



## Education Central Multi Academy Trust

# CHILD PROTECTION AND SAFEGUARDING POLICY

<b>Author</b>	ECMAT Policy Team
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Version 3: Update to include new legislation (05/09/2016)

Version 4: Record of concern form amended Pg16 (17/11/15)

Version 5: Updated to include new legislation (05/07/16)

Version 6: Addition of further detail to Peer on peer abuse, allegation against students and gender issues (20/01/17)

Version 7: Added Statutory definition of Child Sexual Exploitation page 13 (21/03/2017)

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## POLICY REVIEW

This policy will be reviewed in full by the Local Governing Board on an annual basis.  
The policy was last reviewed and agreed by the Local Advisory Board on 23/11/2017.  
It is due for review on 01/11/2017 (up to 12 months from the above date).

Signature – *Charles Chambers*

Date – 23/11/2017

*Head Teacher*

Signature – *Ian McGuff*

Date – 23/11/2017

*Chair of Local Governing Board*

## 1. Vision

Education Central Multi Academy Trust (ECMAT) has an objective to assist partner schools and education services in raising the achievement and aspirations of young people. ECMAT understands that learners need to feel safe in a learning environment to achieve and develop to improve learning opportunities for young people.

This policy is to be implemented across all of our academies to ensure that all staff and volunteers are aware of the need to safeguard and protect children and young people.

This document is the safeguarding and child protection Policy for ECMAT and any extended services that academies provide.

## 2. Introduction

All staff (including volunteers) are aware of the safeguarding procedures in our school and these are explained to as part of staff induction.

This includes:

- Our school's child protection and safeguarding policy
- Our school's staff behaviour policy (or code of conduct)
- Details of the designated safeguarding leads and their role
- A copy of Part one of Keeping children safe in education September 2016 should be provided to staff at induction, plus Annex A of the guidance.

Lead staff in our academy for safeguarding and child protection are:-

**Head teacher/Principal:** CHARLES CHAMBERS

**The Designated Safeguarding Lead for our school is:** CHARLES CHAMBERS

**The Deputy Designated Safeguarding Leads for our school are:** RICHARD PHILLIPS, SARAH ROBINSON, ANDREA MASTERS

**The Chair of our LAB is:** IAN McGUFF

**The Link governor for safeguarding is:** IAN McGUFF

**The Designated teacher for safeguarding in our school is:** CHARLES CHAMBERS

**The Designated Lead for E Safety in our school is:** CHARLES CHAMBERS

**The Single Point of Contact under the PREVENT agenda in our school is:** CHARLES CHAMBERS

Safeguarding and promoting the welfare of children is defined as:

- Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- Children includes everyone under the age of 18. When a young person reaches the age of 18 abuse concerns should be referred, where necessary, to the Local Authorities Adult Safeguarding teams ([http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf))

- School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating (see below)
- All school staff have a responsibility to provide a safe environment in which children can learn.
- Each school should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years (see below).
- In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
- Any staff member who has a concern about a child's welfare should follow the referral processes set out in appendix 1. Staff may be required to support social workers and other agencies following any referral.
- The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

(Keeping Children Safe in Education, DfE September 2016)

All staff and volunteers are aware of the referral pathways in our Local Authority including single and multi-agency early help offers as defined in the Local Safeguarding Children Boards threshold guidance.

All staff and volunteers are required to inform the Designated Safeguarding Lead about any concerns about children using our schools procedures for sharing concerns. Many children are vulnerable in various ways and this is not always because of actions by parents/carers. Children can be deemed vulnerable in many ways; this may be through family separation, bereavement, behaviour issues etc.

All school staff are prepared to identify children who may benefit from early help in addition to identifying risks of significant harm.

This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Where there is a safeguarding concern, our school will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback.

### 3. Key message

#### **SAFEGUARDING IS EVERYONE'S RESPONSIBILITY, THIS APPLIES TO ALL STAFF AND VOLUNTEERS**

Effective safeguarding arrangements in every school should be underpinned by two key principles:

- safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and

- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

*(Working Together to Safeguard Children, March 2015, DfE)*

Our school has a culture of understanding that “it could happen here” so we “think the unthinkable” and all of our actions are taken in the best interest of the child. Our school follows the child protection procedures as defined by our Local Safeguarding Children Board and where relevant our Local Safeguarding Adult Board.

