



# **Child Protection and Safeguarding Policy**

## **Whitley Abbey Primary School**

**September 2023**

**Policy last reviewed:** September 2022

**Reviewed by:** Michelle Reeve and Robbie Walker

**Agreed by governors:** November 2023

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**Frequency of review:** Annually

**Date of next review:** September 2024

Key Information	
Head Teacher	Mr Robbie Walker
Designated Safeguarding Lead	Mrs Michelle Reeve
Deputy Designated Safeguarding Lead:	Mr Robbie Walker, Miss Sam Carter & Mrs Amanda Taylor
Named Governor for Safeguarding:	Mrs Susan Franklin
Chair of Governors:	Mrs Keri Husband
Designated Lead for Looked After and Previously Looked-After Children:	Miss Sam Carter
Early Help Assessment  Co-ordinator:	Kerrie Holdback  Early Help Assessment Co-ordinator  Aspire Family Hub (Gosford Park School Site)  Humber Avenue  Coventry  CV1 2SF  Tel: 024 7697 8100
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Mental Health Lead Mental Health First Aider	Mrs Michelle Reeve Miss Sam Carter

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# 1 Definitions

1.1 'Safeguarding' is defined in **Keeping Children Safe in Education (2023)** as;

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, stepparents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of **Whitley Abbey Primary School**.

1.6 Within this policy, we use the term 'victim', although it is recognised that not everyone considers themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

# 2 Introduction

2.1 We recognise that safeguarding, child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and that everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate **Whitley Abbey Primary School's** commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to **Whitley Abbey Primary School's** safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse, exploitation or neglect;

- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 **Whitley Abbey Primary School** is committed to the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- All staff take on a responsibility to promote children's welfare
- Providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

## 2.4 Safeguarding aims

2.4.1 The safeguarding aims of **Whitley Abbey Primary School**, in line with Keeping Children Safe in Education (**September 2023**) are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBTQ+, etc);
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in **Whitley Abbey Primary School** understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- Keeping Children Safe in Education (2023)
- Working Together to Safeguard Children 2018 (updated 2022)
- Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)

- Guidance for Safer Working Practice for those working with children and young people in education settings addendum (April 2020)
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

## **2.6 We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children across the city.**

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex B of Keeping Children Safe in Education (**September 2023**).

2.8 This policy should be read in conjunction with the following policies;

- [Allegations Against Staff or Volunteers \(CSCP\)](#)
- [Allegations Against Members of Staff](#)
- Anti – Bullying Policy
- Attendance Policy
- Positive Behaviour Policy
- Children with Medical Needs
- Children Missing in Education Procedures
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Equalities Policy
- [Managing Professional Disagreements \(CSCP\)](#)
- Health & Safety Policy
- HR & Governance Policy
- Online Safety Policy
- Intimate Care Policy
- IT Policy
- Medicine & First Aid Policy
- PSHE & RSE Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Positive Handling Policy
- Whistleblowing Policy

## **2.9 Scope**

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of **Whitley Abbey Primary School**.

All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 Rather than duplicating content from Keeping Children Safe in Education (**September 2023**) in this policy, it should be understood that **Whitley Abbey Primary School** will always refer to this document as the benchmark for all safeguarding practice.

## 3 Roles and Responsibilities

### 3.1 The Role of the Governing Body

3.1.1 Governing bodies have a strategic leadership responsibility for our safeguarding arrangements. Part 2 of Keeping Children Safe in Education (**September 2023**) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for **Whitley Abbey Primary School** safeguarding arrangements
- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;
- Ensure a whole **school** approach to safeguarding, including the use of mobile and smart technology in school;
- Ensure that policies, procedure and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure **Whitley Abbey Primary School** consider local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure **Whitley Abbey Primary School** have an effective child protection policy, that it is published on Whitley Abbey Primary School website or a paper copy can be requested from the school office and review this annually;
- Ensure **Whitley Abbey Primary School** have a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors undergo safeguarding and child protection training on induction (including online safety **and filters and monitoring processes**) and this is regularly updated;
- Ensure **Whitley Abbey Primary School** contribute to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety as a whole **school** approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;



- Put in place and follow appropriate safeguarding responses for children who are absent from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the Headteacher whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

### **3.2. The Role of the Headteacher**

#### **3.2.1 The Headteacher will;**

- Ensure that this policy is reviewed annually at minimum and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description including leading on filters and monitoring processes;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)
- Promote a whole school approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;
- Ensure that Whitley Abbey Primary School collaborates with Children's Services, the Police, Health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-

agency plans for children subject to children protection plans and to protect children from harm;

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's Services (from the host local authority or placing authority) have access to Whitley Abbey Primary School to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2023).

### **3.3 The Role of the Designated Safeguarding Lead**

3.3.1 The Designated Safeguarding Lead (**DSL**) for **Whitley Abbey Primary School** is Mrs Michelle Reeve.

Our Deputy Designated Safeguard Lead (DDSL) in the DSL's absence are Mr Robbie Walker, Miss Sam Carter and Mrs Amanda Taylor.

#### **The Designated Safeguarding Lead will;**

- Take overall lead responsibility for safeguarding and child protection (including online safety and filters and monitoring);
- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018);
- Always be available during term time school hours for staff in **Whitley Abbey Primary School or college** to discuss safeguarding concerns. If they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from early help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children have been harmed or are at risk of significant harm;
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support Whitley Abbey Primary School with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed<sup>1</sup>;
- Ensure all staff have read and understood Part 1 and/or Annex A of Keeping Children Safe in Education (September 2023);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;

- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves **Whitley Abbey Primary School**;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and Whitley Abbey Primary School leadership team;
- Promote a 'culture of safeguarding', in which every member of **Whitley Abbey Primary School** community acts in the best interests of the child;
- Ensuring **Whitley Abbey Primary School/college** knows who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half term at a minimum) with the safeguarding link governor and/or Chair of Governors to review safeguarding in **Whitley Abbey Primary School**; and
- Liaise with the Headteacher regarding safeguarding cases and issues.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health
- Be Aware of the requirement for children to have an Appropriate Adult – PACE code C 2019

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex C of Keeping Children Safe in Education (September 2023).

### 3.4 The Role & Responsibilities of all Staff within School

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in **Whitley Abbey Primary School**;

- Have a responsibility to provide a safe environment, where children can learn;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;
- Will be aware of indicators of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;

- Will be made aware of; the safeguarding and child protection policy; Whitley Abbey Primary School behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in **Whitley Abbey Primary School** that support safeguarding and child protection;
- Will be provided with a copy of Part 1/Annex A of Keeping Children Safe in Education (September 2023) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Will receive regularly updated safeguarding and child protection training including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice;
- Will be made aware of the early help assessment process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Services (though the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

### 3.5 Multi-Agency Working

3.5.1 Whitley Abbey Primary School is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.

3.5.2 Whitley Abbey Primary School will work with Children's Services the Police, Health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.5.3 We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help Assessments

Woodside Family Hub	Upper Ride Coventry CV3 3GL	02476978090	WoodSidefamilyHub@coventry.gov.uk
Aspire Family Hub	Humber Avenue Coventry CV1 2SF	02476978100	AspireFamilyHub@coventry.gov.uk

3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, Whitley Abbey Primary School is under a statutory duty to co-operate with published CSCP arrangements.

