



FOUNDED 1879

HALLFIELD SCHOOL

SAFEGUARDING & CHILD PROTECTION POLICY

Head Master	Mr K Morrow	
Chair of Governors	Mr Guy Ralphs	
Staff members with responsibilities	Assistant Head (Welfare, Pastoral & Learning Support) and DSL	
Subcommittee with responsibilities	Education (and Main Board)	
ISI Regulatory Policy	Yes	
Date adopted by Governing Board		Autumn 2023
	Date	
Date for policy review	Autumn Term 2024 (unless new legislation or incident review requires amendment)	

“Hallfield School promotes the safeguarding and welfare of children in its care; all policies support the Safeguarding and Child Protection Policy.”

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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Overall Designated Safeguarding Lead (DSL) and safeguarding lead for Prep	Natasha Woolhead (Assistant Head, Welfare, Pastoral and Learning Support)	nwoollhead@hallfieldschool.co.uk Internal ext. 267
Overall Lead Deputy DSL and safeguarding lead for Nursery & Pre-Prep	Lizzie Sanderson (Deputy Head, Head of Pre-Prep)	lsanderson@hallfieldschool.co.uk Internal ext. 218
Deputy DSLs	Eve Kirby (Individual Wellbeing Mentor and Pupil Mental Health Lead)	ekirby@hallfieldschool.co.uk Internal ext. 223 (Note: EK trained from end Sept. 2022)
	Caitlin Williams (Head of EYFS)	cwilliams@hallfieldschool.co.uk Internal ext. 242
	Clare Florida-James (Deputy Head: Head of Prep)	cfjames@hallfieldschool.co.uk Internal ext. 231
	Kelly Edwards (Nursery Manager)	kedwards@hallfieldschool.co.uk Internal ext. 230
	Rachael O'Rourke (Deputy Nursery Manager)	rorourke@hallfieldschool.co.uk Internal ext. 230
	Dani Woolley (Medical Officer)	dwoolley@hallfieldschool.co.uk Internal ext. 213 (Note: DW trained from end Oct. 2022)
Children's Advice & Support Service (CASS, part of Birmingham Safeguarding Children Partnership)	Monday to Thursday: 8:45am to 5:15pm Friday: 8:45am to 4:15pm	0121 303 1888 Emergency out of hours: 0121 675 4806
Local authority designated officer (LADO) team		0121 675 1669 Ladoteam@birminghamchildrenstrust.co.uk
Chair of Governors	Mr Guy Ralphs	See staff room noticeboard, or c/o Bhavesh Patel, Clerk to the Governors, 48 Church Road, Edgbaston, B15 3SJ. bpatel@hallfieldschool.co.uk
Link governor for safeguarding	Mr Henry Coverdale	c/o King Edward's School, Edgbaston Park Rd, B15 2UA via school office: 0121 472 1672
Channel helpline (Prevent strategy)		020 7340 7264

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Department for Education In an emergency relating to extremism.	dedicated telephone helpline for staff to raise concerns about extremism with respect to a pupil. Note that this is not for use in emergency situations.	020 7340 7264 counter.extremism@education.gov.uk call 999 or the confidential anti-terrorist hotline on 0800 789 321
Operation Encompass Teacher support line for supporting children experiencing domestic abuse:	Mon-Fri 8am-1pm:	0204 513 9990 Free advice from educational psychologist.
Point of contact for external bodies during Hallfield school holidays	The DSL and Lead Deputy can both be contacted via the Front Office in the holidays.	frontoffice@hallfieldschool.co.uk 0121 454 1496

1. Aims

Hallfield School aims to ensure that:

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

2. Introduction, Legislation and statutory guidance

Safeguarding and promoting the welfare of children is of the highest priority at Hallfield and it is **everyone's responsibility**. In order to fulfil this responsibility effectively, all members of staff should ensure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child and consciously consider the child's lived experience. No single member of staff, however, can have a full picture of a child's needs and circumstances.

The school will operate in line with the procedures of Birmingham Safeguarding Children Partnership, including Right Help Right Time (or those of other LSCPs as appropriate to the child's home address). If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. As a school, we are in an important position to identify concerns early, provide help and prevent concerns from escalating.

The principles of Right Help, Right Time are:

- Have conversations and listen to children and their families as early as possible
- Understand the child's lived experience
- Work collaboratively to improve children's life experience
- Be open, honest and transparent with families in our approach
- Empower families by working with them
- Work in a way that builds on families' strengths
- Build resilience in families to overcome difficulties

Given the presence of Years 7 & 8 at Hallfield, it is necessary for this policy to provide for contingencies more often associated with secondary age children and these are covered below as appropriate.

Those local procedures with which the school operates are:

- Birmingham Safeguarding Children Partnership threshold guidance [Right Help Right Time](#)
- [West Midlands Safeguarding Children Procedures](#)
- [Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance \(2018\)](#)

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education 2023](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our local safeguarding partners as 'West Midlands Safeguarding Children Procedures'.