Where there is a safeguarding concern our LGB and school leaders will ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. We have systems in place for children to express their views and give feedback. We recognise any systems and processes should operate with the **best** interests of the child at their heart.

#### **4. The Statutory Framework and Legislative Duties**

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

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175/157)
- Local Safeguarding Children Board Child Protection Procedures (**see appendix 4**)
- Keeping Children Safe in Education (September 2016)
- Working Together to Safeguard Children (HM Government March 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- What to do if you’re worried a child is being abused March 2015
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015
- The Counter Terrorism and Security Act July 2015

The Children Act 2004 places a statutory responsibility as follows:-

***Education and schools.*** All people working in education and schools contribute to the safeguarding and promoting of children’s welfare. All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns.

#### **Curriculum Information**

To ensure that children and young people are empowered to understand safeguarding and risks we explore safeguarding within our curriculum via lessons and learning experiences. In each year, the children’s learning journey aims to build resilience, help pupils to keep safe and to

know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly;
- To judge what kinds of physical contact are acceptable and unacceptable;
- To recognise when pressure from others (including people they know) threatens their personal safety and well
- Being; including knowing when and where to get help;
- To use assertiveness techniques to resist unhelpful pressure;
- Emotional literacy.

Albert Bradbeer Primary has weekly PHSE/RE sessions that are used to discuss issues surrounding the Spiritual, Moral, Social and Cultural development.

The curriculum includes specific experiences to achieve these. These include:

- Internet Safety Day
- Mental health Awareness Day
- Anti-bullying week
- British Values events
- Black History week
- Charity days

The school also employs the services of Malachi and a Family Support Officer to extend our support beyond the school gates.

This policy does not stand in isolation and should be referenced alongside: - (These are all available on Staff Common)

- Staff induction procedures
- Training and awareness raising courses matrix
- Monitoring and supervision procedures
- Recording and information sharing guidance
- Recruitment and vetting policy
- E safety policy (including peer on peer abuse)
- Anti bullying policy (including peer on peer abuse)
- Staff code of conduct
- Photography policy

- Intimate care policy
- Safe handling/reasonable force policy and guidance
- Use of mobile phones policy
- Behaviour policy (including peer on peer abuse)
- Whistleblowing policy
- Educational Visitors policy.
- Children with medical needs and administration of medicine

## 5. The role of the Local Governing Boards (LGB)

The LGB are the accountable body for ensuring the safety of the school.

Our LGB will ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

This should include:

- an effective safeguarding and child protection policy;
- a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.

Our LGB will ensure that our school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children March 2015. Our school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Our LGB will ensure that our safeguarding arrangements take into account the procedures and practice of the local authority. This includes the requirement under Section 175/Section 157 of the Education Act 2002 which placed a duty on:-

- The governing bodies of schools to have arrangements for safeguarding and promoting the welfare of children in place
- The Local Authority to monitor compliance of maintained schools

Our LGB recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and all staff have the opportunity to contribute to and shape safeguarding arrangements and the child protection policy.

Our LGB will ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Our LGB will ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff.

Our LGB will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated and the induction and training will be in line with advice from our LSCB.

Our LGB reviews its policies/procedures annually.

The Nominated Governor for safeguarding in school is *(put name here)*. They are responsible for liaising with the Head Teacher / Principal and Designated Safeguarding Lead over all matters

regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students.

A member of the LGB (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher / Principal.

## **6. Information Sharing**

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews (SCRs) has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action.

Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. No practitioner should assume that someone else will pass on information which may be critical to keeping a child safe.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

## **7. The role of designated teams within the academies**

The LGB/proprietors have appointed Charles Chambers as the schools Designated Safeguarding lead as they are an appropriate senior member of staff, from the schools/colleges leadership team and have an appropriate level of authority in our academy. Charles Chambers has responsibilities as follows:-

Refer all cases of suspected abuse to the local authority children's social care or the Police in cases where a crime may have been committed.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC/head and DSL who will support staff to make referrals to the Channel programme.

Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required (this is a role for senior members of staff only with the relevant authority).

Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations/coordinating child protection activity

Liaise with the LADO/Children's Services in the local authority for child protection concerns when there are cases which concern a staff member (this is a role for senior members of staff only with the relevant authority in school and cannot be undertaken by staff in pastoral roles such as Parent Support Advisers, Learning Mentors etc.). This means when a case is ongoing and should not be confused with the right to follow the schools or NSPCC's Whistleblowing procedures.

Ensure each member of staff has access to and understands our schools child protection policy and procedures, especially new and part time staff.

Be alert to the specific needs of children in need, those with special educational needs and young carers.



Ensure our schools child protection/safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the LGB regarding this.

Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of our schools role in this.

Where children leave our school to ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff; in any measures, our school may put in place to protect them.

**If the Designated Safeguarding Lead is not available, you must refer your concerns to someone else who is named as a deputy for this role as defined above.**

## **Training**

All staff and volunteers will receive level 1 Safeguarding Children and Young People training every year delivered by the Designated Safeguarding Lead in school (please make sure you reflect here how your school will deliver level 1 every year, you may want to change this to outsourced trainers or state as provided by the LA)

In addition all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings).

## **Raising Awareness**

- The designated safeguarding lead will also link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding

## **The role of the Designated teacher for looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our LGB will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

Our LGB has appointed a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training.

Our designated teacher for looked after children work with the virtual school head to discuss how best to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

## **8. Dealing with concerns and disclosures – roles and responsibilities**

When should staff and volunteers be concerned about children and young people

- a child may disclose something that has upset or harmed them
- someone else might report something that a child has told them, or that they believe that a child has been or is being harmed
- a child might show signs of physical injury for which there appears to be no explanation
- a child's behaviour may suggest he or she is being abused
- the behaviour or attitude of one of the workers towards a child may cause concern

- a child demonstrates worrying behaviour towards other children.

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

If you are unhappy about the response you receive from your Designated Safeguarding Lead you have the legal duty to contact the Local Authority Children's Services.

The school will always discuss concerns with parents/carers unless to do so would:

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

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

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

For further support view the document "What to do if you're worried a child is being abused" DfE 2015

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

*Only a minority of children actively disclose abuse. Most child abuse is disclosed accidentally or through observation by an adult of a child's behaviour, words and physical appearance.*

*When a child does disclose abuse, this needs to be taken very seriously. It is important that any disclosure is dealt with appropriately, both for the wellbeing of the child and also to ensure that your actions do not jeopardise and legal action against the abuser.*

**ECMATs procedures for when someone is concerned about a child or young person**

- all concerns for children and young people should be recorded on standard pro formas available in all academies (see appendix 1)
- all concerns should be recorded as soon as possible (and within one hour)
- all concerns should be referred to the designated safeguarding lead or the deputy safeguarding lead in their absence
- all concerns of significant harm should be referred to the Local Authority Children's Services without delay (see appendix 2 and 4)
- all concerns shared with the designated safeguarding lead should be considered for Local Authority thresholds (child protection, common assessment framework, Early Help offer as described by our LSCB threshold guidance).
- All concerns of allegations in relation to staff and volunteers harmful behaviour should be referred to the head/principle (if the concern is in relation to the head/principle the chair of governor should be informed without delay) See appendix 3 and 4.

**9. Good practice and checklist for dealing with disclosures**

**Remember you have a statutory duty under the Education Act 2002 to pass on any child protection concerns about the child.**

## RECEIVE

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

## REASSURE

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

## REACT

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

## RECORD

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.

Do not ask a child to write and account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.

## **REFER**

- Immediately inform the Designated Safeguarding Lead or in their absence the Deputy Designated Safeguarding Lead who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Local Authority

## **REFLECT**

Ask yourself if you have done everything you can within your role.

Refer any remaining concerns to the designated teacher, e.g. any knowledge of siblings in the school, or previous contact with parents.

Dealing with disclosures can be difficult and disturbing; you should seek support for yourself via the support within your school or an alternative source but be aware of principles of confidentiality.

## **10. What is child abuse; definitions of abuse and neglect:**

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

All staff are aware of safeguarding issues and aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

Research and experience indicates that the following responses from parents may suggest a cause for concern across all categories of abuse:-

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

### **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**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

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

*(Working Together to Safeguard Children, 2015)*

## **11. KEEPING CHILDREN SAFE IN EDUCATION SEPTEMBER 2016**

In May 2016, the DfE updated the statutory guidance on safeguarding; it is effective on 5th September 2016.