## 4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of Whitley Abbey Primary School/college as well as online, including the multi-faceted occurrence of factors causing emotional harm.

The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

### 4.2 Types of abuse (Taken from Keeping Children Safe in Education, 2023)

Type of abuse	Information
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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal

	social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	<p>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.</p> <p>The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of <b>Whitley Abbey Primary School/college</b> policy and procedures for dealing with this.</p>
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's services (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from Children's Service and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 Whitley Abbey Primary School recognises that any child can be the victim of abuse and may benefit from early help. However, Whitley Abbey Primary School will be particularly vigilant to potential need for early help if a child;

- 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;
- 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 a risk of modern slavery, trafficking, sexual or criminal exploitation;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- 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 at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of Whitley Abbey Primary School day.
- is a privately fostered child.

**4.7 Whitley Abbey Primary School** recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if **Whitley Abbey Primary School** believes that a child is at risk of or is the victim of;

- bullying, including cyberbullying, prejudice based and discriminatory
- child criminal exploitation and sexual exploitation including involvement in county lines);
- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- mental health;
- neglect;
- peer on peer abuse;
- physical abuse;
- radicalisation;
- relationship abuse;
- serious violence and harassment;
- sexual abuse;

- sexual violence or sexual harassment (including peer on peer abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- So-called 'honour-based' abuse;
- trafficking and modern slavery.

**4.8 Whitley Abbey Primary School** will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.8.1 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (2023) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless;
- Children who need a social worker.

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

4.9.1 **Whitley Abbey Primary School** recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.9.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in Whitley Abbey Primary School.

4.9.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

#### **4.10 Children absent/missing from Education**

It has been agreed that CAFE does not *replace* CME (although the physical heading has changed in KCSIE 2023), but rather a thinking point to ensure we consider children's attendance for both on roll and off roll students being a potential safeguarding concern. CME processes remain the same in Coventry with the CME pathway to be followed when reporting that a child has been removed from roll, aware a child is not on a school roll or if a child has not been seen by school staff for a while (i.e. unsuccessful home visits or being informed the child has moved abroad). This is overseen by CME@Coventry.gov.uk. CAFE is the attendance pathway for promoting your schools attendance where there will be some variance in how this is approached (reduced time tables, EHE, suspensions etc). In difficult circumstances, school can seek support from the LA attendance team with this. Coventry have been following these processes for a while now, so there is nothing new for us to understand from a process point of view. The only change being that the attendance pathway will be classed under the terminology of the new KCSIE 2023 of CAFE.



4.10.1 The school understands that children that are absent from education for prolonged periods and/or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and criminal exploitation – particularly county lines. This includes children missing from education that are not on roll.

4.10.2 **Whitley Abbey Primary School** will report information to the Local Authority when problems are first emerging and if there is a need for the removal of a child from roll.

#### **4.11 Elective Home Education**

4.11.1 **Whitley Abbey Primary School** recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart.

4.11.2 Since 2016, **Whitley Abbey Primary School** has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside **Whitley Abbey Primary School** to coordinate a meeting with parents where possible ideally before a final decision is made.

#### **4.12 Children requiring Mental Health support**

4.12.1 Whitley Abbey Primary School recognise that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

4.12.2 All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

4.12.3 Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

4.12.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should

- Staff should listen rather than advice, our first thoughts need to be thoughts of the pupil's emotional and physical safety rather than exploring 'why?'
- All disclosures should be documented on a Mental Health and Wellbeing Form including date, staff members name, main points of conversation and agreed next steps
- Staff will need to be honest with the pupil sharing who they are going to talk to for help and advice
- Staff will share disclosures with Mental Health Lead or Mental Health First Aider this will provide support for staff member emotional wellbeing and will provide extras source of ideas and support
- Parents must always be informed
- If a child gives staff a reason to believe that there may be underlying child protection issues, parents should not be informed, but the Designated Safeguarding Lead must be informed immediately.

4.12.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately.

4.12.6 Whitley Abbey Primary School have a

**Designated Mental Health Lead -Mrs Michelle Reeve**

**Mental Health First Aider – Miss Sam Carter**

**Wellbeing Governor – Susan Franklin**

and a Mental Health and Wellbeing Team consisting of a cross section of staff across school

4.12.7 Further information, guidance and advice regarding mental health can be found on page 44 of Keeping Children Safe in Education 2023.

#### **4.13 Children who are Lesbian, Gay, Bi or Trans (LGBT+)**

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

## **5 Responding to signs of abuse**

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Services where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services or to the police, they should inform the DSL as soon as possible.

5.3 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;

- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures/allegations of abuse that children have shared.

5.4 There will be occasions where a child discloses/alleges abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this but delay should be avoided.

5.5 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure recording a clear rationale. The DSL may consider the following options;

- Managing support for the child internally within school;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for consideration for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if **Whitley Abbey Primary School** is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but Whitley Abbey Primary School believes that a child is at significant risk of harm, a referral will still be made to Children's Services.

5.6 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which is used by **Whitley Abbey Primary School** to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

5.7 See page 24 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, **September 2023**).

5.8 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL first, but the legislation

requires regulated health and Children's Service professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

If you believe a child is at risk of FGM, a referral to the MASH is also required.

5.9 **Whitley Abbey Primary School** have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or Whitley Abbey Primary School are aware the 28 days has been exceeded.

5.10 All schools are subject to a duty under section 26 of the Counter-Terrorism 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. See Appendix B for further information on **Whitley Abbey Primary School's** Prevent duty.

5.11 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

## 5.12 Child on Child Abuse

5.12.1 **Whitley Abbey Primary School** understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images or videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. Whitley Abbey Primary School recognise that safeguarding issues can manifest as child-on-child abuse.

5.12.2 All members of staff will be made aware of Whitley Abbey Primary School's policy and procedures with regards to child-on-child abuse. Whitley Abbey Primary School will ensure staff understand what is meant by child-on-child abuse and Whitley Abbey Primary School policy on child-on-child abuse by all staff will receive whole school training and reviews regarding child-on-child abuse. All staff will follow Whitley Abbey Primary School safeguarding procedures and complete relevant reports if they have concerns regarding child-on-child abuse

### 5.12.3 Whitley Abbey Primary School will work to prevent child on child abuse by ...

- Clear policies and procedures in place that are followed to minimise the risk of child -on-child abuse

- Children are given the opportunity to confidentially report abuse knowing that their concerns will be treated seriously.
- Clear processes as to how the victims, perpetrators and any other children affected by child-on-child abuse will be supported
- A recognition that even if there are no reported cases of peer on peer abuse such abuse may still be taking place
- Staff will challenge physical behaviours such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras or lifting up skirts.
- Staff will not tolerate or dismiss sexual violence or sexual harassment as just banter, or having a laugh, part of growing up or boys being boys.