This policy is also based on the following legislation:

- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). The Act allows us to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils and, for example, it could include taking positive action to support individual pupils or groups of pupils where there is a concern involving discrimination or possible discrimination.
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing 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
- Taking action to enable all children to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following three **safeguarding partners** are identified in *Keeping Children Safe in Education* (and defined in the *Children Act 2004*, as amended by chapter 2 of the *Children and Social Work Act 2017*). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA) (Birmingham)
- A clinical commissioning group for an area within the LA (the Birmingham & Solihull Clinical Commissioning Group)
- The chief officer of police for a police area in the LA area (Sir David Thompson, Chief Constable, West Midlands Police)

Victim, alleged perpetrator(s) and perpetrator(s) are widely understood and recognised terms in the world of policies but the School will consider carefully which terminology it uses in the management of cases, especially around the children themselves and potentially with their parents. For various reasons these terms may not be appropriate. (Not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way, and abusive behaviour can be harmful to the perpetrator too.) We will be sensitive to this and respond as appropriate on a case-by-case basis, keeping the child(ren)'s needs foremost.

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic abuse

- › Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- › Are asylum seekers
- › Are at risk due to either their own or a family member's mental health needs
- › Are looked after or previously looked after (see section 12)
- › Are missing or absent from education
- › Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

As in Section 2, safeguarding and child protection are **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the Hallfield community and is consistent with local procedures. Our policy and procedures also apply to Breakfast Club, after-school clubs, Holiday Club and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- › Behaviour policy
- › Pastoral support system
- › 'Jigsaw' programme of personal, social and health education (PSHE) and relationships, sex and health education (RSHE), which is inclusive and delivered regularly.

5.1 All staff

All staff:

- › must read, understand and follow part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually. All staff who work directly with children must also read and understand Annex B.
- › will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- › should reinforce the importance of online safety at appropriate opportunities when communicating with parents and should be aware of the schools monitoring and filtering protocols. This includes making parents aware of what we ask children to do online within teaching and the school week. Furthermore making them aware that the DSL receives a daily email of any safeguarding issues flagged by the schools Mimecast monitoring and filtering system.
- › will recognise the importance of pupils having a trusted adult and work to provide a safe space for any and all pupils to speak out and share their concerns, including those who are LGBT or may be starting to identify as such.

All staff will be aware of:

- › Our systems which support safeguarding, including this safeguarding and child protection policy, the staff code of conduct, the role and identity of the Designated Safeguarding Lead, Lead Deputy Designated Safeguarding Lead and deputies, the behaviour policy, and the safeguarding response to children who go missing or are absent from education.
- › The early help process (Right Help, Right Time) and their role in it, including identifying emerging problems, liaising with the DSL or Lead Deputy DSL, and sharing information with other professionals to support early identification and assessment.
- › The process for making referrals to CASS (Children's Advice & Support Service) and for statutory assessments that may follow a referral, including the role they might be expected to play.
- › What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at school and online.
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children.
- What to look for to identify children who need help or protection.

Section 18 and appendix 3 of this policy outline in more detail how staff are supported to do this.

5.2 The Designated Safeguarding Lead (DSL) and Lead Deputy Designated Safeguarding Lead

Both the DSL and Lead Deputy DSL are members of the Senior Team. Natasha Woolhead, Assistant Head (Welfare, Pastoral and Learning Support), is the overall DSL for Hallfield and acts as the operational safeguarding lead for pupils in Years 3 to Year 8). Lizzie Sanderson, Deputy Head; Head of Pre-Prep, is the overall Lead Deputy DSL and acts as the safeguarding operational lead for pupils from Nursery through to Year 2.

The DSL takes lead responsibility for child protection and wider safeguarding in the school.

The DSL and Lead Deputy DSL usually meet at least once a week, with the wider Welfare Team meeting fortnightly, which includes reviewing children whose situations may come within safeguarding parameters.

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

Out of school hours, they can be contacted via the mobile phone numbers given in 'Important Contacts' at the front of this policy document.

If the DSL and Lead Deputy DSL are absent, one or more of the deputies listed in the 'Important Contacts' section will act as cover as appropriate.

In the highly unlikely situation that the DSL, Lead Deputy and deputies are not available, the Head Master will act as cover. During Holiday Club, a deputy DSL can be found in Hallfield *First* or via the contact details in 'Important Contacts' in order to provide guidance and support.

The DSL and Lead Deputy DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (CASS, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour

The DSL and Lead Deputy DSL will also:

- Keep the Head Master informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL, Lead Deputy DSL and deputies are set out in their job description.

5.3 The governing body:

The governing body will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Head Master to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and Hallfield's local multi-agency safeguarding arrangements
- Appoint a link governor for safeguarding (Mr Henry Coverdale) to monitor the effectiveness of this policy in conjunction with the full governing body.
- Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The DSL and all deputy DSL's are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns. The DSL will get daily notifications from the system and take appropriate next steps, where necessary.
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 2 of this policy covers this procedure
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the Hallfield roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply
 - Make sure the body are aware of who the DSL's are and how to contact them if they need advice or information.

The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Head Master, where appropriate (see appendix 2).

All governors will read *Keeping Children Safe in Education* in its entirety.

Section 18 of this policy has information on how governors are supported to fulfil their role.

5.4 The Head Master

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

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction

- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL and Lead Deputy DSL have appropriate time, funding, training and resources, and that there is always adequate cover if one or both is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 2)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

5.5 Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

6. Confidentiality

The school has a separate Data Protection policy to which staff are expected to adhere and which sets out the general operation of the school's data handling. Pastoral and safeguarding information regarding children is shared internally, confidentially and on a 'need to know' basis, with careful awareness of a child and their family's privacy. The sharing of such information is vital for ensuring the best care of each individual child from those staff most immediately responsible for it.