Full guidance, Keeping Children Safe in Education at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/526153/Keeping\\_children\\_safe\\_in\\_education\\_guidance\\_from\\_5\\_September\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf)

## **12. FURTHER RISKS TO SAFEGUARD CHILDREN AND YOUNG PEOPLE**

### **E Safety/Online Safety**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm.

Our LGB have reasonably limited children's exposure to the risks from the schools IT system. As part of this our LGB have ensured that our school has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, our LGB consider the age range of their pupils, the number of pupils, how often they access the schools IT system and the proportionality of costs versus risks.

Our schools recognises peer on peer on abuse can create vulnerabilities for online safety and our linked policies reflect this.

### **Peer on peer abuse**

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings and this will not be tolerated. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting (including being encouraged to send explicit material, recording and sharing violent acts by other students). Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse, including regarding this as "banter". Where a child discloses safeguarding allegations against another pupil in the same setting, the DSL should refer to the local procedures.

### **Allegations of abuse made against other students**

Allegations may be made against students by others in the Academy, which are of a safeguarding nature: these will be taken seriously and will not be tolerated. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation (including sexting). It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the Academy
- indicates that other students may have been affected by this Academy
- indicates that young people outside the Academy may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse;

- violence, particularly pre-planned (including recorded (eg video, audio, photographic) which may or may not be shared amongst others)
- forcing others to use drugs or alcohol

## Emotional Abuse

- blackmail or extortion
- threats and intimidation

## Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

## Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

**Gender issues** may be prevalent and should also be taken seriously and strategies in place in schools to address these in relation to all of the peer-on-peer abuse items listed above, this includes the behaviour of male students towards female students.

In areas where gangs are prevalent, older students may attempt to recruit younger students using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

The Trust and schools take any peer on peer concerns seriously and all students will be spoken to individually in a caring safe environment. The Academy would seek external support as appropriate e.g. CEOP, Police, Social Care. The Academy behaviour policy will be followed to ensure correct sanctions are in place. Any victims of peer on peer abuse will be provided with agreed appropriate support, this will include the use of student support centre and counselling.

It is essential that students realise that their inappropriate actions have a significant impact on victims and others and that any form of abuse will not be tolerated and not passed off as banter.

Examples of peer on peer abuse include;

- Sexting
- Any form of Bullying
- Sexual Exploitation

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Academy's Behaviour Policy.

Further information source:-

**Sexting in schools and colleges: responding to incidents and safeguarding young people – UKCCIS (UK Council for Child Internet Safety)**

## Child Sexual Exploitation

### Statutory definition of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim that increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279511/step\\_by\\_step\\_guide.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf)

### **Honour based violence/honour based abuse**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead.

- Female Genital Mutilation

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Mandatory reporting commenced in October 2015; where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should



not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

- **Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. In the UK it is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Honour based violence can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour/izzat code. Staff have been briefed on the indicators of possible forced marriage and honour based violence and will refer any concerns to the Designated Safeguarding Lead immediately

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

### **Further information on Preventing Radicalisation**

The Counter-Terrorism and Security Act places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”).

Schools and colleges should be aware of the signs and symptoms of a young person being at risk of becoming radicalised:-

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Our school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Our school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Our school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Our LAGB, the Head Teacher/Principal, Single Point of Contact and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Our school staff understand when it is appropriate to make a referral to the Channel programme; Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is voluntary at all stages.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118194/channel-guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf)

<http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>

Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

Relevant issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art.

### **Extended school and offsite arrangements**

Where extended school activities are provided by and managed by our school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site the school will undertake checks to ensure that they provide adequate safeguarding arrangements.

When pupils attend off-site activities, including day and residential visits and work related activities, the school will ensure that the proprietors of the activity/venue operate safe practices to maintain the safety of our children/young people and liaise with investigating agencies in the locality relevant to where the concern has taken place.

## **Children Missing 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.

A child going missing from education is a potential indicator of abuse or neglect.

Our school follow the procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Our school has in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

Our school will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or, have been permanently excluded.
- 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.

*Our school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.*

## **Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff in our school recognise that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

When working with children with disabilities we are aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

### **Private fostering arrangements**

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

The private foster carer becomes responsible for providing the day-to-day care of the child in a way, which will promote and safeguard his welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. It is the local authority in whose area the privately fostered child resides which has legal duties in respect of that child.