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, **Whitley Abbey Primary School** will investigate this

- Staff member completing a cause for concern form immediately with the details of the child-on-child abuse allegation
- A discussion will happen between Headteacher and DSL together they will speak to all the children involved or affected by the situation this includes victim and alleged perpetrator and record information shared
- A call to MASH for advice or a referral may be required depending on the child- on child allegation, information gathered and risks identified.
- Conversations will take place with parents/carers explaining the child-on child allegation and the outcomes and actions that Headteacher and DSL have followed
- A risk assessment will be completed
- A package of support/work with children involved will be identified this could be Protective Behaviours, understanding consent work, or sexual curiosity work may need to be explored and completed.
- Referrals to other services may need to be completed

5.12.5 In the event that an allegation of child-on-child abuse is made, victims, alleged perpetrators and any other children affected will be supported by

- Headteacher and DSL will complete together an investigation with all children involved.
- The children involved will be supported and their allegation will be taken seriously and they will be supported and kept safe.
- The victim will be reassured that they are not creating a problem by reporting a child-on-child allegation and will be reassured that they shouldn't ever be made to feel ashamed for making a report.
- A package of support/identified work will be offered to children involved
- A referral to MASH will be considered.

5.12.6 **Whitley Abbey Primary School** will never pass off child on child abuse as 'banter', 'having a laugh. 'part of growing up' or other such termination that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable

behaviours. It is recognised with this, that all child-on-child abuse is unacceptable and will be taken seriously.

**5.12.7 Whitley Abbey Primary School** will adhere to guidance set out in Keeping Children Safe in Education (2023) when responding to incidents of child-on-child abuse.

5.12.8 All staff will be made aware that ‘upskirting’ is a criminal offence.

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

5.13.1 Both CCE and CSE are forms of abuse that occur when an individual or group take 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 through violence or threat of violence. CCE and CSE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).

5.13.2 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

5.13.3 Whitley Abbey Primary School is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the the harm they have experienced even if they appear to have consented to the criminal activity.

5.13.4 CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.

5.13.5 Whitley Abbey Primary School recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

### **5.14 Sharing of consensual or non-consensual nude and semi-nude images or videos**

5.14.1 “Sharing of consensual or non-consensual nude and semi-nude images or videos” refers to any sharing of youth-produced sexual imagery between children. This includes;

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.14.2 Whitley Abbey Primary School has a responsibility to educate children in the risks relating to ‘sharing consensual or non-consensual nude images or videos’ and how to keep themselves safe online.

*Please see our Online Safety Policy and PHSE & RSE Policy*

5.14.3 Any incidents or suspected incidents of ‘sharing consensual or non-consensual nude images or videos’ should be reported to the DSL without delay.

5.14.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Referrals to the MASH in regards to all parties involved (also the police if an urgent response required);
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018);
- Support for young people involved to prevent reoccurrence;
- Sanctions in accordance with the behaviour policy;

5.14.5 Any incidents of 'sharing consensual or non-consensual nude images or videos' involving the following will result in a MASH and sometimes a Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.14.6 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.14.7 We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

5.14.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

## **5.15 Domestic Abuse**

5.15.1 Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

5.15.2 Whitley Abbey Primary School recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children's health, well-being, development and ability to learn. We are an Operation Encompass School. Operation Encompass is a system which ensures the police contact a school before the next school day when one of their pupils has been exposed to domestic abuse. This allows a school's safeguarding team to make sure the appropriate support is in place to give the pupil the assistance they need.

## **5.16 Searching, Screening and Confiscation**

5.16.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in **Whitley Abbey Primary School**.

5.16.2 Whitley Abbey Primary School adheres to 'Searching, Screening and Confiscation: Advice for Schools (July 2022).

**5.13.3** Please see Banned Items policy which includes searching, screening and confiscation policy. This policy includes awareness, consequences and response to an incident involving prohibited or unauthorised items. It also includes safeguarding response to an incident involving banned items.

### **5.17 Online Safety**

*5.17.1 Whitley Abbey Primary School recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe In Education 2023:*

- *Content – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism)*
- *Contact – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)*
- *Conduct – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)*
- *Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams*

5.17.2 Whitley Abbey Primary School understand that the above can take place on a students phone or smart device (including smart watches) whilst at school/college or elsewhere. Whitley Abbey Primary School have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology.

These procedures and policies work together to ensure our children are safeguarded at Whitley Abbey Primary School

- Positive Behaviour Policy
- Smartwatch and mobile phone policy
- Online Safety

### **Acceptable Usage of ICT Policy    Personal Mobile Phone/Smart Watch Policy/Procedures**

#### **Smart watches Personal Mobiles – Staff**

Staff are not permitted to make/receive calls/texts during contact time with children.

- Emergency contact should be made via the school office.
- Staff should have their phones/smartwatches on silent or switched off and out of sight (e.g. in the staff room or classroom locker) during class time.
- Mobile phones/smartwatches can be used during break and lunchtimes but should not be used in a space where children are present
- Use of personal phones/smartwatches (Inc. receiving/sending texts and emails) should be limited to non-contact time when no children are present e.g. in office areas, staff room, empty classrooms.



- It is also advised that staff security protect access to functions of their phone using a secure pin code
- Staff are not at any time permitted to use recording equipment on their mobile phones/smartwatches, for example: to take recordings of children, or sharing images.
- Legitimate recordings and photographs should be captured using school equipment such as cameras, I-pads and the school mobile phone
- Staff should report any usage of mobile devices/smartwatches that causes them concern to the Head teacher (this includes staff, volunteer, parents/carers and visitors to site)

Only the school mobile phone should be used on school visits/trips (unless the nature of the trip requires groups to separate them personal phones can be used only to contact leaders of each group)

### **Mobile Phones for Work Related Purposes**

We recognise that mobile phones provide a useful means of communication on offsite activities therefore school has a mobile phone which should be taken on all trips.

However, staff should ensure that:

- Mobile phone/smartwatches use on these occasions is appropriate and professional
- The school office should be contacted in an emergency
- Mobile phones/smartwatches should not be used to make contact with parents during school trips – all relevant communications should be made via the school office.
- Where parents/volunteers are accompanying trips they should not use their mobile phone/smartwatches in the presence of children
- Parents/carers and volunteers are informed not to make contact with other parents (via calls, text, email or social networking) during the trip
- Parents/carers and volunteers should not use their phone/smartwatch to take photographs of children.