With specific regard to safeguarding, staff should be aware of the following points which inform the school's approach to confidentiality:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent:
 - if it is not possible to gain consent
 - it cannot be reasonably expected that a practitioner gains consent
 - if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests. A useful phrase is, 'Some things are too important not to pass on.' Be sensitively honest about with whom the information will need to be shared in the first instance.
- If a victim of sexual violence or sexual harassment asks the school not to tell anyone:
 - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
 - The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

➤ Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

➤ The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

➤ If staff are in any doubt about sharing information, they should speak to the DSL or Lead Deputy DSL.

➤ Confidentiality is also addressed in this policy with respect to record-keeping in section 17, and allegations of abuse against staff in appendix 3

7. Recognising abuse and taking action

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

Please note – in this and subsequent sections, you should take any references to the DSL to mean the operational safeguarding lead for Prep (overall DSL) or the operational safeguarding lead for Pre-Prep (overall Lead Deputy DSL) as appropriate to the child's year group.

7.1 If a child is suffering or likely to suffer harm, or is in danger

Report the situation to the DSL straight away, who will support you in making a referral. If the harm or danger is immediate, make a referral to CASS (Children's Advice & Support Service) and/or the police straight away. **Anyone can make a referral**, not just a DSL or deputy.

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

Referrals should be made to CASS by phoning 0121 303 1888 and selecting Option 2 (or emergency out of hours: 0121 675 4806)

If you are aware a child may live out of area, you can enter their home postcode at this link and will be provided with the correct phone number for making a referral:

<https://www.gov.uk/report-child-abuse-to-local-council>

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions. Supportive encouragement can be shown through neutral, open phrases like, 'and...?', 'is there anything else you would like to share with me?'
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner or ask why they didn't.

- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret. The phrase, 'Some things are too important not to pass on,' can prove helpful.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it. The initial write up can be done on CPOMS (the school's electronic safeguarding system, see section 17) if it can be accessed shortly afterwards and no longer than an hour afterwards.
- Any initial notes / write up done on paper must be signed and dated and passed on to the DSL.
- Alternatively, if there is an immediate risk or danger, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

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

FGM is most commonly performed on girls between infancy and puberty. *Keeping Children Safe in Education* explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 3 of this policy.

Any teacher who either:

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

must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told by the police not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff (i.e. not a teacher) who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL who will follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is *suspected* but is not *known* to have been carried out. Staff should not examine pupils.

Any member of staff who *suspects* a pupil is *at risk* of FGM or *suspects* that FGM has been carried out should speak to the DSL who will follow local procedures and contact Children's Advice & Support Services (CASS).

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below, before section 7.7, illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a Deputy DSL or, failing that, a member of the Executive Team and/or take advice from CASS. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

If appropriate and contact has not already been made to seek advice, staff can make a referral to local authority children's social care directly (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help

If early help has been identified as appropriate due to unmet needs for a child utilising the [Right Help Right Time](#) (RHRT) model (but there is no evidence of a significant risk), the DSL will oversee the delivery of an appropriate Early Help response.

The child/young person's voice must remain paramount within a solution-focused practice framework.

The primary assessment document is [the Early Help Assessment \(EHA\)](#).

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The school will discuss and agree with statutory safeguarding partners levels for the different types of assessment and services to be commissioned and delivered, as part of local arrangements.

If a *Think Family* or social care response is needed to meet an unmet safeguarding need, the DSL will initiate a *Request for Support*, [seeking advice from Children's Advice and Support Service \(CASS\) as required](#).

The DSL will then oversee the agreed intervention from school as part of the multi-agency safeguarding response and ongoing school-focused support.

The DSL will keep the case under constant review and the school will consider a referral to CASS if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If a child is in immediate danger, the police should be contacted.

Otherwise, if it is appropriate to refer, this is done to Children's Advice & Support Service (CASS). A member of the DSL team will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority (CASS) will make a decision within one working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with CASS if this information is not made available, and ensure outcomes are properly recorded.

If, following contact with CASS, a request for support is to be made (where it is identified that children or families require either social work assessment or intensive family support), a [Request for Support form](#) should be completed immediately.

If the child's situation does not seem to be improving after the referral, the DSL or member of the DSL team who made the referral must follow the local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Local procedures for escalation can be found [here](#).

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a Deputy DSL or, failing that, a member of the Executive Team and/or take advice from CASS. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or a deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or CASS.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Hallfield is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this is Natasha Woollhead (DSL).

7.6 If you have a concern about a child's mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The school has a Mental Health & Wellbeing Policy which should be consulted regarding the school's policy, guidance and possible indicators of mental health problems.