All staff in our school will inform the Designated Safeguarding Lead of any children that fall into the category of private fostering.

### **13. Other areas of work**

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.

Our school recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

## Appendix 1

## Record of a Concern About a Child - Pro Forma

<b>Child's full name</b>	
<b>Date of birth</b>	
<b>Sex</b>	Male <input type="checkbox"/> Female <input type="checkbox"/>

<b>Your name:</b>	<b>Your position:</b>	<b>Date and time of incident:</b>

<b>I am responding to my own concerns</b>	<input type="checkbox"/>
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<b>I am responding to concerns raised by someone else</b>	<input type="checkbox"/>
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**Please provide details of the incident or concerns you have; including times, dates and other relevant information (FACT, HERESAY OR OPINION)**

--

**The child's account (if it can be given) of what has happened and how.**

--

**Please provide details of the person alleged to have caused the incident/injury.**

--

<p><b>Have you spoken to the parents/carers?</b></p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	<p><b>If yes, provide details of what was said.</b></p>
---	---

**For allegations that are made about someone in a position of trust have you spoken to the person the allegations are being made against?**

Yes

No  **IF NO, DO NOT APPROACH THEM**

**Have you informed :-**

**Children's Services**      Yes       No

**Police**      Yes       No

**LADO**      Yes       No

**Provide details of the person you spoke with plus contact number:-**

**Action Taken**

**Your signature**

**Date:**

**Time:**

**Name of person who has the concern**

**Name of person who has completed this form**

**Signed by**

**Date**

**Time**

**WHAT TO DO NEXT**

**The contents of this report should be passed to the designated safeguarding lead or deputy designated safeguarding lead within school.**

**ACTION BY DESIGNATED SAFEGUARDING LEAD/TEAM**

--

**Monitoring- describe what will be monitored, reasons and desired outcomes**

--

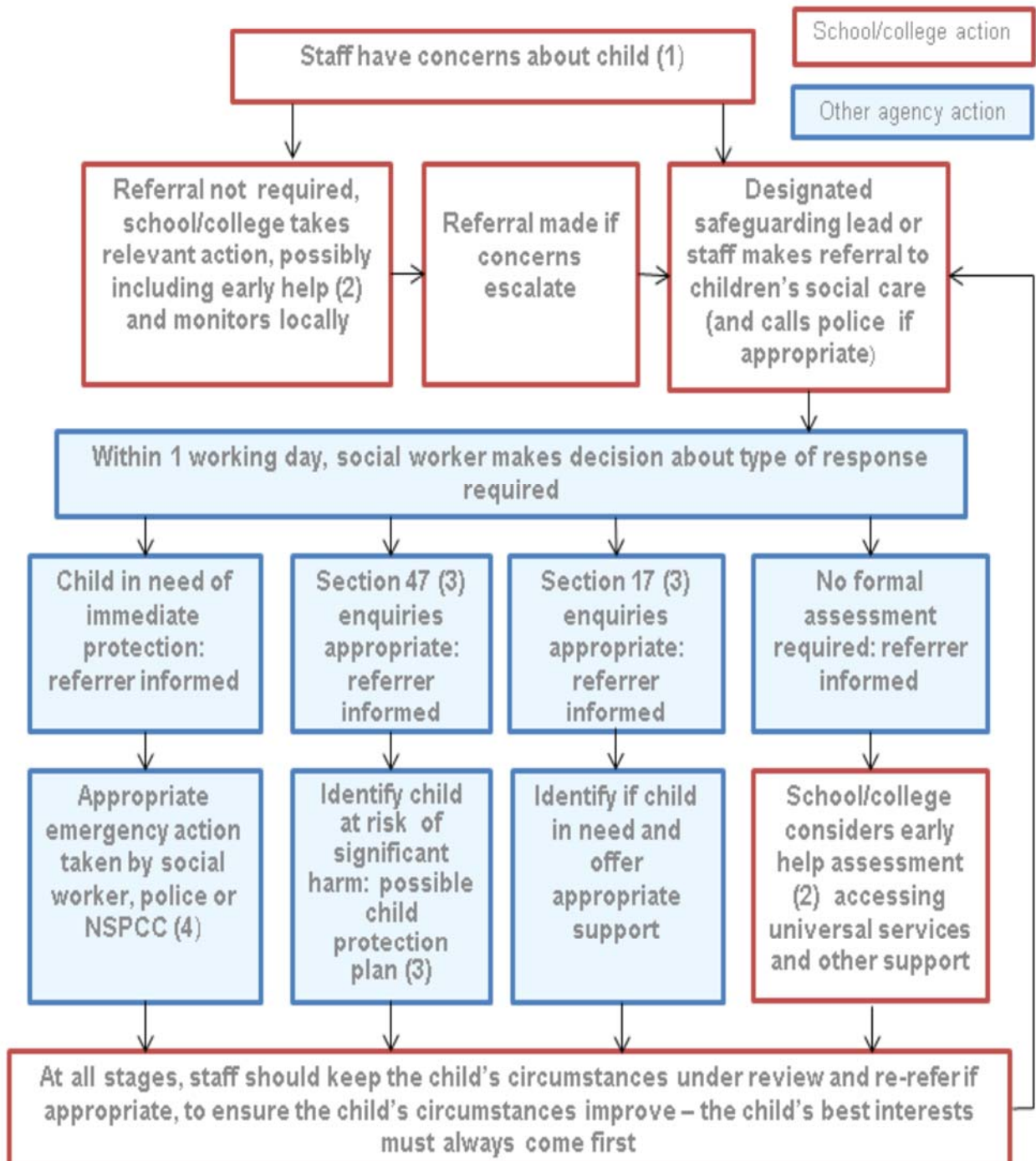
**If applicable; reason for not to taking action/sharing information.**