### **Personal Mobiles**

#### **Pupils**

We also recognise that mobile phones/smartwatches are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure. However, we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others.

Therefore:

- Pupils are allowed to bring mobile phones/smartwatches into school if they are walking to or from school without parents (years 5/6)

- The phone/smartwatch must be handed in to the office and must be switched off and collected at the end of the day after being dismissed from class.
- The phone/smartwatch is left at the owner's own risk and school is not responsible for loss or damage
- Phones/smartwatches should not be taken on school trips/visits

Where mobile phones/smartwatches are used in or out of school to bully or intimidate others, then the head teacher or DSL does have the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site'.

### **Volunteers, Visitors, Governors and Contractors**

All Volunteers, Visitors, Governors and Contractors are expected to follow our mobile phone/smartwatches policy as it relates to staff whilst on the premises.

Reminders of school's expectations of mobile phone use on school site are displayed on mini posters at the signing in desk and around school.

### **Parents/carers**

While we would prefer parents not to use their mobile phones/smartwatches while at school, we recognise that this would be impossible to regulate and that many parents see their phones as essential means of communication at all times. We therefore ask that parents/carers usage of mobile phones, whilst on the school site is courteous and appropriate to the school environment. Reminders will be regularly shared on the school newsletter. We also allow parents to photograph or video school events such as shows or sports day using their mobile phones – but insist that parents do not publish images (e.g. on social networking sites) that include any children other than their own.

The On-Line Safety Policy is given to all new parents/carers and they sign to say they will not publish photographs taken at school events of any other child other than their own on the consent form which is sent out to be updated each year.

Staff will challenge other members of staff/governors/volunteers/visitors/parents/ contractors who use their mobile phone/smartwatch whilst children are present. This will then be reported to senior staff.

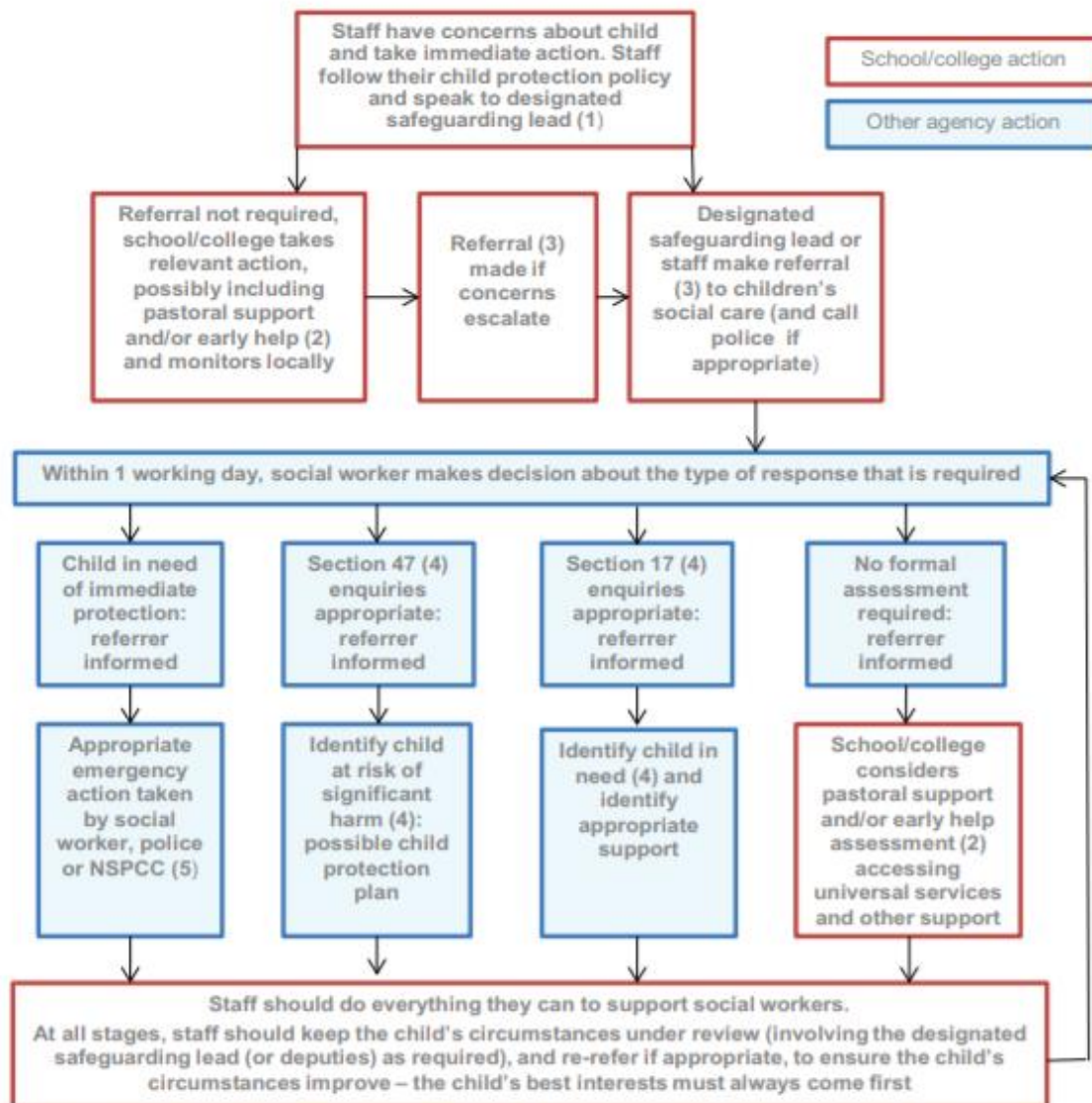
The mobile phone/smartwatch policy will be shared with staff and volunteers as part of their induction

5.17.3 Whitley Abbey Primary School has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns. The school uses Impero Education to monitor and filter content for both staff and students.

Pupils -The Head teacher is alerted by email and this is then escalated to the safeguarding team to investigate; when appropriate is logged in CPOMS. The filters and monitoring will be constantly reviewed with sanctions as we refine our practice.

Staff – The Head teacher is alerted by email and then an appropriate member of staff will investigate this could be the DSL or line manager. The filters and monitoring will be constantly reviewed with sanctions as we refine our practice.

## Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, 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. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

5.18 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. Whitley Abbey Primary School will follow up referrals if we do not receive feedback from Children's Services to ascertain the outcome of all referrals.

**MASH Telephone number:** 02476 788 555

**MASH online referral form:** <http://www.coventry.gov.uk/safeguardingchildren>

**Out of hours Emergency Duty Team:** 02476 832 222

**Prevent/Channel Referrals:** Refer to MASH ([mash@coventry.gov.uk](mailto:mash@coventry.gov.uk)) and to [CTU\\_GATEWAY@west-midlands.pnn.police.uk](mailto:CTU_GATEWAY@west-midlands.pnn.police.uk)

5.18.1 If a child's situation does not appear to be improving following a referral, Whitley Abbey Primary School may re-refer the child. We will also consider using the [Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy](#) to ensure that our concerns have been addressed and that the situation improves for the child.