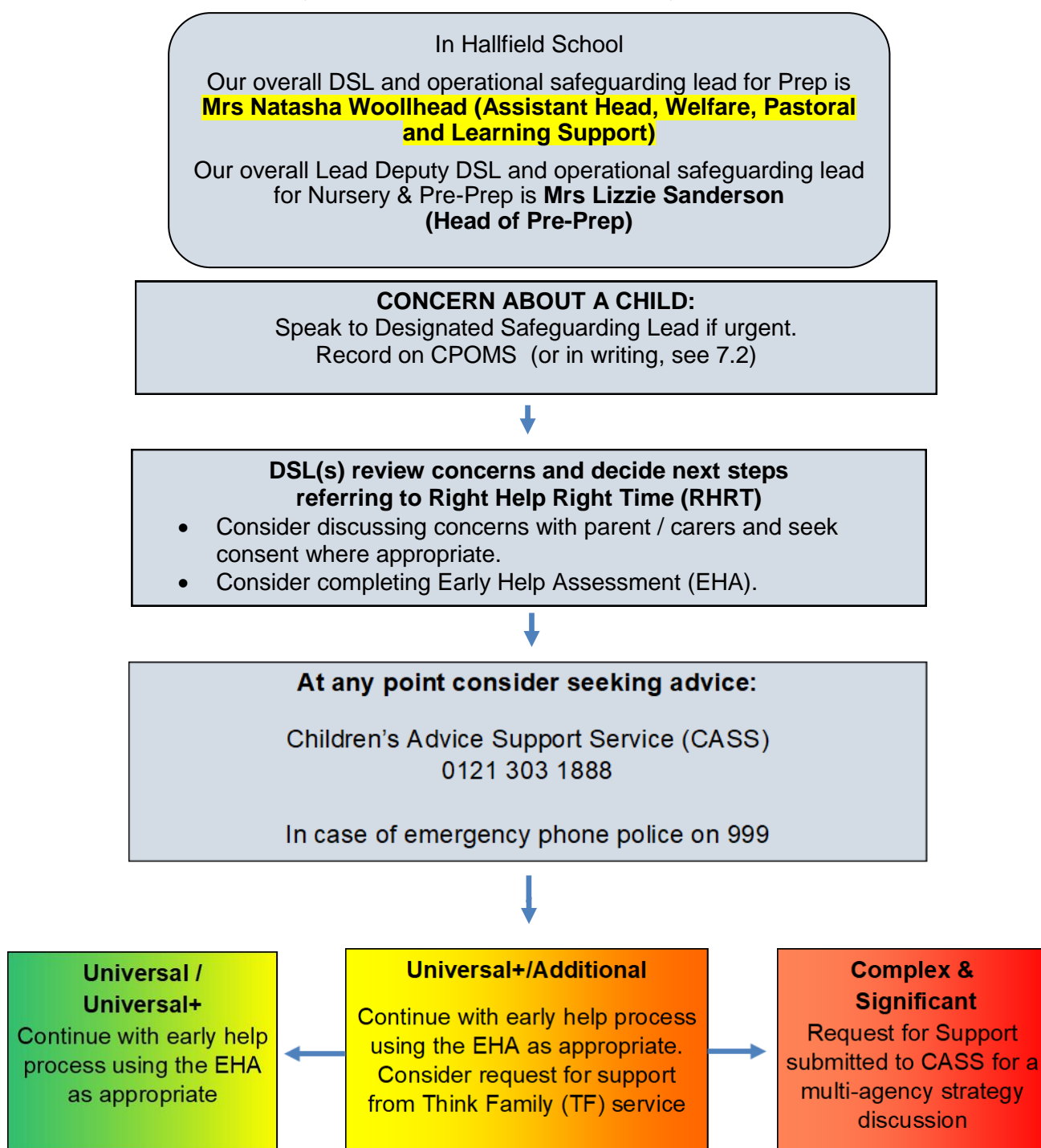
Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. The school has an Individual Wellbeing Mentor and Pupil Mental Health Lead – Mrs Eve Kirby – who is a deputy DSL and available to discuss concerns that staff may be developing regarding a child's mental health.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the Individual Wellbeing Mentor and Pupil Mental Health Lead to agree a course of action.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL and Lead Deputy DSL are unavailable, this should not delay action. See section 7.4 for what to do.)



7.7 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the Head Master as soon as possible. If the concerns/allegations are about the Head Master, speak to the Chair of Governors (see 'Important Contacts' above and staff room noticeboard).

The Head Master/Chair of Governors will then follow the procedures set out in appendix 2, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Head Master, report it directly to the Birmingham LADO team (see 'Important Contacts' above).

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 2 for more detail).

7.8 Allegations of abuse made against other pupils

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. Such abuse has more recently had a high media profile and, whereas it is recognised that the most common examples tend to occur between pupils in their teenage years, it is important that Hallfield has a clear policy position. All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this safeguarding and child protection policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendices 3 & 4 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation against another pupil which, as the receiving member of staff, you believe constitutes abuse (see appendix 3 for guidance), the following procedures apply. (In receiving an allegation, who, what, where and when can be clarified to help reach a decision on whether a form of abuse has occurred.)

- You must record the allegation on CPOMS and tell the DSL, but do not investigate it beyond the guidance above.
- The DSL will contact CASS and follow its advice, as well as the police if the allegation involves a potential criminal offence
- If in keeping with CASS advice, the DSL will investigate the allegation and then record the outcome on CPOMS.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering travel by coach on a trip (or by

public transport for Seniors) as a potentially vulnerable place for a victim or alleged perpetrator(s). The support plan will be shared with those staff needed to support it in order for it to succeed. Any risk assessment and/or support plans will be recorded on CPOMS as follow-up actions to the initial log.

- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- The DSL will manage the sharing of appropriate information with the parents of victim(s) and alleged perpetrator(s) and any involvement in the support plan will be discussed.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. The school will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

At Hallfield, we recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Take a zero tolerance approach to any form of derogatory or sexualised language, sexual harassment or sexual violence between pupils. Any such behaviour will be challenged and reports of such behaviour will be followed up immediately using the guidance below. (Mobile phones are not permitted at school, but if the school were to become aware of an instance outside of school, this challenge would include the requesting or sending of sexualised images by Hallfield children.)
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.9 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a child harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media could possibly play a role in the fall-out from any incident or alleged incident, (even though most social media platforms officially fall outside the user age of pupils at Hallfield), including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). Support will be provided at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent the school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and Birmingham Children's Partnership to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.9 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

Our preference is always for children to report concerns in person by talking with a member of staff they trust, usually their Form Teacher. All staff should be ready to support and listen to all pupils, however.

Pupils are told that their Form Teacher is their closest, and usually first, line of support if they would like to share any concerns and that Heads of Phase are also there to help with support as appropriate. Pupils are also told about the roles of the Head of Prep and Head of Pre-Prep as DSL and Lead Deputy DSL respectively and leading on pastoral care and safeguarding in their sections.

Prep pupils who, for whatever reason, feel more comfortable doing so, may leave a written note of their concerns or worries in the secure mail box outside the Deputy Head, Head of Prep's office. This is checked by him on a regular basis.

Information on these routes which pupils can use to report concerns is given via Form time, assemblies, Phase group meetings and on posters displayed around school. These same information sources also stress that pupils can safely express their views and give feedback.

Any pupil raising a safeguarding concern and/or allegation will be reassured by the receiving staff that they have done the right thing and that they will be supported through what might need to happen next.

8. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for staff
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we have in place a separate:

- Online Safety policy
- Information & Communications Technology (pupils) policy
- Staff Code of Conduct
- ICT Equipment Management policy

We aim to:

- Educate pupils, in an age appropriate manner, about online safety as part of our curriculum. For example:
 - The safe use the internet and technology (including social media as appropriate by age)
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware, through the Code of Conduct (section 11) and the Acceptable use of IT and the Internet (staff) policy (section 11) of any restrictions placed on them with regards to the use of their mobile phone and cameras, including EYFS staff who:
 - must adhere to the personal mobile phone/camera policy in the EYFS areas of the school and are required to keep personal mobile phones/cameras in their lockers or form room cupboard/drawer when children are present during the working day.
- Make all pupils, staff and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out regular reviews of our approach to online safety, at least every two years, supported by a risk assessment that considers and reflects the risks faced by our school community

This section summarises our approach to online safety. For comprehensive details about our school's policy on online safety please refer to the policies referenced above.

9. Notifying parents or carers

As detailed in Right Help, Right Time, where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

10. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges and are three times more likely to be abused than their peers.

Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

Any abuse involving pupils with SEN and/or disabilities will require close liaison with the DSL who is also Head of SEN.

As appropriate to the individual child, we offer extra pastoral support for these pupils through the time and skills of the Assistant Head, Welfare, Pastoral and Learning Support (Natasha Woolthead), the Individual Wellbeing Mentor (Eve Kirby) and the Medical Officer (Dani Woolley). The Welfare Team meets fortnightly to discuss all pupils presenting pastoral and wellbeing concerns, particularly pupils in these categories. Individual support plans are implemented and reviewed regularly as required.

11. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

The school will work with the pupil's virtual school head (see 5.5) as appropriate.

12. Looked-after and previously looked-after children

If Hallfield School has such a child join the school roll, we will swiftly ensure that staff have the skills, knowledge and understanding to keep that child safe. In particular, we will ensure that:

- Appropriate staff have relevant information about the child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

Assistant Head – Welfare, Pastoral and Learning Support, Natasha Woollhead would take the lead on promoting the educational achievement of looked-after and previously looked-after children and would be given the appropriate training to do so.

As part of that role, she would:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads (see 5.5) to promote the educational achievement of looked-after and previously looked-after children

13. Children in the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed. Government publications on age appropriate support at [5-11](#) and [12-17](#) years old explain the process, support and special measures available. Arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be particularly stressful for children. Access to [an online arrangements information tool](#), with clear and concise information is available. This is primarily intended for parents or carers, but can give insights for schools to consider in the care of their pupils.

14. Children with family members in prison

Some 200 000 children in England and Wales have a parent sent to prison each year. Hallfield School recognises that such children may be at risk of poor outcomes, including poverty, stigma, isolation and poor mental health. The National Information Centre of Children of Offenders ([NICCO](#)) provides information designed to support professionals working with offenders and their children to mitigate the negative consequences for those children.

15. Criminal exploitation and gang affiliation, including modern slavery

Criminal exploitation interlinks with a number of multiple vulnerabilities and offences including a child being exposed to and/or the victim of physical and emotional violence, neglect, poor attendance, sexual abuse and exploitation, modern slavery, human trafficking and missing episodes.

It is important that children who are criminally exploited are seen as victims and not treated as criminals, and treated through safeguarding and child protection procedure.

Work to address criminal exploitation is covered by relevant legislation including:

- Crime & Disorder Act – 1998
- Children Act – 2004
- Serious Crime Act – 2015
- Modern Slavery Act – 2015
- Criminal Finances Act – 2017
- Children & Social Work Act - 2017

And *Working Together (2018)* requires agencies to support vulnerable people within the context of the wider safeguarding agenda.

This means that in our school we will follow the *Criminal Exploitation & Gang Affiliation Practice Guidance* issued in 2019 (see link below) and use the risk assessment screening tool to support our referrals to CASS for any children in our school we are concerned about.

https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018

We will work with the police and local organisations as may be appropriate to managing any indicators of criminal exploitation.