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<b>Name of Designated Safeguarding Lead</b>	
<b>Signed by</b>	
<b>Date</b>	
<b>Time</b>	

<b>Date for monitoring</b>	
<b>Outcome of monitoring</b>	
<b>Reason for no further monitoring</b>	

## Actions where there are concerns about a child





### Appendix 3 Allegations involving a member of staff / volunteer

ECMAT is committed to having effective recruitment and human resources procedures, including checking all staff and volunteers to make sure they are safe to work with children and young people. Key staff involved in recruitment processes will undertake Safer Recruitment Training offered by ECMAT.

However, there may still be occasions when there is an allegation against a member of staff or volunteer. Allegations against those who work with children, whether in a paid or unpaid capacity, cover a wide range of circumstances

If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of the LGB.

The following procedure should be applied in all situations where it is alleged that a person who works with children has:

- Behaved in a way which has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way which indicates that he/she is unsuitable to work with children

The allegations may relate to the persons behaviour at work, at home or in another setting.

**\*\* All allegations should be notified to the Local Authority Designated Officer (LADO) within one working day.\*\*** (see contact numbers in appendix 4)

The agencies Named Senior Officer Shila Malhotra should receive reports in relation to allegations against those within the organisation. A senior member of the Human Resources section for the agency must also be consulted.

The LADO will discuss the matter with the Named Senior Officer/Manager to determine what steps should be taken and where necessary obtain further details of the allegation and the circumstances in which it was made. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded, whether a referral to the Children's Social Care Services is required and/or whether disciplinary action is appropriate.

Most allegations will require immediate referral to the Children's Social Care Services and the Police, but common sense and judgement must be applied in reaching a decision about what action to take.

If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer Significant Harm, the LADO will immediately refer the matter to the Children's Social Care Services and ask for a Strategy Discussion/Meeting to be convened straight away.

Where the safety of other children is in question as a result of the allegation, consideration should be given to invoking the Complex (Organised or Multiple) Abuse Procedure (this can be found on the child protection procedures as specified in appendix 4.

Some allegations may be less serious and at first sight might not seem to warrant consideration of a police investigation or enquiries by Children's Social Care Services. However, it is important to ensure that even apparently less serious allegations are followed up and examined objectively by someone independent of the organisation. Consequently the LADO should be informed of all allegations that come to the employer's attention and appear to come within the scope of this procedure so that he or she can consult Police and social care colleagues as appropriate.

Where a referral is made directly to Children's Social Care Services, they will consult with the Local Authority Designated Officer (LADO), the Police and the Named Senior Officer/Manager in the relevant agency or organisation.