## 6 Record-keeping

6.1 All concerns, discussions and decision made will be recorded in writing and kept confidential and stored securely.

6.2 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.3 **Whitley Abbey Primary School** keeps all safeguarding files electronically, **using a system called Child Protection Online Management System (CPOMS)**

6.4 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.5 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file in a timely manner (**within 5 days for in-year transfers**). Once received by the new school, this school will not retain the information.

6.6 Whitley Abbey Primary School will seek to hold at least two emergency contacts for every child.

6.7 All data processed by **Whitley Abbey Primary School** is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018). Please see the following policies for additional information;

Data Protection Policy

6.8 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part One of Keeping Children Safe in Education (**September 2023**).

## 7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins **Whitley Abbey Primary School**.

School asks parents to complete a form to consent to photographs when their child starts school. This is kept on file. Parents are asked to regularly review permission and advise school of any changes that they may wish to make whilst their child attends Whitley Abbey Primary School.

7.2 Parents can withdraw consent at any time and must notify **Whitley Abbey Primary School** if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other identifiable personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

## 8 Early Help Assessment

8.1 **Whitley Abbey Primary School** is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. **Whitley Abbey Primary School** is committed to working closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Woodside Family Hub	Upper Ride Coventry CV3 3GL	02476978090	WoodSidefamilyHub@coventry.gov.uk
Aspire Family Hub	Humber Avenue Coventry CV1 2SF	02476978100	AspireFamilyHub@coventry.gov.uk

8.2 **Whitley Abbey Primary School** works within the Coventry Safeguarding Children Partnership's '[Right Help, Right Time](#)' framework, available on the CSCP website.

## 9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, **Whitley Abbey Primary School** has committed to training staff throughout the academic year. All staff members will be made aware of **Whitley Abbey Primary School's** safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and/or Annex A of Keeping Children Safe in Education (**September 2023**)
- School procedures for Children Absent from Education

- Whitley Abbey Primary School Behaviour Policy

9.2 Staff at **Whitley Abbey Primary School** will; Safeguarding and Child Protection level 1 training

- School Safeguarding Procedures
- Prevent Awareness
- Mental Health Awareness
- Online Safety
- Teaching Online safety
- Online Reputation
- Domestic Abuse Awareness
- Female Genital Mutilation
- Drug and alcohol misuse
- Child on Child abuse
- Understanding of Child Criminal and Sexual Exploitation
- Awareness of serious violence
- Sexual violence and harassment
- Data Protection and GDPR
- Early Help Awareness
- DSL briefings
- Safeguarding bulletins
- Team Teach Training
- An awareness of vulnerable children
- Vulnerable children's meetings with Early help co-Ordinator
- Attendance
- Designated Safeguarding Leads and Deputy Safeguarding Leads training
- Supporting Looked After Children
- CPOMS effective use and updates
- Homelessness
- Annual Certificate in Cyber Security for staff (The National College)
- Teaching online safety (The National College)

9.3 **Whitley Abbey Primary School** recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and the sharing of consensual or non-consensual nude images or videos. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

9.4 All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

## 10 Safer Recruitment

10.1 **Whitley Abbey Primary School** is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required); and
- Verification of the candidate's mental and physical fitness may also be **sought**.

10.2 A record of all checks completed for members of staff will be recorded on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. **Whitley Abbey Primary School** reserves the right to re-check DBS clearance for any member of staff where information is received that indicates they may pose a risk to children and may request candidates to register on the DBS update service.

10.4 At least one member of every interview panel will have undertaken Safer Recruitment training which it is recommended is refreshed every 2 years.

10.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.

10.6 Any visitor to Whitley Abbey Primary School who has not been subject to the necessary checks will be supervised at all times and a risk assessment completed.

10.7 All safer recruitment practices at **Whitley Abbey Primary School** comply with Keeping Children Safe in Education (**September 2023**). See Part 3 of Keeping Children Safe in Education (**September 2023**) for further information.

**See Safer Recruitment policy for further details.**

## 11 Allegations of abuse against staff

11.1 **Whitley Abbey Primary School** takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (**September 2023**) and the CSCP Guidance, ['Allegations Against Staff and Volunteers'](#).

11.2 Allegations or concerns may include



- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as 'Transferable risk'.

11.3 If a concern or allegation of abuse arises against the Headteacher, or should there be a conflict of interest to the Headteacher, it must be immediately reported to the Chair of Governors

11.4 If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other than the Headteacher, it must be reported to the Headteacher without delay.

11.5 Concerns or allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.6 The Headteacher or Chair of Governors should consider if the concern or allegation meets the harms threshold for Designated Officer intervention and seek guidance/advice if unsure by emailing [lado@coventry.gov.uk](mailto:lado@coventry.gov.uk). 'Low-level' concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

- Being overly friendly with children
  - Having favourites
  - Taking photographs of children on their mobile phone
  - Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Or;
- Humiliating pupils.

The details of the LAdo can be found on the front of this policy. Immediate referrals can be made via the following link

[https://www.coventry.gov.uk/info/206/coventry\\_safeguarding\\_children\\_partnership/2628/local\\_authority\\_designated\\_officer\\_lado](https://www.coventry.gov.uk/info/206/coventry_safeguarding_children_partnership/2628/local_authority_designated_officer_lado)

11.7 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with *Keeping Children Safe in Education 2023*, Whitley Abbey Primary School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

11.8 If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made.

11.9 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to **Whitley Abbey Primary School** in managing the allegation.

11.10 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, irrespective of whether they have resigned.

### **11.11 Supply Teachers and all contracted staff**

11.11.1 Although Whitley Abbey Primary School does not directly employ supply teachers and contractors, Whitley Abbey Primary School will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer.

11.11.2 Whitley Abbey Primary School will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching an agreed outcome.

11.11.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.11.4 Whitley Abbey Primary School will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies. Whitley Abbey Primary School will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to gather information.

### **11.12 Governors**

11.12.1 If an allegation or concern is about a Governor, Whitley Abbey Primary School/college will follow local procedures.

### **11.13 Volunteers**

11.13.1 Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer prior to satisfactory checks being completed be alone with children unsupervised or allowed to work in regulated activity.

### **11.14 Whistleblowing**

11.14.1 **Whitley Abbey Primary School** operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or **Whitley Abbey Primary School's** safeguarding processes to the senior leadership team.

11.14.2 Appropriate whistleblowing procedures are in place whereby the senior leadership team will take all concerns seriously.

11.14.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

### **11.15 Complaints Procedure**

Whitley Abbey Primary School operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the Headteacher, other members of the senior leadership team and governors. Our complaints policy is available on the school website

Complaints from staff are dealt with under Whitley Abbey Primary School's complaints and disciplinary and grievance procedures. (Also refer to Low level concerns)

Complaints which escalate into a child protection concern will automatically be managed under Whitley Abbey Primary School's child protection procedures.

## **12 Promoting safeguarding and welfare in the curriculum**

12.1 **Whitley Abbey Primary School** recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 Whitley Abbey Primary School will teach children about safeguarding, including online safety

At Whitley Abbey Primary School we teach online safety predominantly through our computing curriculum. Each term staff will deliver an online safety unit from the [nationalonlinesafety.com](http://nationalonlinesafety.com) (a program aligned with UKCIS 'Education for a connected World' Framework.) In addition to the above, our curriculum is fully responsive to the needs and issues that arise in school. For example, planning of PSHE and Assemblies may be adapted to tackle an online safety issue should it be prominent in the school or media.

Regular information from National Online Safety is shared with parents regarding online safety on apps and social media or if there are any issues needing further guidance and knowledge for parents to be aware of.

12.3 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Whitley Abbey Primary School/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by Whitley Abbey Primary School/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE) Children also take part weekly in votes for schools a personal development resource empowering young voices, building oracy, confidence and critical thinking. This covers Prevent, British values and the Spiritual, Moral, Social and Cultural curriculum

12.4 Children at **Whitley Abbey Primary School** will receive the following as part of our promotion of safeguarding across the curriculum:

- On line Safety Training
- Anti-bullying workshops
- PANTS (NSPCC)
- Protective Behaviours
- Votes for Schools Assemblies
- PSHE/RSE lessons

#### **12.4 Education at home and remote education**

Whitley Abbey Primary School continues to operate under this Safeguarding and Child Protection Policy and the policies Keeping Children Safe in Education and Working Together to Safeguard Children when children are learning at home or at school. Teaching Staff have completed Safeguarding Remote Learners online course.

[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92522/Keeping-children-safe-in-education-2022.pdf)

[Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/71522/Working-Together-to-Safeguard-Children-2018.pdf)

### **13 Children Looked After**

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. **Whitley Abbey Primary School** recognises that children looked after may have additional vulnerabilities by virtue of this. **The Designated Lead for Looked-After and Previously Looked-After Children is Miss Sam Carter**

13.2 Staff will receive training on how to best safeguard children who are Looked-After and **who have been** Previously Looked-After.

13.3 Whitley Abbey Primary School will work with Personal Advisors when children leave care (where applicable).

13.4 **Whitley Abbey Primary School** is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

### **14 Children with Special Educational Needs and Disabilities (SEND) or physical health needs**

14.1 As outlined in **Keeping Children Safe in Education (2023)**, **Whitley Abbey Primary School** is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;

- the potential for children with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Being unable to understand the difference between fact and fiction in online content

14.2 Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead and SENCO. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

14.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

14.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

## **15 Use of reasonable force**

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is proportionate and necessary.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

### **Incidents of physical restraint must: Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Whitley Abbey staff (as and when required) are trained in team teach positive behaviour management strategies. Staff attend either a refresher course or an initial training course this is reviewed every 3 years, this is led by qualified team teach trainers.

Team teach supports policy, de-escalation strategies, positive behaviour plans, and incident reports, risk assessment forms, recording, monitoring and evaluating incidents.

Any incidents are recorded on CPOMS and a completed report in a binded team teach book as soon as possible. School policy is to inform parents when team teach has been used. School will work with parents together to develop positive handling plans or appropriate risk assessments if required.

## **16 Alternative Provision**

Whitley Abbey Primary School will continue to be responsible for the safeguarding of Students placed with an alternative provision provider and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that Whitley Abbey Primary School would otherwise perform in respect of its own staff.

16.2 The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by Whitley Abbey Primary School. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between Whitley Abbey Primary School and alternative/external providers.

16.3 The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

## **17 Use of school or college premises for non-school/college activities**

The School may hire or rent out school or college facilities/premises to organisations or individuals. Safeguarding is still considered with this and the school will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place including liaising directly with the school on these matters were appropriate. This applies whether the children in attendance are on the school's roll or not. The governing body/proprietor will ensure safeguarding requirements are included in any transfer of control agreement and that failure to comply with this would result in termination of the agreement. Keeping children safe in out-of-school settings offers guidance on this. In the event of an incident, the school will follow its own policy including informing the LADO.

## **18 Boarding schools and residential settings**

### **19 Summary**

19.1 Whitley Abbey Primary School is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact Whitley Abbey Primary School.

## Appendix A

Whitley Abbey Primary School's safeguarding policy is intended to be used in conjunction with the following policies;

Whitley Abbey Primary School adheres to Coventry Safeguarding Children Partnership Policies, which can be found here:

- [Allegations Against Staff or Volunteers \(CSCP\)](#)
- [Allegations Against Members of Staff](#)
- Anti – Bullying Policy
- Attendance Policy
- Positive Behaviour Policy
- Supporting Pupils with Medical Needs
- Children Absent from Education/Children Missing in Education Procedures
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy
- Equalities Policy
- [Managing Professional Disagreements \(CSCP\)](#)
- Health & Safety Policy
- HR & Governance Policy
- Online Safety Policy
- Intimate Care Policy
- IT Policy
- First Aid Policy
- PSHE Policy & RSE Policy
- Safer Recruitment Policy
- SEND Policy
- Staff Code of Conduct
- Whistleblowing Policy

## Appendix B – Further Safeguarding Information

### Types of Abuse

As outlined in paragraph 4.4, Whitley Abbey Primary School will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to **Keeping Children Safe in Education (2023)**, Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

## **Bullying, including cyber- or online-bullying**

Whitley Abbey Primary School takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their teacher, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum. Please take a look at our curriculum on the website to see where we cover this.

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy & Positive Behaviour Policy

## **Child criminal exploitation (including involvement in county lines)**

School is aware that Criminal Exploitation involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a task on behalf of another individual or group of individuals; this is often of a criminal nature. Child criminal exploitation often occurs without the child's immediate recognition, with the child believing that they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion, and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability. We as a school will ensure that when delivering Safeguarding training that we inform staff that criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs. Any updates involving criminal exploitation is disseminated to all staff with a reminder of their responsibility to refer any concerns in the appropriate manner. All concerns are raised with the DSL, who will liaise with outside agencies including MASH and the police if necessary.

A Child Exploitation Indicator tool will need to assess children and young people under 18 years old where you suspect there is a possible risk of exploitation.

This is available from Coventry City Council website where you can also find the indicator tool guidance.

## **Domestic abuse**

The impact of Domestic abuse on children and their families is taken seriously at Whitley Abbey Primary School and during the Safeguarding training the effect on the children is highlighted to all staff. The school uses Operation Encompass, which is a Police, and Education partnership, which supports children and young people, exposed to domestic abuse. Operation Encompass reports to schools before the start of the next school day when a child or young person has been involved or exposed to a domestic abuse incident the previous evening. The information is given in strict confidence to the DSL's to enable support to be given dependent on the needs and wishes of the child and at the direction of the MASH (Multi Agency Safeguarding Hub).



## **Fabricated or induced illness**

The school is aware that Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Staff are made aware of this type of child abuse and are made aware of the seriousness of this issue during their safeguarding training and understand the appropriate way to report any concerns.

## **Faith-based abuse**

The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. There is a variety of definitions associated with abuse linked to faith or belief. The concept of belief in:

- witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs),
- the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context);
- ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies;
- use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

Genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child. (Safeguarding Children from Abuse Linked to a Belief in Spirit Possession 2007) The belief in 'possession' or 'witchcraft' is widespread. It is not confined to particular countries, cultures or religions, nor is it confined to new immigrant communities in this country.

Any concerns about a child, which arise in this context, must be taken seriously and reported to the DSL's urgently and a referral will be made to MASH.

## **Female genital mutilation (A form of so-called 'honour-based' abuse)**

Staff receive training regarding FGM during their Safeguarding training at the start of the academic year and are aware that it is mandatory to report FGM to the police without delay.

Legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or

- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

### **Forced marriage (A form of so-called 'honour-based abuse')**

A forced marriage is a marriage in which one or both of the parties are married without her/his consent or against her/his will. Forced marriage is different from an arranged marriage in which both parties' consent to the assistance of parents/family or a third party in identifying a spouse. Whitley Abbey Primary School aims to ensure that pupils understand and respect one another regardless of age, gender, or sexual orientation. The School does this through its Positive Behaviour Policy, Anti-Bullying Policy, On-line safety Policy as well as their close working relationship with the Police, Local Authority Attendance Office, Behavioural Support and Children's Services (MASH)

Forced marriage is a crime or incident, which is often committed to protect or defend the so called 'honour' of family and/or community. The School is aware of the seriousness of this issue and, if a pupil discloses information, about forced marriage whether for themselves, a sibling or other pupil then parents will be contacted and, where necessary a referral will be made to Children's Services (MASH)

### **Gangs or youth violence**

Whitley Abbey Primary School treats all violent behaviour and the threat of violent behaviour seriously. Supported by our Anti-Bullying Policy, Positive Behaviour Policy and Child Protection and Safeguarding Policy, we will respond promptly and effectively to any incidents. The pupils will receive information through the curriculum and assemblies as well as yearly events to provide understanding that everyone should be treated with respect. The school also has a close working relationship with parents/carers to ensure support with behaviour.

When necessary, school will complete a Child Exploitation tool screening tool will be completed and a referral to MASH following guidance. The police will be contacted where necessary.

### **Gender-based violence**

Whitley Abbey Primary School treats gender-based violence seriously. Supported by our Anti-Bullying Policy, Positive Behaviour Policy and Child Protection and Safeguarding Policy, we will respond promptly and effectively to any incidents. Gender-based violence is violence which takes place primarily because of the gender or perceived gender of the victim. The term also covers crimes which are disproportionately committed against people of a particular gender. Gender-based violence is often an act of power or control. It is used to humiliate and dominate a person, so that the perpetrators can continue to have influence over the individual or individuals that are being targeted. Our pupils will receive information through the curriculum and assemblies as well as yearly events to provide understanding that everyone should be treated with respect. The school also has a close working relationship with parents/carers to ensure support with behaviour

## Hate

Whitley Abbey Primary School is aware a hate crime is when someone commits a crime against you because of your disability, gender identity, race, sexual orientation, religion, or any other perceived difference. It doesn't always include physical violence.

These could be:

- verbal abuse, harassment threats or intimidation
- physical assault and violence, including sexual violence
- property damage including graffiti
- offensive mail including social media/email

Anyone can report a hate crime whether they are the victim, witness or a third party.

If a hate crime is taking place or in an emergency, call the police on 999.

If it's not an emergency you can call local police on 101.

You can also:

- [Report a hate crime - True Vision \(report-it.org.uk\)](https://report-it.org.uk)
- Visit any police station
- Or talk to staff at one of the reporting centres based in Coventry Libraries and Family Hubs

If it is your child at school who is being harassed, listen to them and encourage them to tell a teacher immediately. You can approach the school for help and advice.

If it happens at work, tell your employer immediately, seek help from your trade union or tell the police.

## Homelessness

Whitley Abbey Primary School staff are made aware, through their ongoing training, that there may be times when families of children who attend our school may be in the situation where they either are made homeless or are threatened with homelessness. If staff have any concerns about children in their care, then it is important to refer the issue to the DSL's within the school who will in turn make appropriate enquiries to support the family in need. DSL's will liaise with parents and Early Help Services/Interventions.

**(So-called) 'Honour-based' abuse (For FGM and Forced Marriage, types of so-called 'honour-based' abuse, see above)**

## **Radicalisation and Extremism –**

Whitley Abbey Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Prevent online training takes place every year is also updated throughout the academic year.

During this training staff will understand:-

- That schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to prevent people from being drawn into terrorism.
- We Promote British values and tolerance keeping children safe from the dangers of radicalisation and extremism
- We prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic and racist language
- Signs to look out for include use of extremist language or symbolism, sharing of extreme views, changes in behaviour or looking up extremist content online. Young people should be encouraged to talk openly about views so issues can be addressed.
- Far right extremism and 'Islamic' extremism are the most prevalent in the West Midlands.

Children are taught to respect differences and to show tolerance towards others through our PSHE work and through the ethos of our school.

When necessary, a Channel Referral will be completed by DSL/DDSL's. This is available on Coventry City Council website

### **Channel is the safeguarding panel which supports Prevent**

Led by the Local Authority, it is a programme which focuses on supporting people at an early stage who could be drawn into terrorism. It ensures people of any age, faith, ethnicity or background receive support before their vulnerabilities are exploited by those wanting them to embrace terrorism or any illegal extremist activity.

- Channel is a confidential and voluntary process that allows individuals to have the final say of accepting support or not.
- The type of support that is provided is decided upon by the individual referred and partners who will work with them. This ensures that any support that is provided is tailored to the person's needs.
- These support options are vast and include support with education, employment, housing, mental health and any other necessary challenges.
- Ideological support is also common, which may include discussion with credible ideological experts and faith leaders.

Individuals who are referred to Prevent or receive support from Channel are not criminalised and will not receive a criminal record unless a criminal offence is committed.

## **Serious Violence**

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- . Increased absence from school
- . Change in friendships or relationships with older individuals or groups
- . Significant decline in performance
- . Signs of self-harm or a significant change in wellbeing
- . Signs of assault or unexplained injuries
- . Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation)

Risk factors which increase the likelihood of involvement in serious violence include:

- . Being male
- . Having been frequently absent or permanently excluded from school
- . Having experienced child maltreatment
- . Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL

If necessary

DSL/staff member will contact police immediately if they are worried a child is in immediate danger and contact Children's Services (MASH) to make a referral.

## **Sexual violence or sexual harassment (including child -on-child abuse)**

Sexual violence and sexual harassment can occur:

- . Between 2 children of any age and sex
- . Through a group of children sexually assaulting or sexually harassing a single child or group of children
- . Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

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 and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they 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 any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- . Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- . Regularly review decisions and actions, and update policies with lessons learnt
- . Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- . Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- . Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures

- Staff member completing a cause for concern form immediately with the details of the child-on-child abuse allegation
- A discussion will happen between Headteacher and DSL together they will speak to all the children involved or affected by the situation this includes victim and alleged perpetrator and record information shared
- A call to MASH for advice or a referral may be required depending on the child- on child allegation, information gathered and risks identified.
- Conversations will take place with parents/carers explaining the child-on child allegation and the outcomes and actions that Headteacher and DSL have followed
- A risk assessment will be completed
- A package of support/work with children involved will be identified this could be Protective Behaviours, understanding consent work, or sexual curiosity work may need to be explored and completed.
- Referrals to other services may need to be completed

### **Sharing of consensual or non-consensual nude images and videos**

Whitley Abbey Primary School responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

Delete the imagery or ask the pupil to delete it

Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

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

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

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

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

If none of the above apply then the DSL, in consultation with the head teacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to Children's Services care and/or the police immediately.

### **Informing parents/carers**

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

### **Trafficking and modern slavery**

Whitley Abbey Primary School is aware that Trafficking and modern slavery is a serious issue. We teach pupils about risks, crimes and how to keep themselves safe. If staff receive any concerns about a child, it is their 'duty of care' to refer the issue to the DSL's and in turn to the Children's services (MASH)- a referral will be required.

Members of the public can report modern slavery by calling the helpline on 0800 0121 700

## **Children absent from education, home or care**

Whitley Abbey Primary School will also take action to protect;

- Children **absent from** education
- Children missing from home or care

### **Children Absent from Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Children Absent from education includes anyone:

- Who has been excluded from school and is not yet receiving full-time education;
- Who is out of school pending a managed move;



- Is on a part-time timetable;
- Newly arrived in the City and does not as yet have a school place;
- Has been withdrawn from school by their guardian but have not informed the Local Authority of an intention to electively home educate and have not had this agreed as appropriate;
- Is of statutory school age but has not been registered for a reception class entry;
- Has come to the end of a phase of education (e.g. primary) and has not registered for a secondary school placement;
- Has been detained, released and does not have or is not accessing a school placement or appropriate full-time alternative provision option.

This policy does not address children who are registered at a school who are not attending regularly. Schools already have a duty to monitor attendance and to take action, involving other agencies where appropriate.

As a result of daily registration, schools, including academies and free schools, are particularly well placed to notice when a child has gone missing. The law requires all schools to have an admission register and an attendance register. All pupils must be placed on both registers. Schools must monitor pupils' attendance through their daily register.

School staff should follow the school's procedures for dealing with children absent from education to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. They should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

During a normal transition phase (e.g. reception, primary to secondary), a child becomes the responsibility of the new school when the child has been 'allocated' a place. All schools need to adopt this principle to prevent children from 'falling through the net' and becoming missing/lost.

Once a child has ceased to attend school, the school should make all reasonable enquiries to try and ascertain the child's whereabouts, before making a referral to Coventry Children Missing in Education service. These include:

- Make telephone enquiries to the parent/carer/relatives;
- Write to the parents/carers/relatives;
- Visit the home of the child/relatives;
- Speak to the child friends to ascertain their whereabouts.

Up to maximum of 10 days if the whereabouts of the child and family are still not known following these checks, the school should complete the CME referral form.

## **Children Missing from home or care**

When a child goes missing parents and carers are expected to undertake basic attempts to locate their child, if it is safe to do so. This could include searching the home and, contact friends and relatives, or visiting locations the child may frequent. If the child is not found there is an expectation that parents and/or guardians will report the episode to the Police.

The Police will assess the risk presented in each individual report of a missing child and will conduct appropriate enquiries. Where necessary these may be in conjunction with other agencies. The Police notify all missing episodes via the Police COMPACT (missing person's case management system) to the local authority children missing team.

When a missing child is located or returns home, it is expected that the Police will conduct a safe and well check. The Police will notify the local authority children missing team of those who have been found. The missing children team will allocate a worker to undertake the return home interview and any subsequent interventions.

In responding to a report of a missing child, all agencies should be alert to the potential significance of repeat missing episodes by a child. Children who repeatedly go missing should not be viewed as problem children. It is imperative that consideration is given to the reason why the child is repeatedly going missing and appropriate referrals made, so that additional support can be given.

Children and young people, who go missing under the age of 16 are not legally considered as being able to live independently away from home. Once located it is expected that they will return home, if it is safe for them to do so. Where a missing child is aged 16 – 17, consideration should be given to their physical and emotional needs when making a judgment as to whether they can live independently away from home.

Where a child who has gone missing has a Child Protection Plan or is subject to a Section 47 enquiry there are additional responsibilities. The Police and local authority need to work closely together, with all other relevant agencies. The procedure to be followed is clearly outlined in the ***Missing Child Procedure***.

## **Missing from Care**

Research shows that children looked after by the Local Authority are over-represented in the cohort of children who go missing on repeat occasions. Local authorities have a duty to place a looked after child in the most appropriate placement to safeguard the child and minimise the risk of the child running away. Care plans and placement plans should include details of arrangements of risk assessment on the child going missing and actions that need to be in place to minimise the risk.

Care providers, both local authority and private sector, should inform the local Police force of any new Children's Homes being established to enable local procedures to be prepared should children subsequently be reported missing from such an address.

When a child or young person is reported missing, the local authority and the Police have a joint responsibility for protecting the well-being of the individual. When a child or young person goes missing from care it is expected that their carer(s) will act in their capacity as a 'good parent'. This means that every reasonable effort will be made to locate the child prior to them being reported to the Police and throughout the length of the enquiry. This should include local

searches, and making early contact with family and friends to establish his/her location. Children/young people must not be reported missing as part of a strategy to manage behaviour. Once it is apparent that a looked after child has gone missing the episode should be reported to the Police. The approach taken by residential or foster carers to the child will be the same regardless of the Police categorisation of risk. As with non LAC children, the Police will notify the local authority children missing team who will arrange and facilitate a return home interview, once found.

## Private Fostering

Whitley Abbey Primary School have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than **28 days**.

## Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;

- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Whitley Abbey Primary School recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.