16. Complaints and concerns about school safeguarding policies

16.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

16.2 Other complaints

Other complaints pertaining to aspects of safeguarding will be managed following the school's Complaints Policy. Members of staff receiving such a complaint must, however, ensure that the appropriate member of the Executive Team/Senior Leadership Team (DSL, Lead Deputy DSL, EVCs, Director of Finance (as Data Controller), Head of Estates & Facilities etc.) is made aware of the complaint at Stage 1 so that they can ensure oversight of the complaint's resolution from the outset.

16.3 Whistle-blowing

The safeguarding of children is the utmost priority. Staff are reminded that if their concern relates to insufficient action over a pupil safeguarding concern and they have already raised their concerns with the DSL, they can make direct contact themselves with CASS (see section 7.4 above). Likewise, if staff's concern relates to the conduct of a member of staff from a safeguarding perspective, then the procedures in section 7.7 should be followed.

For other concerns regarding aspects of safeguarding, staff – including those in the EYFS – should follow the school's Whistleblowing Policy should they believe this is appropriate.

17. Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

- The majority of safeguarding records are held on CPOMS (Child Protection Online Management System), accessed through a secure double verification system. CPOMS is also used for general welfare records and visibility and access is set through background settings.
- Any paper records are held in a locked filing cabinet in the office of the Deputy Head, Head of Prep

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Anything hard copy relating to concerns and referrals will be kept in a separate child protection file for each child. CPOMS entries are, by definition, held under individual pupils' records.

Any non-confidential records will be readily accessible and available, either through CPOMS or, for historic records between January 2021 and July 2022 through ISAMS Wellbeing Manager. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their safeguarding file is forwarded promptly and securely, and separately from the main pupil file.

To allow the new school to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

There are no specific rules on how long to retain child protection records for after a pupil transfers to another school. In light of this, Hallfield will securely dispose of those records which have been transferred to a pupil's next school and a receipt received, unless there is clear reason not to.

Safeguarding records which contain information about allegations of sexual abuse, however, will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. (See appendix 3.)

Court Orders

If a court order relates to a specific safeguarding issue, the school may request to see a copy of the court order to make sure we have enough information to keep the pupil safe. Once a copy has been seen, the DfE and Information Commissioner's Office both advise that in most cases it is better for a school to record:

- That there's a court order in place for the pupil
- Who informed the school of the court order
- What arrangements the school needs to have in place to support the court order

but not to retain the court order itself. In some instances, the school may decide that retaining a copy is appropriate for reference in case of possible requests/contact from one parent or the other.

In addition:

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

18. Training

18.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on the role of the DSLs (including the identity of the DSLs and any deputies), the safeguarding response to children who go missing from education, whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

Our staff induction process will also cover the behaviour policy and the staff code of conduct.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- For teaching staff, have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Volunteers will receive appropriate training, if applicable.

18.2 The DSL, Lead Deputy DSL and deputies

The DSL, Lead Deputy DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training as appropriate.

18.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the Chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Head Master, he is trained in the correct procedures to follow.

18.4 Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of *Keeping Children Safe in Education*, and will be in line with local safeguarding procedures.

See the safer recruitment and selection policy for more information about our safer recruitment procedures.

19. Monitoring arrangements

This policy will be reviewed **annually** Natasha Woolhead (DSL, Assistant Head Welfare, Pastoral and Learning Support) and Lizzie Sanderson (DSL, Deputy Head, Head of Pre-Prep). At every review, it will be approved by the full governing board. The Chair of Governors and link governor for safeguarding will receive and review the working draft at the start of the academic year.

20. Links with other policies

It is the aim that all policies support and reinforce the safeguarding and child protection policy. The following policies most directly relate to areas in common with this policy and should be read in conjunction with it as appropriate:

- Behaviour Policy
- Anti-Bullying Policy
- Health & Safety Policy
- Missing Child Policy
- Acceptable Use of the Internet Policy
- IT Equipment Management Policy
- Safer Recruitment, Selection and Disclosure Policy & Procedures
- Staff Code of Conduct
- Supervision Policy
- Whistleblowing Policy
- Mental Health & Wellbeing Policy
- Intimate Care Policy

- Risk Management Policy
- First Aid Policy
- Attendance Policy

Curriculum learning:

- PSHE Policy
- RSE Policy
- SMSC Policy

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: types of abuse

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

Physical abuse 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 is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- 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 is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: allegations of abuse made against staff

Although it is an uncomfortable thought, Hallfield School acknowledges that there is the potential for staff in school to abuse pupils. We also recognise that concerns may be apparent before an allegation is made.

All staff working within Hallfield School must report any potential safeguarding concerns about an individual's behaviour towards children immediately.

In the case of an allegation or concern about a member of staff West Midlands procedures on **allegations against staff and volunteers** will be referenced alongside the procedures below, which are in line with *Keeping Children Safe in Education* (2022), part 4.

Allegations or concerns about staff, colleagues and visitors (recognising that schools hold the responsibility to fully explore concerns about supply staff) must be reported directly to the Head Master who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.

If the concern relates to the Head Master, it must be reported immediately to the Chair of Governors, who will liaise with the Designated Officer in Birmingham Children's Trust (LADO) and they will decide on any action required.

Section 1: allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult the local authority designated officer (LADO).

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

A 'case manager' will lead any investigation. This will be the Head Master, or the Chair of Governors where the Head Master is the subject of the allegation. The case manager will be identified at the earliest opportunity.

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

Suspension of the accused until the case is resolved

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

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

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted

If in doubt, the case manager will seek views from the school's HR Manager and the Birmingham LADO team, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the Birmingham LADO team. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the LADO team – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the LADO team as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO team (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the LADO team, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the LADO team. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. The HR Manager will also be able to advise on the routes available for advice and possible arrangements for welfare counselling or medical advice.

- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable).
- The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

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

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

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

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO team to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO team as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

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

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

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

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

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

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

The case manager will take advice from the LADO team, police and children's social care services, as appropriate, to agree:

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

Record-keeping

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

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. Currently, it is an offence to destroy any records that might be relevant to the [Independent Inquiry into Child Sexual Abuse](#) (IICSA). This requirement overrides any UK data protection laws – see section 21 of the [Inquiries Act 2005](#). We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

It includes any materials regarding:

- Allegations (substantiated or not) about anyone who may have been involved in or had knowledge of child sexual abuse or exploitation
- Allegations (substantiated or not) about individuals engaging in sexual activity with, or having a sexual interest in, children
- Institutional failures to protect children from sexual abuse or other exploitation
- Statutory responsibilities for the care of children in public or private care
- Development of policies or legislation on child protection

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

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

This will include consideration of (as applicable):

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

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO team. The regional child protection procedures for the West Midlands stipulate that non-recent allegations be dealt with in the same way as contemporary allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Safeguarding concern or allegation from another member of staff
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

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

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

- 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
- Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns confidentially so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the Head Master will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Head Master will use the information collected to categorise the type of behaviour and determine any further action, in line with the staff code of conduct.

The Head Master will be the ultimate decision-maker in respect of all low-level concerns. Typically, however, he would collaborate through confidential discussion with the DSL or the Lead Deputy DSL as appropriate (or occasionally both) in considering the level at which a concern will be viewed and responded to. Any response to low-level concerns will be managed in a way that is sensitive to the member of staff concerned whilst ensuring that the safeguarding messages and needs of the child(ren) are foremost and clear.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 3: specific safeguarding issues

Children absent or missing from education policy

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

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

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Procedures for absence and children missing from education: (see also Attendance Policy.) The school will follow the protocols of Birmingham local authority, which require that the school notifies it of any pupil who has been absent without the school's permission for a continuous period of 5 days or more after making reasonable enquiries. Internal procedures are therefore:

- on the third consecutive day where a child has been absent and the reason cannot be confirmed through contact with the parents (or an alternate emergency contact provided), the Front Office will notify the DSL as a matter of priority.
- the DSL will join the efforts of the Front Office in trying to pursue reasonable enquiries with the parents and/or other contacts held for the pupil. This may include visiting the pupil's home address.
- If after 5 complete, consecutive school days, the whereabouts of the pupil cannot be confirmed through contact with the parents, then the DSL will notify Birmingham local authority.

The school will hold at least two contact numbers for the parents / family of each pupil to aid with this process.

The school, in the person of the Admissions Manager, will inform Birmingham local authority if a child leaves the school without a new school being named (e.g. for elective home education), and will adhere to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. The school will make an immediate referral to CASS, and the police, if it is believed that the child is suffering or likely to suffer from harm, or in immediate danger.

Staff will also be vigilant in reporting persistent absence to a member of the DSL team. Persistent absence could be a child having the same day off every week or a prolonged absence every half-term. Any children who are persistently absent will be monitored closely and the DSL will meet with their parents / caregiver.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will then trigger the local safeguarding procedures, including a referral to CASS and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to CASS and the police, if appropriate.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and

abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

The introduction of Operation Encompass means that if police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The DSL or Lead Deputy DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to CASS.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM (Female Genital Mutilation)

The DSLs will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations

- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the Birmingham designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmfu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

➤ **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

➤ **Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

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

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including: the Curriculum, SMSC, RSE and PSHE policies (in regard to promoting Fundamental British Values and tolerance); the Information & Communications Technology and the ICT Equipment Management policies (in regard to educating and acting against online risks); and the Behaviour policy (in terms of pupil behaviour).

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the two.

Within the Nursery to Year 8 age range, child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

Staff should be aware, however, that some of the varieties of child-on-child abuse below could occur at any age, particularly between the oldest pupils:

- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse. (For fuller details on sexual harassment, see the guidance document in the CPOMS library.)
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Abuse in intimate personal relationships between peers
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Sexual violence and sexual harassment between children in school

Sexual violence and sexual harassment can occur:

- Between two 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.

The school has a zero tolerance approach to such behaviour. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening. 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 sexual violence or sexual harassment. 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 set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

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 (see above))

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.

Checking the identity and suitability of visitors

Visitors are expected to use the sign in system at the Front Office and to wear a visitor's lanyard. Staff should alert the Front Office in advance to any visitors they have invited on site. Visitors should be ready to produce identification.

All visitors will be required to verify their identity to the satisfaction of the Front Office and, where appropriate, the Estates and Facilities Manager. They will be informed of the school's policy on mobile phones and given a copy of the basic safeguarding guidelines.

If the visitor is unknown to the school, their credentials will be checked along with the reason for visiting before allowing them to enter the setting.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists, will be asked to show photo ID. Those who will be meeting with children without an immediate staff presence:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as children's social care services or an educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out. (If this is provided, we will not ask to see the DBS certificate.)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

Hallfield has a separate [Uncollected Children policy](#).