Where such allegations are made, consideration must be given to the following three strands:

1. The police investigation of a possible criminal offence
2. Enquiries and assessment by Children's Social Care Services as to whether the child is need of protection or in need of services
3. Consideration by an employer of disciplinary action in respect of the individual

In addition, such allegations may give rise to complaints of poor practice, which should be considered in line with the agencies complaints or disciplinary procedures.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Procedure completed by (name of officer) .....

Date .....

Review Date (at least annually).....

## Appendix 4 Local Children's Services Contacts

Information and contact details for Local Safeguarding Children Board and child protection procedures:-

### **Birmingham**

The Information, Advice and Support Service (IASS) provides a single point of contact for [professionals](#) and members of the public who want to seek support or raise concerns about a child.

#### **Children's Information and Advice Service**

Monday to Thursday 08.45 – 17.15 and Friday 08.45 – 16.15

Telephone: **0121 303 1888**

email: [iasscitywide@birmingham.gov.uk](mailto:iasscitywide@birmingham.gov.uk)

#### **Outside of these hours contact the Emergency Duty Team**

Telephone: 0121 675 4806

email: [iasscitywide@birmingham.gov.uk](mailto:iasscitywide@birmingham.gov.uk)

Child Protection Procedures [www.lscbbirmingham.org.uk/child-protection-procedures](http://www.lscbbirmingham.org.uk/child-protection-procedures)

### **Dudley**

In Dudley, these are the numbers that you can ring for advice and to make a referral:

During office hours (9.00 - 5.00 Monday to Friday) call Children's Services District Offices:

#### **Brierley Hill Area Office**

Cottage Street

Brierley Hill

DY5 1RE

Telephone: 01384 813000

#### **Dudley, Sedgley and Coseley Area Office**

Dudley Area Office

25 St James's Rd

Dudley

DY1 3JD

Telephone: 01384 813200

#### **Halesowen and Stourbridge Area Office**

Council House

Great Cornbow

Halesowen

B63 3AF

Telephone: 01384 815902

At all other times, Emergency Duty Team - 0300 555 8574

<http://safeguardingchildren.dudley.gov.uk/information-for-professionals/safeguarding-children-procedures/part-a/>

### **Sandwell**

Contact our Access Service for children's social care on 0845 351 0131 (this number is available outside normal office hours)

If you need advice, information or want to talk to someone, you can contact:

- Sandwell SCB Main Unit Contact No: 0121 569 4800  
Email: [lscb\\_sandwell@sandwell.gov.uk](mailto:lscb_sandwell@sandwell.gov.uk)

<http://www.sandwellscb.org.uk/>

### **Staffordshire**

#### **Staffordshire County Council's First Response Service:**

Telephone: 0800 1313 126

Mobile: 07773 792016

Open: Monday - Thursday 8:30am - 5:00pm

Friday 8:30am - 4:30pm

E-mail: [firstr@staffordshire.gov.uk](mailto:firstr@staffordshire.gov.uk)

#### **Emergency Duty Service:**

(Out of Hours Service)

Telephone: 0845 6042886

Mobile: 07815 492613

<http://www.staffscb.org.uk/>

### **Walsall**

#### **Children's Services (Social Care)**

Monday - Thursday, 8.45am - 5.15pm

Friday, 8.45am - 4.45pm

The Multi Agency Safeguarding Hub (MASH)

The Quest, 2nd floor

139-143 Lichfield Street

Walsall WS1 1SE

Telephone: 0300 555 2866

Fax: 01922 658195

#### **Evenings, weekends, bank holidays (out of hours)**

Emergency Response Team

0845 111 2922

<http://www.wlscb.org.uk/wscbprotection>

### **Wolverhampton**

Contact the Assessment and Child Protection Service at the Civic Centre on 01902 555392.

Normal open hours are Monday to Thursday 8.30am to 5pm and Friday 8.30am to 4.30pm with emergency out of hours operating outside of these times.

01902 552999 for emergency out of hours

<http://wolverhamptonscb.proceduresonline.com>

If you have reason to believe that a child is at **immediate risk of harm**, contact the police on **999**

**Further sources of information**

**Supplementary guidance on particular safeguarding issues**

**Department for Education guidance**

<https://www.gov.uk/government/organisations/department-for-education>

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking