint somebody because of their conviction(s) should be clearly documented, so if challenged the school or college can defend its decision, in line with its policy on recruitment of ex-offenders. When assessing any disclosure information on a DBS certificate schools and colleges should take into consideration the explanation from the applicant, including for example:

- the seriousness and relevance to the post applied for;
- how long ago the offence occurred; • whether it was a one-off incident or a history of incidents; the circumstances around the incident; and
- has the individual accepted responsibility for their actions?

We would also consider the incident in the context of the Teachers’ Standards and Teacher misconduct guidance if the applicant is applying for a teaching post. Where we allow an individual to start work in regulated activity relating to children before the DBS certificate is available, we ensure that the individual is appropriately supervised and that they carry out all other checks, including a separate children’s barred list check.

Separate barred list checks must only be carried out in the following circumstances:

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS) or,
- where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person’s appointment to the organisation (and where all other relevant checks as per paragraph 213 have been carried out).



**DBS Update Service**

Individuals can join the DBS Update Service at the point that an application for a new DBS check is made. Subscription to the service enables future status checks to be carried out by employers to confirm that no new information has been added to the check since its issue. As good practice, many schools require new staff to join the Update Service as part of their employment contract.

The benefits of joining the Update Service are:

- portability of a DBS check across employers;
- free online checks to identify whether there has been any change to the information recorded, since the initial certificate was issued and advise whether the individual should apply for a new DBS check; and

- that individuals will be able to see a full list of those organisations that have carried out a status check on their account.
- Before using the Update Service, schools must:
- obtain consent from the individual to carry out an online check to view the status of an existing standard or enhanced DBS check;
- confirm the DBS certificate matches the individual’s identity;
- examine the original certificate to ensure that it is valid for the children’s workforce; and,
- ensure that the level of the check is appropriate to the job they are applying for, e.g. enhanced DBS check/enhanced DBS check including with barred list information.

**Prohibitions, directions, sanctions and restrictions Secretary of State teacher prohibition, and interim prohibition orders**

Teacher prohibition and interim prohibition orders, prevent a person from carrying out teaching work as defined in the Teachers’ Disciplinary (England) Regulations 2012 in schools, sixth form colleges, 16-19 academies, relevant youth accommodation and children’s homes in England. Further information about the duty to consider referring to the Teaching Regulation Agency (TRA) can be found at paragraph 333 of Keeping Children Safe in Education (Sep 2021). Teacher prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by the TRA. Pending such consideration, the Secretary of State may issue an interim prohibition order if it is considered to be in the public interest to do so. The TRA’s role in making prohibition orders and the processes used to impose them are described in more detail in the publication “Teacher misconduct: disciplinary procedures for the teaching profession” and “Teacher misconduct: the prohibition of teachers: Advice on factors relating to decisions leading to the prohibition of teachers from the teaching profession”. 235. A person who is prohibited must not be appointed to a role that involves teaching work (as defined in the Teachers’ Disciplinary (England) Regulations 2012 (see footnote 72). Historic General Teaching Council for England (GTCE) sanctions and restrictions 236. There remain a number of individuals who are still subject to disciplinary sanctions, which were imposed by the GTCE (prior to its abolition in 2012). See paragraph 242 for login details to the TRA Secure Access system where GTCE checks can be made.

**Secretary of State section 128 direction**

A section 128 direction prohibits or restricts an unsuitable individual from participating in the management of an independent school, including academies and free schools. An individual who is subject to a section 128 direction is unable to:

- take up a management position in an independent school, academy, or in a free school as an employee;
- be a trustee of an academy or free school trust; a governor or member of a proprietor body of an independent school; or,
- be a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities.

There is no exhaustive list of roles that might be regarded as ‘management’ for the purpose of determining what constitutes management in an independent school. The Department’s view is that roles involving, or very likely to involve, management of a school include (but are not limited to) headteachers, principals, deputy/assistant headteachers, governors and trustees. It is important to note that the individual’s job title is not the determining factor and whether other individuals such as teachers with additional responsibilities could be considered to be ‘taking part in management’ depends on the facts of the case.

The grounds on which a section 128 direction may be made by the Secretary of State are set out in The Independent Educational Provision in England (Prohibition on Participation in Management) Regulations 201475 made under section 128 of the Education and Skills Act 2008. 240. A section 128 direction will be disclosed when an enhanced DBS check with children’s barred list information is requested, provided that ‘child workforce independent schools’ is specified on the application form as the position applied for. Where a person is not eligible for a children’s barred list check but will be working in a management position in an independent school, a section 128 check should be carried out using the TRA’s Employer Access service. A person subject to a section 128 direction is also disqualified from holding or continuing to hold office as a governor of a maintained school.

**How to check TRA, Teacher Employer Access service for prohibitions, directions, sanctions and restrictions**

As a school, where applicable we can use the TRA’s Employer Access service to make prohibition, direction, restriction, and children’s barred list checks. The service is free to use and is available via the TRA’s web page. Users require a DfE Sign-in account to log onto the service.

European Economic Area (EEA) regulating authority teacher sanctions or restrictions 244. From 01 January 2021 the TRA Teacher Services system no longer maintains a list of those teachers who have been sanctioned in EEA member states.

Childcare disqualification is an additional requirement to the general child safeguarding arrangements provided under the Disclosure and Barring Service (DBS) regime, which apply to all children. The childcare disqualification arrangements apply to staff working with young children in childcare settings, including primary schools, nurseries and other registered settings, such as childcare provision on college sites. The arrangements predominantly apply to individuals working with children aged 5 and under, including reception classes, but also apply to those working in wraparound care for children up to the age of 8, such as breakfast clubs and after school care. For staff who work in childcare provision, or who are

directly concerned with the management of such provision, employers need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification Regulations 2018.

In order to ensure compliance with this directive from KCSIE, we ensure annual completion of this employment check. Which for Temple Meadow relates to the following staff groups:

- All EY's staff
- All HLTA Staff
- All SMS Staff
- HT and DHT

All other staff members, are made aware of the content within the attached form as well as information pertaining to the wider legislation which can be accessed at Disqualification under the Childcare Act 2006 - GOV.UK ([www.gov.uk](http://www.gov.uk)). If in the event of any changes to personal circumstances which may result in implications for this legislation, all staff are legally obliged to inform the Headteacher directly.

We complete this cycle annually in order to ensure legislation compliance.

### **Recording information Single central record**

At Temple Meadow Primary school, we maintain a single central record of pre-appointment checks, referred to in the Regulations as the register and more commonly known as the single central record.

The single central record must cover the following people:

- for schools, all staff, including teacher trainees on salaried routes, agency and third-party supply staff, even if they work for one day.

The single central record must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed or certificate obtained:

- an identity check, (identification checking guidelines can be found on the GOV.UK website);
- a barred list check;
- an enhanced DBS check requested/certificate provided; The certificate is viewed and recorded by the SBM on the SCR (effective Jan 2023)
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK;
- a check of professional qualifications, where required; and
- a check to establish the person's right to work in the United Kingdom.

The details of an individual should be removed from the single central record once they no longer work at the school or college.

Schools are free to record any other information they deem relevant. For example:

- whether relevant staff have been informed of their duty to disclose relevant information under the childcare disqualification arrangements;

The single central record can be kept in paper or electronic form.

At Temple Meadow Primary school, the Headteacher alongside the Chair of Governors regularly monitors the SCR.

**SCR checking Matrix can also be viewed at the following network location: S:\Policies & prospectus\Safeguarding and Child Protection**

Reference is made to the 'Eligibility decision chart' when considering entries to the single central record. Stakeholders that qualify as performing a regulated activity will be entered onto the school's single central records, via SIMS.

If risk assessments are conducted to assess whether a volunteer should be subject to a DBS check, the risk assessment will be recorded.

### **Retention of documents**

Schools do not have to keep copies of DBS certificates in order to fulfil the duty of maintaining the single central record. To help schools and colleges comply with the requirements of the Data Protection Act 2018, when a school chooses to retain a copy, there should be a valid reason for doing so and it should not be kept for longer than six months. When the information is destroyed a school may keep a record of the fact that vetting was carried out, the result and the recruitment decision taken if they choose to. Copies of DBS certificates and records of criminal information disclosed by the candidate are covered by UK GDPR/DPA 2018 Article 10. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file. Further information on handling DBS information can be found on GOV.UK.

### **Individuals who have lived or worked outside the U.K.**

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools. This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, schools should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world. These checks could include, where available:

- criminal records checks for overseas applicants - Home Office guidance can be found on GOV.UK; and for teaching positions
- obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach.

Applicants can find contact details of regulatory bodies in the EU/EEA and Switzerland on the Regulated Professions database. Applicants can also contact the UK Centre for Professional Qualifications who will signpost them to the appropriate EEA regulatory body. Where available, such evidence can be considered together with information obtained through other pre-appointment checks to help assess their suitability. Where this information is not available schools and colleges should seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment. Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, schools should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment. Not all countries provide criminal record information, and where they do, the nature and detail of the information provided varies from country to country. Schools should also be mindful that the criteria for disclosing offences in other countries often have a different threshold than those in the UK. The Home Office provides guidance on criminal records checks for overseas applicants which can be found on GOV.UK. Some overseas qualified teachers can apply to the TRA for the award of qualified teacher status (QTS) in England. Please note that holding a teaching qualification (wherever it was obtained) does not provide suitable assurances for safeguarding purposes that an individual has not been found guilty of any wrongdoing or misconduct, and or is suitable to work with children.

### **Agency and third-party staff (supply staff)**

As a school we always obtain written notification from any agency, or third-party organisation, that they have carried out the checks on an individual who will be working at the school. In respect of the enhanced DBS, we ensure that written notification confirms the certificate has been obtained by either the employment business or another such business. Where the agency or organisation has obtained an enhanced DBS certificate before the person is due to begin work at the school, which has disclosed any matter or information, or any information was provided to the employment business, the school must obtain a copy of the certificate from the agency. Where the position requires a children's barred list check, this must be obtained by the agency or third party by obtaining an enhanced DBS certificate with barred list information, prior to appointing the individual. Upon arrival in school, supply staff are required to provide their photo identification and their DBS document. The DBS document is also inspected to ensure no convictions exist. Photo ID and DBS records are then verified against the vetting information, issued by the employing agency; which is issued to the school in advance of the booking. If a DBS has been renewed through the 'Update Service', this is accepted as long as it is declared by the employing agency on the vetting information. All supply staff personal and clearance information is recorded on SIMS and a service agreement created for the period of agency employment at the school.

### **Contractors**

At Temple Meadow Primary School, we do use contractors to provide services, we set out our safeguarding requirements in the contract with the organisation. We ensure that any contractor, or any employee of the contractor, who is to work, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information). For all other contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across several sites. In cases where the contractor does not have opportunity for regular contact with children, we decide on whether a basic DBS disclosure would be appropriate. Under no circumstances should a contractor on whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity relating to children. We understand our duty and responsibility for determining the appropriate level of supervision depending on the circumstances. If an individual working at a school is self-employed, we consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account. We always check the identity of contractors on arrival at the school.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by the school we ensure that all necessary checks are carried out. If these trainee teachers are engaging in regulated activity relating to children (which in most cases by the nature of the work, they will be), an enhanced DBS check (including children's barred list information) is obtained. Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training

provider to carry out the necessary checks. We would seek written confirmation from the provider that it has carried out all pre-appointment checks that the school would otherwise be required to perform, and that the trainee has been judged by the provider to be suitable to work with children. There is no requirement for us to record details of fee-funded trainees on the single central record. However, we may record this information under non-statutory information.

### Visitors

As a school we have many different types of visitors, those with a professional role i.e. educational psychologists, social workers etc. those connected with the building, grounds maintenance, children’s relatives or other visitors attending an activity in school such as a sports day. We do not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children’s relatives or other visitors attending a sports day. The Headteacher uses their professional judgment about the need to escort or supervise such visitors. For visitors who are there in a professional capacity check ID and be assured that the visitor has had the appropriate DBS check (or the visitor’s employers have confirmed that their staff have appropriate checks). Whilst external organisations can provide a varied and useful range of information, resources and speakers that can help schools and colleges enrich children’s education, careful consideration should be given to the suitability of any external organisations.

As a school we have an events protocol which sets out the arrangements for individuals coming onto our premises, which may include an assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

### Volunteers

At Temple Meadow Primary school, we do, on occasions, utilise volunteers but under no circumstances are volunteers on whom no checks have been obtained, left unsupervised or allowed to work in regulated activity.

Whilst volunteers play an important role and are often seen by children as being safe and trustworthy adults, the nature of voluntary roles varies, so we undertake a risk assessment and use our professional judgement and experience when deciding what checks, if any, are required. The risk assessment should consider:

- the nature of the work with children, especially if it will constitute regulated activity, including the level of supervision;
- what we establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability; and
- whether the role is eligible for a DBS check and if it is, what level is appropriate.

Details of the risk assessment should be recorded.

### When should a DBS with barred list be obtained for volunteers?

As a school, we obtain an enhanced DBS check (which should include children’s barred list information) for all volunteers who are new to working in regulated activity with children, i.e. where they are unsupervised and teach or look after children regularly or provide personal care on a one-off basis in school. A risk assessment around the regulated activity is also undertaken and documented.

### Maintained school governors

Governors in maintained schools are required to have an enhanced DBS check. It is the responsibility of the governing body to apply for the certificate for any governors who do not already have one. Governance is not a regulated activity relating to children, so governors do not need a children’s barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person prevented from participating in the management of an independent school by a section 128 direction, is also disqualified from being a governor of a maintained school. Using the free Employer Secure Access sign-in portal via the Teaching Regulation Authority (TRA) Teacher Services web page, schools can check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction. There is no requirement for schools to record this information on the single central record, however, see paragraph 255 on recording non-statutory information. Associate members are appointed by the governing body to serve on one or more governing body committees. The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 which make enhanced DBS checks mandatory for maintained school governors do not apply to associate members, and so there is no requirement for them to be checked unless they also engage in regulated activity at their school.

### 4CT Staff

4CT (4 Community Trust) has been set up as an umbrella organisation with SMBC in order to ensure that staff DBS AND BARRING clearances are conducted in line with all other school-based staff.

As a school we seek assurances from the 4CT that arrangements are in place to keep children safe by having a clear safeguarding and child protection policy in place. The Temple Meadow DSL team and DSL of 4CT also share information as required to support good practice.

**SIPS Staff**

- All SIPS staff personal and clearance information is recorded on SIMS and a service agreement created for the period of agency employment at the school
- ID documents are photocopied upon arrival for the first time in school.
- DBS clearance information is communicated directly from SIPS; in conjunction with the organisation pre-employment declaration.

**PCSO**

- DBS clearance is not requested, due to the nature of employment ensuring a heightened pre-employment screening process is already in place PCSO not unsupervised when on site.

**Swimming Coaches**

- Refer to contractual declaration regarding pre-employment checks for all Sandwell Leisure Trust staff, issued via circular to all Sandwell schools.

**Sandwell LA and Sandwell Children’s Trust**

- Refer to contractual declaration regarding pre-employment checks for all Sandwell Local Authority staff and Sandwell Children’s Trust, issued via circular to all Sandwell schools.

**NHS – Community Healthcare workers**

Refer to contractual declaration regarding pre-employment checks for all NHS community Healthcare Staff, issued via circular to all Sandwell schools

**Roles & Responsibilities re DBS at Temple Meadow Primary School**

Task	Completed by
Initial screening of new staff/DBS renewal ID	SBM
Ensure process of DBS application by DBS online	SBM
Upload completed pre-employment checks onto SCR	SBM
Monthly scrutiny of SCR and scheduling of DBS renewal	SBM
Termly strategic analysis of SCR and accompanying documents/procedures	HT

*Further reference should be made to the DFE document; Keeping children safe in education childcare disqualification requirements - supplementary advice*

**Children staying with host families (homestay)**

This is not something that we do at Temple Meadow Primary school but in the event this occurred we would refer to the guidance in Keeping Children Safe in Education.

**Private fostering - LA notification when identified**

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. Where the arrangements come to our attention we would notify the local authority to allow the local authority to check the arrangement is suitable and safe

for the child. Notifications must contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and must be made in writing. Comprehensive guidance on private fostering can be found here: **Private fostering: local authorities.**

### Existing staff

There are limited circumstances where schools will need to carry out new checks on existing staff. These are when:

- an individual working at the school moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children. In such circumstances, the relevant checks for that regulated activity must be carried out;
- there has been a break in service of 12 weeks or more; or
- there are concerns about an individual's suitability to work with children.

### Duty to refer to the Disclosure and Barring Service

There is a legal requirement for us to make a referral to the DBS where we remove an individual from regulated activity (or would have removed an individual had they not left), and we believe the individual has:

- engaged in relevant conduct in relation to children and/or adults,
- satisfied the harm test in relation to children and/or vulnerable adults; or
- been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

The DBS will consider whether to bar the person. Detailed guidance on when to refer to the DBS (including what is the harm test and relevant conduct), and what information must be provided, can be found on GOV.UK. Referrals should be made as soon as possible when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned. It is important that as much relevant information is provided to the DBS as possible, as it relies on the quality of information provided to them. When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation, and employers should ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance, which can be found on GOV.UK.

### Duty to consider referral to the Teaching Regulation Agency

Where we dismiss or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person. Details about how to make a referral to the TRA can be found on GOV.UK.

### Confidentiality and Information sharing

In an allegation's management meeting or during the initial assessment of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim.

Where the police are involved, wherever possible the school should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer's disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delaying the conclusion of their investigation or any court case. Sandwell Children's Trust should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay. The school must make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 amended the Education Act 2002, to introduce reporting restrictions. These provisions made it an offence (except in the limited circumstance expressly permitted by the legislation), for any person to publish any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a child from the same school (where that identification would identify the teacher as the subject of the allegation).

The reporting restrictions apply until:

- the point that the accused person is charged with a relevant offence; or
- the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation.

The reporting restrictions are disapplied if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a court lifts the reporting restrictions in response to a request to do so.

The legislation prevents the "publication" of material by any person that may lead to the identification of the teacher who is the subject of the allegation. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public." This means that a parent who, for example, published details of the allegation on a social networking

site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public). In circumstances where schools need to make parents aware about an allegation, they should make parents and others aware that there are restrictions on publishing information.

In accordance with the Authorised Professional Practice published by the College of Policing in May 2017, the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. In exceptional cases where the police wish to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates' court to request that reporting restrictions be lifted. The case manager should take advice from the LADO, police and Sandwell Children's Trust to agree the following:

- who needs to know and exactly what information can be shared;
- how to manage speculation, leaks and gossip
- reduce speculation; and,
- how to manage press interest if, and when, it should arise.

#### **Allegation outcomes:**

The definitions that should be used when schools determine the outcome of an allegation are set out below:

- **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 or cause harm to the person subject of the allegation;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or,
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Ultimately the options open to the school depend on the nature and circumstances of the allegations and the evidence and information available. This will range from taking no further action, to dismissal or a decision not to use the person's services in future. Suspension should not be the default position; an individual should be suspended only if there is no reasonable alternative. If the allegation is substantiated and:

- the person is dismissed; resigns, or otherwise ceases to provide his or her services; or
- the employer ceases to use the person's services. The employer has a legal duty to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

In the case of a member of teaching staff at a school, the case manager must consider whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

There is a legal requirement for employers to make a referral to the DBS where they consider an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child, following a criminal investigation or a prosecution. The police should inform the LADO and the employer immediately when:

- a criminal investigation and any subsequent trial is complete;
- it is decided to close an investigation without charge; or,
- it is decided not to continue to prosecute after the person has been charged.

In those circumstances, during the joint assessment meeting the LADO should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or Sandwell Children's Trust should also inform that decision. The options will depend on the circumstances of the case and the consideration should take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings. Unsubstantiated, unfounded, false or malicious allegations. If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to Sandwell Children's Trust may be appropriate. If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to Sandwell Children's Trust may be appropriate. If a report is shown to be deliberately invented or malicious, the school, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Guidance and advice are usually provided via HR or the LADO. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still attending the school.

'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference, should not be used, where there are allegations that indicate the person is a risk or poses a risk of harm to children or deemed not suitable to work with children. Such an agreement will not prevent a thorough police and/or school or college investigation where that is appropriate. Schools should not cease their investigations if the person leaves, resigns or ceases to provide their services. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate. Wherever possible, the accused should be given full opportunity to answer the allegation and make representations about it. The process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated or otherwise on the basis of all the information available, should continue even if the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record an outcome wherever possible. The person concerned should be notified of the conclusion of the allegations and sanctions that might be posed. Other than where allegations are false, malicious, unsubstantiated, or unfounded, the outcome should be made clear when providing references to prospective employers. This is particularly important where the person moves into another position involving working with children. It is not appropriate to reach a settlement/compromise agreement if the person subject to the allegation resigns or their services cease to be used. However, in limited circumstances schools and colleges sometimes use settlement agreements to end the employment relationship on agreed terms, but not where there is an allegation that the individual poses a risk to children. Where a settlement/compromise agreement is used, schools should not let it prevent the employer from:

- fulfilling their legal duty to refer cases to the DBS where the referral criteria are met – Non-compliance of this duty is a criminal offence; or
- providing a reference to potential employers when requested; or
- considering whether to make a referral to the Teaching Regulations Agency where the criteria are met.

Details of allegations following an investigation that are found to have been malicious or false should be removed from personnel records unless the individual gives their consent for retention of the information. However, for all other allegations, it is important that the following information is kept on the file of the person accused:

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, and decisions reached and the outcome as categorised above;
- a copy provided to the person concerned, where agreed by Sandwell Children's Trust or the police; and,
- a declaration on whether the information will be referred to in any future reference.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. We understand that we have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry (further information can be found on the IICSA website). All other records should 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. The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention. This can be found on the ICO website.

Cases in which an allegation was found to be false, unfounded, unsubstantiated or malicious should not be included in employer references. Any repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious should also not be included in any reference. Substantiated allegations should be included in references, provided that the information is factual and does not include opinions.

The process in handling allegations and at conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual. For all other cases the case manager should consider the facts and determine whether any improvements can be made.

Where an adult makes an allegation to a school that they were abused as a child, the individual should be advised to report the allegation to the police. Non recent allegations made by a child, should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the police. Abuse can be reported no matter how long ago it happened.

At Temple Meadow the Governing body and Headteacher have processes in place to deal with concerns (including allegations) which do not meet the harm threshold set out above. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

As part of their whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are shared and dealt with promptly and appropriately.

We have and continue to create a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately.

### **What is a low-level concern?**

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the higher threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools from potential false allegations or misunderstandings. Low-level concerns will be recorded on a separate file so that these concerns can be monitored and patterns established. 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.

*See our Low-Level Concern Policy*

**When staff members who are parents, grandparents, or closely connected to children across the school are attending school events, that occur within their working hours, they must ensure that they complete a Leave of Absence (LOA) request. Once approved, this means the staff member will be attending the event in their capacity as a parent or family member.**

As a family member, they are welcome to take photographs and videos during the event, similar to other attending parents. However, it is important to remember that this must be done in line with the guidance provided by the staff member leading the event (e.g., for personal use only).

Staff are mindful that when photographs or videos are taken, it should be clear that this is done in their role as a family member, not as a staff member. This distinction helps ensure clarity and transparency in how these events are handled.

### **Staff code of conduct and safeguarding policies**

As a school we have a staff handbook, this supports us to ensure that:

- staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- staff are empowered to share any low-level safeguarding concerns;
- we address unprofessional behaviour and supporting the individual to correct it at an early stage;
- we provide a responsive, sensitive and proportionate handling of such concerns when they are raised; and,
- helping identify any weakness in our safeguarding systems.

We also aim to create a culture where staff feel safe and comfortable to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns are recorded in writing. The record includes details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. The Headteacher can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation.

Records are reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we would decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO. Consideration should also be given to whether

there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again. These records are retained at least until the individual leaves their employment.

Low level concerns are not included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

Where the concern has been raised via a third party, the headteacher will collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

The information collected will help to categorise the type of behaviour and determine what further action may need to be taken. All of this needs to be recorded along with the rationale for their decisions and action taken.

## Other Safeguarding Circumstances

The nature of the work we undertake means that there are other circumstances when the welfare of children, young people and the wider school community needs to be taken into consideration. These include:

### Start of school day

All children must be accompanied onto school site by an appropriate adult and observed entering the school site. This is a parental responsibility. NO children should walk to school unaccompanied.

### Collection from school end of day

All children will be collected by an appropriate adult at the end of the school day. Only pupils within year 6 with pre-agreed signed consent and/or parent letter may be released at the end of the school day unsupervised. This does NOT apply at the end of an after-school activity or events that ends after the regular end of the school day e.g. after a disco, late return from a school trip. In the rare situations when children behave inappropriately when walking home unaccompanied outside of school, school will enforce adult collection at the end of the school day.

### Extended school and off-site arrangements

Risk assessments and EVOLVE procedures take account of safeguarding needs.

### Clubs and extended school activities outside the school day

If TM staff run a club these are risk assessed and consideration given to safe hand over and first aid needs.

If outside agency run a club these are risk assessed and TM staff are factored in to support safe hand over and first aid needs.

### Visitors to school working with pupils

Asked to provide ID on arrival; sign in and supervised at all times.

### Visitors to school and contractors

Asked to provide ID on arrival; sign in and accompanied.

## 4 Community Trust (4CT)

All staff employed through 4CT are cleared through Sandwell MBC, in line with the practise outlined in our SCR checking matrix (**S:\Policies & prospectus\Safeguarding and Child Protection**). This process ensures that all staff are cleared in line with the school clearances protocol; facilitated through an umbrella agreement which exists through the Local Authority. 4CT staff are identified through the provision of school ID badges; which clearly display their photograph, name and position. Staff also sign in and out of the school site, through utilising the signing in and out system.

## Work Experience

We follow robust procedures to safeguard pupils undertaking work experience, including arrangements to make sure that those providing placements and supervising our pupil whilst on placement are appropriate individuals to do so in line with statutory safeguarding guidance.

## Parent Volunteers

Parent volunteers will have full and appropriate disclosure and barring checks and will be asked to sign and agree to a protocol of behaviours appropriate for a volunteer within a primary school. Regular volunteers will be encouraged to complete Level1 CP.

## Remote Learning

Where children are being asked to learn online at home the Department has provided advice to support schools do so safely.

The NSPCC and PSHE Association also provide helpful advice:

- NSPCC Learning - Undertaking remote teaching safely during school closures
- PSHE - PSHE Association coronavirus hub Filters and monitoring

As a school we ensure that we have appropriate filters and monitoring systems in place.

We are directly responsible for ensuring they have the appropriate level of security protection procedures in place, in order to safeguard our systems, staff and pupils and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Technology, and risks and harms related to it evolve and changes rapidly. We conduct an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.

## Appendix A

### **Aide-memoire for Professionals to support efficient and appropriate telephone requests 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/are not aware of the request.
- 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/has not been completed/ followed prior to this request.

- 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 Education 2021’, “Working Together to Safeguard Children” 2018 (updated December 2020) and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).

Other recommendations.

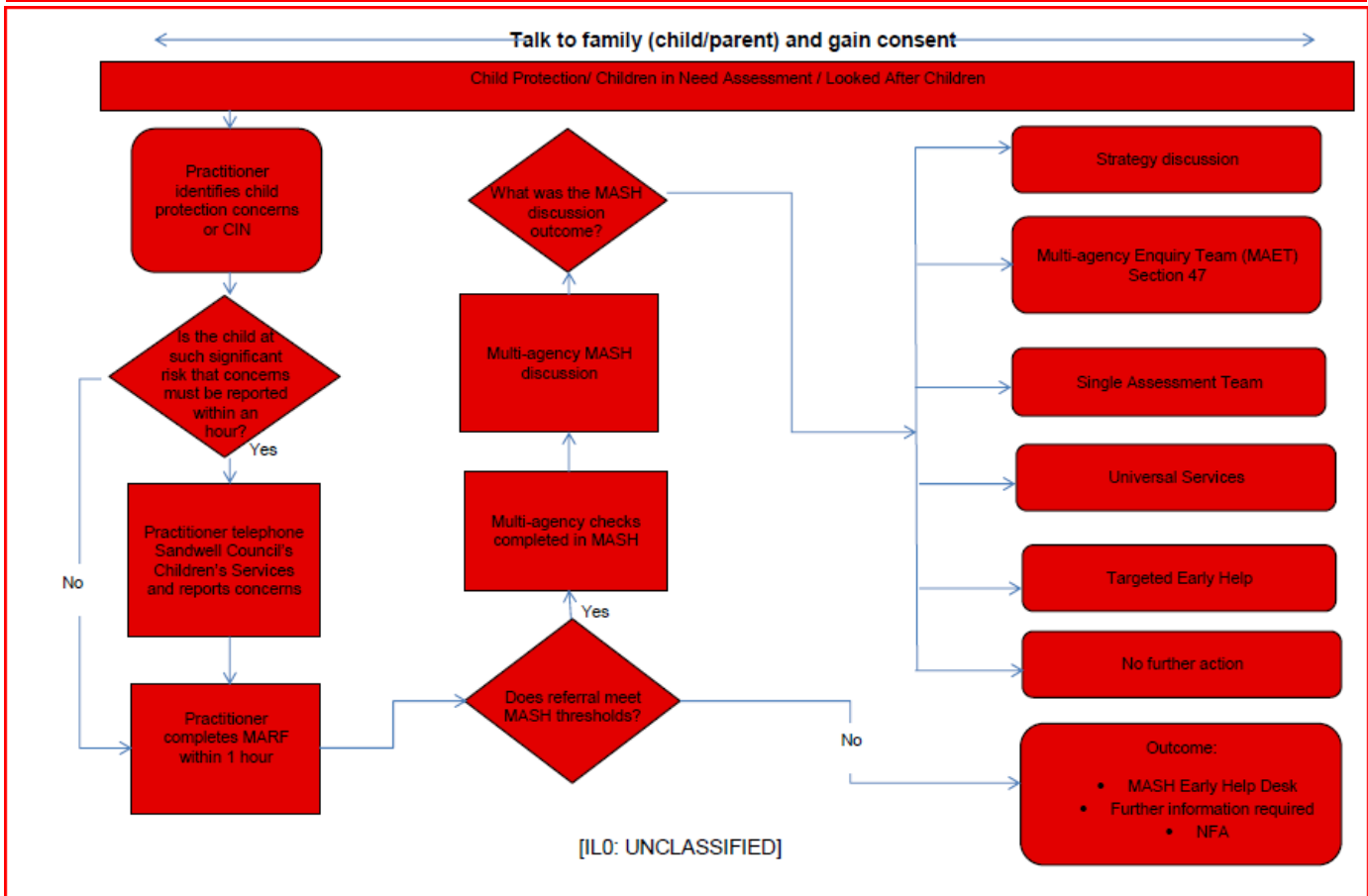
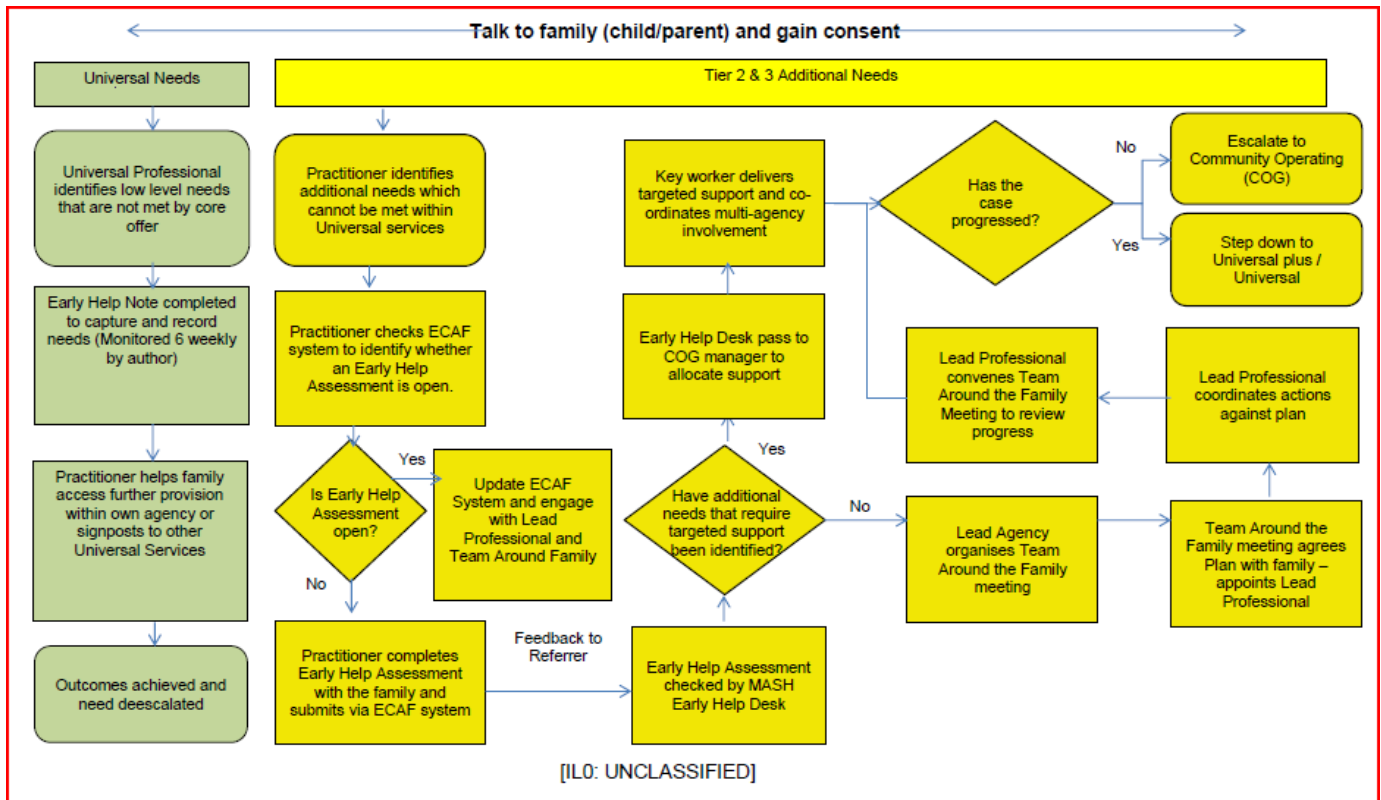
- Ask: Do you need me to do anything now?

#### **Referral and recording**

- I will follow up with a written request (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 request.

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

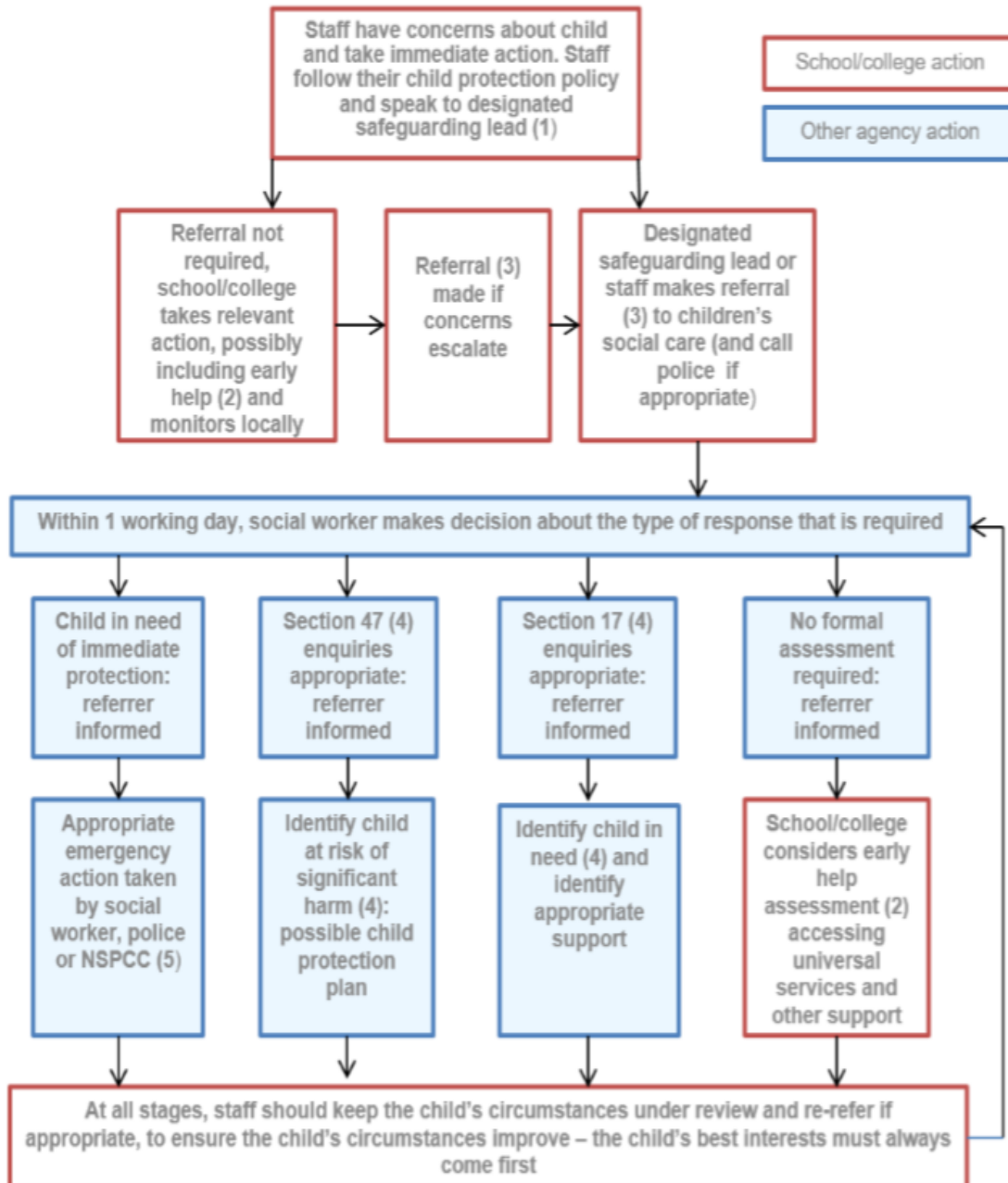
## Appendix B: Process Map

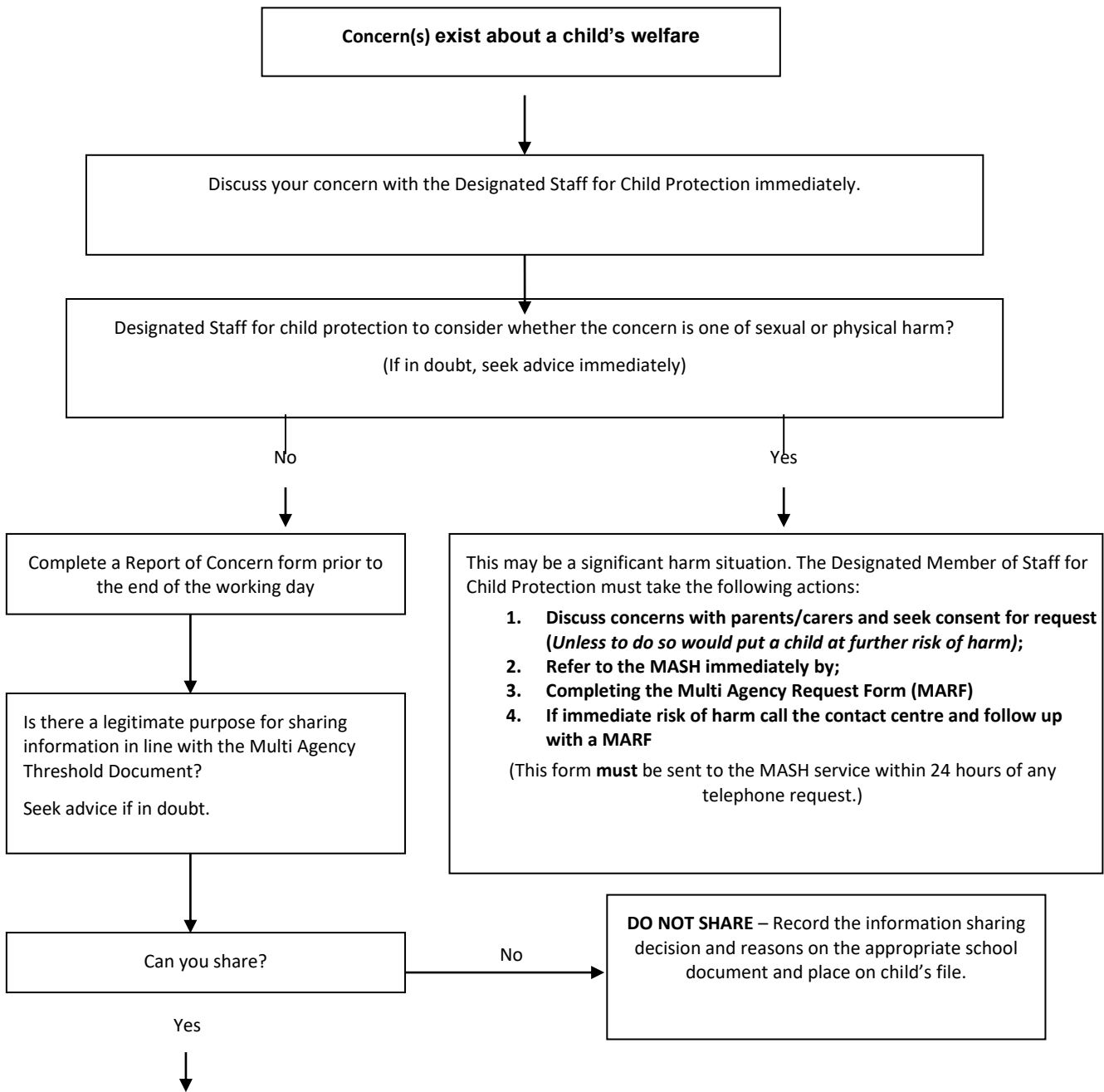


## Appendix C: Procedural Flowchart

### Safeguarding and promoting children’s welfare procedural flowchart

#### Actions where there are concerns about a child





**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](mailto:ecaf_queries@sandwell.gov.uk)
- Child Protection MASH – concerns that you believe are child protection concerns. Contact your designated lead for child protection; consult with Early Help Social Worker for advice and guidance. Send completed **MARF** (multi-agency request form) via secure e-mail to [access\\_team@sandwellchildrenstrust.org](mailto:access_team@sandwellchildrenstrust.org) or if an emergency that cannot wait an hour – call Sandwell's Contact Centre on 0121 569 3100
- **Record** the information sharing decision, your reasons, and open a confidential Safeguarding file for the child (if one does not already exist). Also note any agreed action, who is to complete this and by when.

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

The SPOC for Temple Meadow Primary School is Miss Rebecca Dale 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 Temple Meadow Primary School 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 vulnerable 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 vulnerable individuals;
- Safeguard individuals who might be vulnerable 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.

## Appendix E: 4CT handover process

In order to ensure pupil safeguarding is upheld at all times, the agreed pupil handover process to and from 4CT is as follows. All pupils will be dropped off and collected in person by 4CT staff. At the point of drop off and collection, a ‘parcel style’ signing of handover will take place between the two organisations:

Handover	Time
AM Y3 (Clifton)	0840
AM Reception	0841-0842
AM Y1 & Y2	0845
AM Y3-Y6 (main building)	0845
PM Rec – Y3	1515
PM Y4-Y6	1518

The scheduled timings fit with the schedule for the school day, as well as encompassing the supervision ratio requirements of Teachers being with their class 10 minutes before and after the school day. In order to ensure the process runs smoothly, all Teachers **must** be in class and ready to receive pupils by no later 0840 each morning.

Identifying the pupils in each class that will be in attendance at 4CT is actioned through the distribution of registration lists from 4CT staff to Teaching staff, [via yellow clipboards in each classroom](#), on a weekly basis. If there is a variation, i.e. an additional pupil will be attending 4CT on a particular day, [this is annotated on the classroom register](#).

See separate risk assessment for 4CT.

## Appendix F – Child Protection notice to all staff

**The Designated Safeguarding Lead (DSL) for Safeguarding at Temple Meadow is:**



**Miss Dale (Deputy Headteacher)**

**The Deputy Designated Safeguarding Leads (DDSLs) for Safeguarding at Temple Meadow are:**



*For urgent Safeguarding issues, the Deputy Headteacher (Miss Dale) must be informed immediately. In her absence, please report any concerns to one the Deputy DSLs.*

We use My Concern to log concerns.

**All concerns regarding staff MUST go directly to the Headteacher as this is a separate process led by the LADO**

Safeguarding Policy and Staff Handbook can be found on [Sdrive](#)/Policies and Prospectus.

**There are also door signs for Headteacher and Deputy Headteacher when the DSLs are not in school.**

## Appendix G – Golden rules sharing information

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

### The General Data Protection Regulation (GDPR) and Data Protection Act 2018

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 introduce new elements to the data protection regime, superseding the Data Protection Act 1998. Practitioners must have due regard to the relevant data protection principles which allow them to share personal information,

The GDPR and Data Protection Act 2018 place greater significance on organisations being transparent and accountable in relation to their use of data. All organisations handling personal data need to have comprehensive and proportionate arrangements for collecting, storing, and sharing information.

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

To effectively share information:

- all practitioners should be confident of the processing conditions, which allow them to store, and share, the information that they need to carry out their safeguarding role. Information which is relevant to safeguarding will often be data which is considered ‘special category personal data’ meaning it is sensitive and personal
- where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 includes ‘safeguarding of children and individuals at risk’ as a condition that allows practitioners to share information without consent
- information can be shared legally without consent, if a practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.
- relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well-being.

## Appendix H

Addition to the MARF Form – 7/1118

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- **Exact site of injury on the body, e.g. upper outer arm/left cheek.**
  - Size of injury - in appropriate centimetres or inches.
  - Approximate shape of injury, e.g. round/square or straight line.
  - Colour of injury - if more than one colour, say so.
  - Is the skin broken?
  - Is there any swelling at the site of the injury, or elsewhere?
  - Is there a scab/any blistering/any bleeding?
  - Is the injury clean or is there grit/fluff etc.?
  - Is mobility restricted as a result of the injury?
  - Does the site of the injury feel hot?
  - Does the child feel hot?
  - Does the child feel pain?
  - Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

**BODYMAP**

(This must be completed at time of observation)

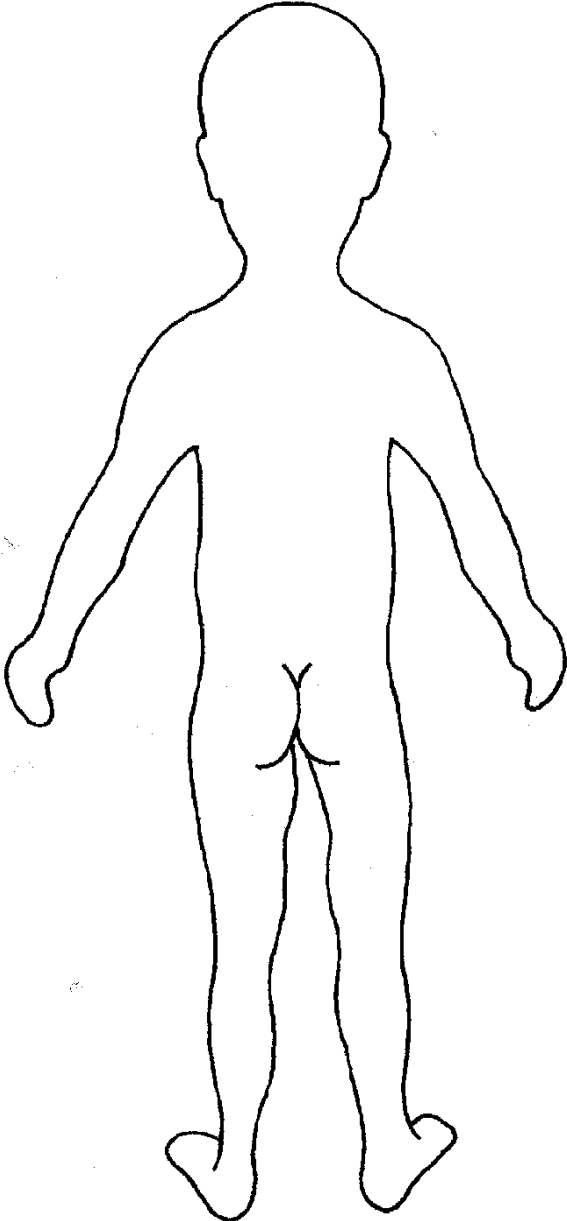
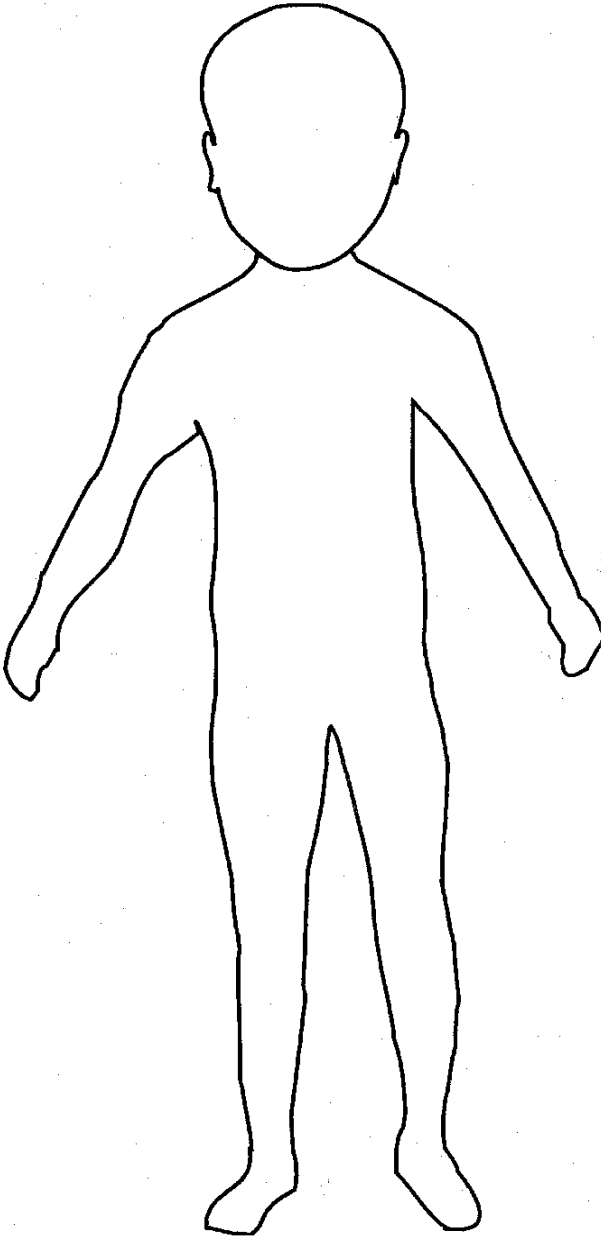
Name of Pupil: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Name of Staff: \_\_\_\_\_

Job title: \_\_\_\_\_

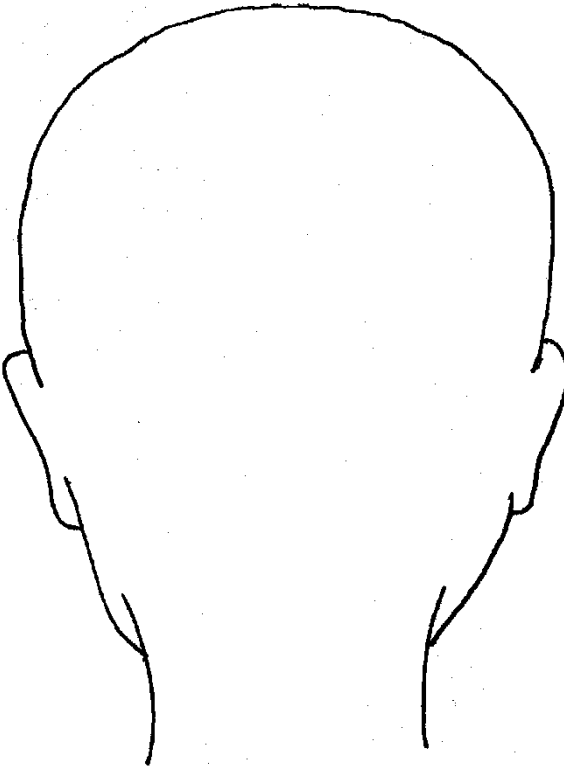
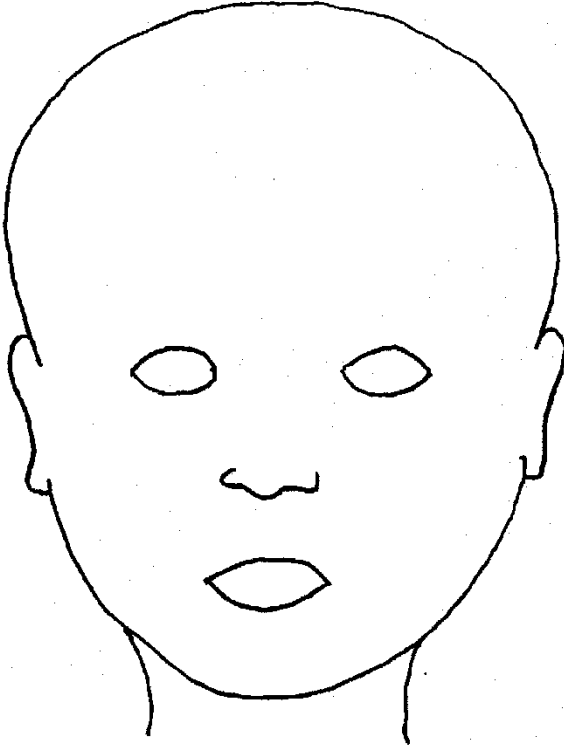
Date and time of observation: \_\_\_\_\_



Name of pupil:

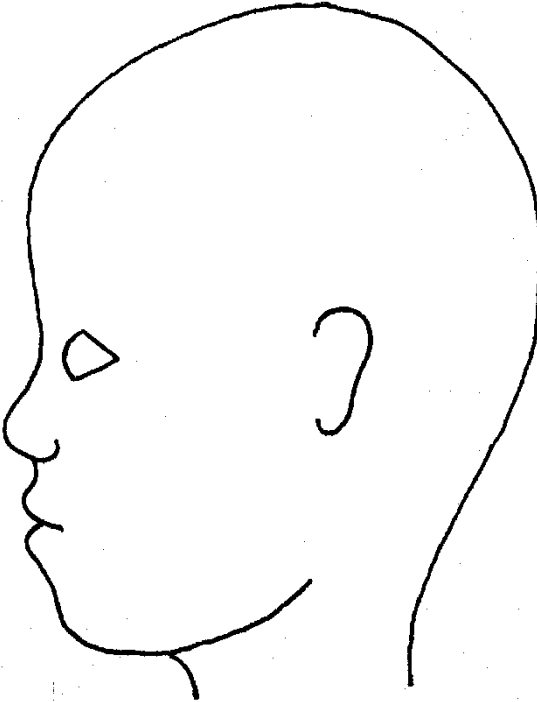
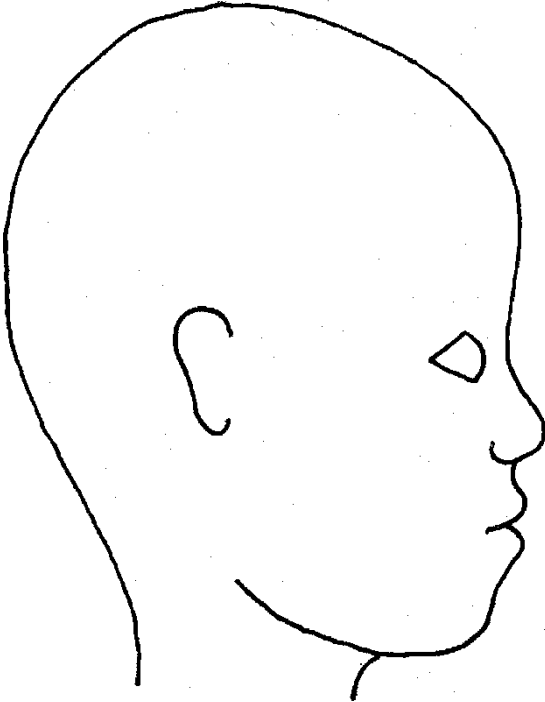
Date and time of observation:

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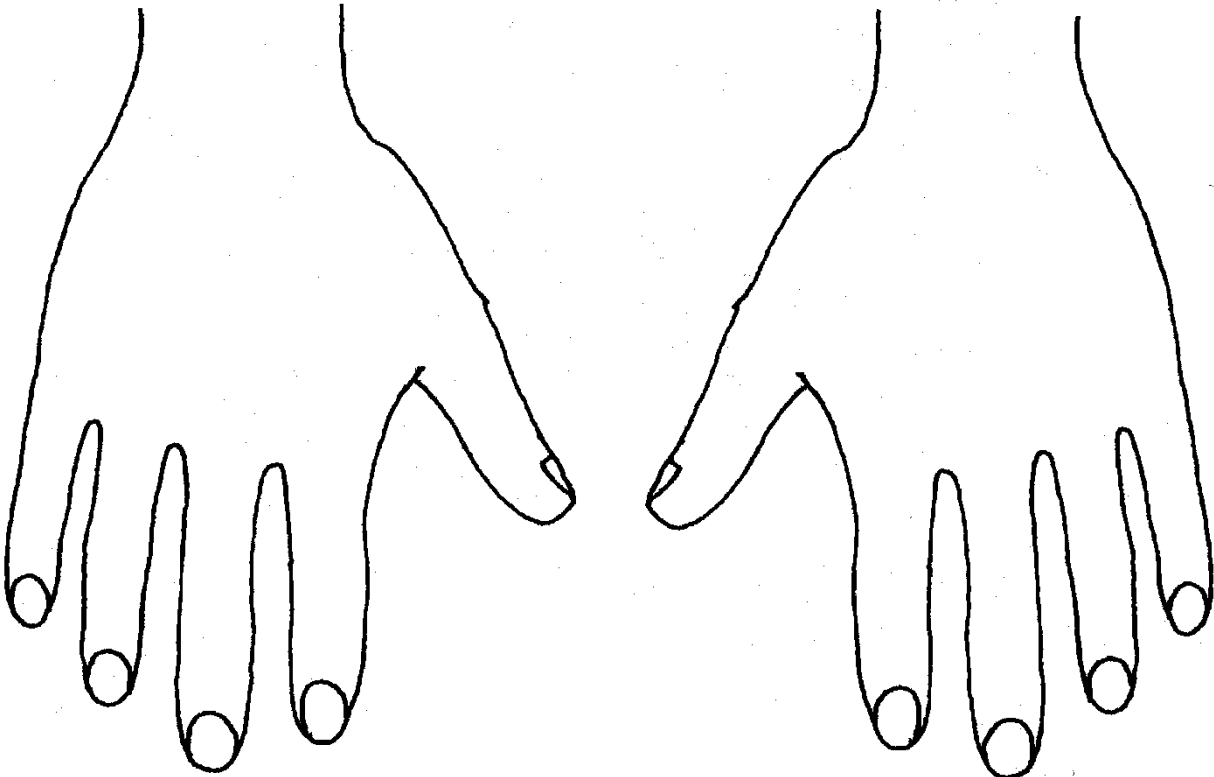


RIGHT

LEFT

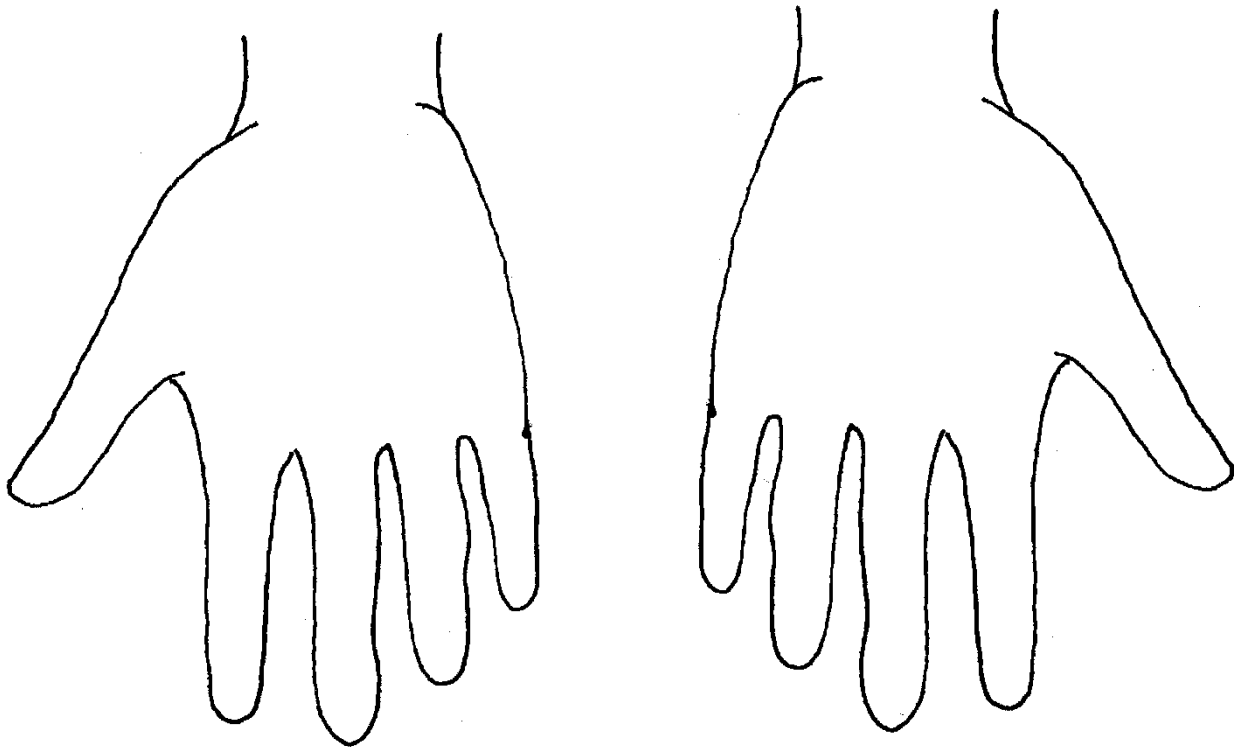
Name of pupil:

Date and time of observation:



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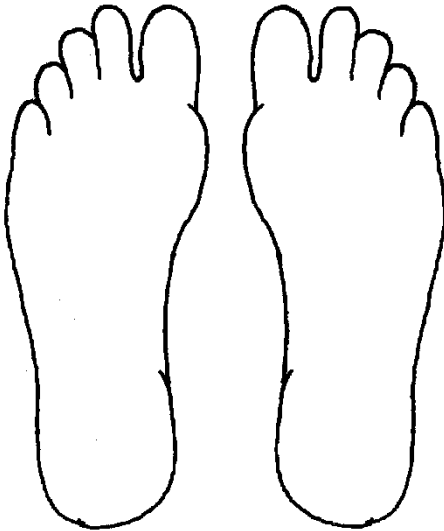
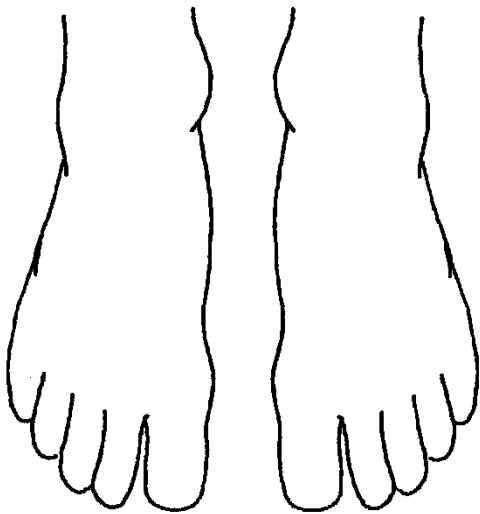
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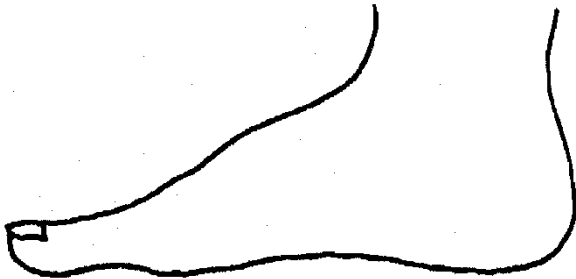
Name of Pupil:

Date and time of observation:

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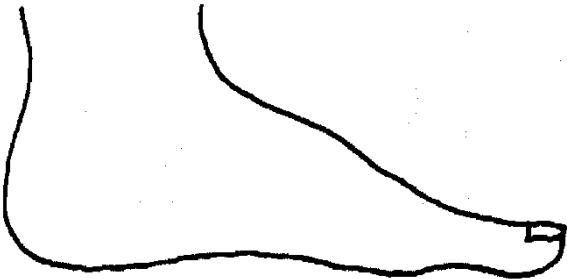


R TOP L R BOTTOM L



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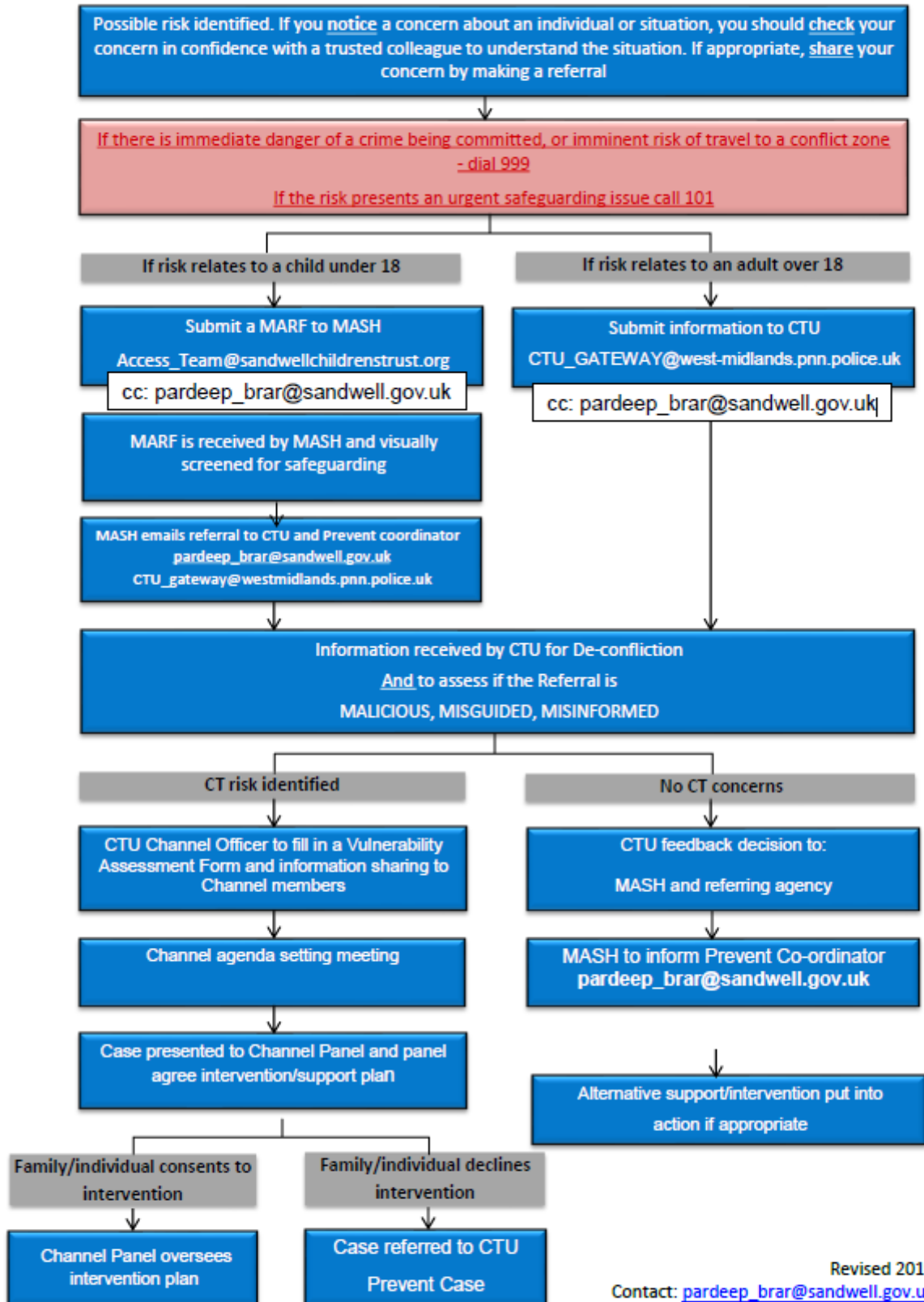
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Printed Name, Signature  
and Job title of staff:

.....

## Appendix I: Prevent referral process

### Sandwell Prevent Referral Process



Revised 2019

Contact: [pardeep\\_brar@sandwell.gov.uk](mailto:pardeep_brar@sandwell.gov.uk)

## Appendix J: TM safeguarding guide for staff

### Temple Meadow safeguarding guide



Acronym	Stands for:
EHA	Early Help Assessment
MASH	Multi-Agency Service Hub
MARF	Multi-Agency Referral Form
CIN	Child in Need
CIC	Child in Care
MARAC	Multi-Agency Risk Assessment Conference
ICPC	Initial Child Protection Conference
RCPC	Review Child Protection Conference
TAF	Team around the family
SCT	Sandwell Children’s Trust (social care)
FSW	Family Support Worker
OE	Operation Encompass
DA	Domestic Abuse
CCE	Child Criminal Exploitation
CSE	Child Sexual Exploitation
DSL	Designated Safeguarding Lead
DDSL	Designated Safeguarding Lead
ASP	Attendance Support Panel
MASP	Multi-Agency Solutions Panel