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. They are laid out in the separate [Missing Child policy](#).

Appendix 4: Sharing of nudes and semi-nudes ('sexting')

It is recognised that this scenario is unlikely given Hallfield does not permit mobile phones and it only goes up to Year 8. School iPads are, however, capable of taking photographs. The procedures below lay out our approach should an issue arise.

Your 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 appropriate members of the Welfare Team. This meeting will consider the initial evidence and aim to determine:

- Whether the incident happened in or out of school and how this will affect the approach to the following considerations...
- 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 Master 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 social 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.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through local procedures as advised by CASS.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Appendix 5: Designated Safeguarding Lead (DSL) and Lead Deputy DSL job descriptions

DSL & Lead Deputy DSL structure and overall responsibilities

The DSL takes lead responsibility for safeguarding and child protection across the school (including online safety). This responsibility cannot be delegated. The DSL and Lead Deputy DSL are both members of the Executive Team.

At a working level, the DSL takes operational responsibility for safeguarding and child protection matters in the Prep section (Years 3 to 8) and the Lead Deputy DSL takes operational responsibility for safeguarding and child protection matters in Hallfield *first* and the Pre-Prep (Nursery to Year 2). As such, the 'Duties and specific responsibilities' below apply to the DSL and Lead Deputy DSL regarding the Prep and Pre-Prep sections respectively, unless otherwise specified. Some safeguarding activities may be delegated to members of the team of deputies.

The fortnightly meeting of the Welfare Team is the primary means of sharing information and knowledge of safeguarding and welfare matters from across the school. Each child raised has their situation considered in light of safeguarding thresholds. As such, the meeting allows the DSL to maintain an oversight and working knowledge of safeguarding matters across the school. The DSL and Lead Deputy DSL meet separately as appropriate to maintaining effective working practice in ongoing safeguarding matters, as well as to discuss whole-school issues such as staff training.

Main purpose

The DSL and Lead Deputy DSL will:

- ensure the school safeguards the welfare of all its pupils
- ensure safeguarding and child protection issues are managed in accordance with current legislation and local procedures, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.
- ensure that members of the school's community are equipped with information and knowledge as to how to best promote the wellbeing of children with regard to safeguarding issues, including online safety
- ensure that at least one of them is always available during term time hours to provide such advice and support; ideally this will be in person, but can also be via phone or video call in exceptional circumstances; and that suitable out of hours / out of term time cover is in place.

Duties and specific responsibilities

The section below relates to both the DSL and Lead Deputy DSL with regards to the Prep, and to Hallfield *first* and the Pre-Prep respectively.

Managing referrals

- Refer cases of suspected abuse and neglect to Birmingham local authority's Children's Advice and Support Service; or ensure that this is done by a Deputy DSL as appropriate
- Support staff who make referrals to Birmingham local authority's Children's Advice and Support Service
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child

- › Refer cases to the police where a crime may have been committed

Working with staff and other agencies

- › Act as a source of support, advice and expertise for all staff
- › Act as a point of contact with the safeguarding partners
- › Inform the Head Master of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- › Liaise with the case manager (Head Master / Chair of Governors) and the Birmingham LADO team for child protection concerns in cases which concern a staff member
- › Liaise with relevant staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- › Be alert to when safeguarding concerns are linked to mental health and liaise with pastoral staff, including the School Counsellor, as appropriate to the provision of support to the child
- › Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- › Work with the Head Master, the Deputy Head Academic and the Head of Learning Support to promote educational outcomes by:
 - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
 - Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school
- › The above includes:
 - Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, maintaining a culture of high aspirations for these children, and promoting the provision of additional academic support or reasonable adjustments to help these children reach their potential

Managing child protection files

Child protection files are kept and maintained on CPOMS. Any hard copy materials are kept in the locked filing cabinet in the DSL's office.

- › Ensure child protection files are kept up to date
- › Keep information confidential and store it securely.
- › Make sure records include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome
- › Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- › Where children leave the school (including in year transfers):
 - Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
 - Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place and promote the wellbeing of the child from the outset of their time at the new school

Raising awareness

- › Ensure each member of staff has access to, and understands, the safeguarding and child protection policy and procedures

- Work with the governing body to ensure the safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly. (DSL leads this process.)
- Ensure the safeguarding and child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with local safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing
- Lead on all safeguarding training and knowledge updates: at INSET, induction training, staff meetings and through the dissemination of briefing factsheets or similar literature. (These activities may be done jointly by the DSL and Lead Deputy DSL, or divided between them as may be appropriate.)
- Plan and maintain a programme of such training and updates in order to ensure appropriate coverage of topics. (DSL leads this process.)

Own Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training.
- Refresh knowledge and skills at regular intervals and at least annually

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

The Hallfield 'Circle of Support' & Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Promote the Hallfield 'Circle of Support' and communicating the various options open to pupils who might want help and support
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

- Understand the importance of information sharing, both within the school, with other schools on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals
- Ensure information is shared within the school as appropriate to maintaining the effective safeguarding of a child e.g. directives within court orders which would affect parent access to children and/or the sharing of certain information with a parent.

Other areas of responsibility

- Complete the Birmingham LSCP Section 175 audit annually: DSL taking primary lead on the whole-school audit; Lead Deputy DSL taking primary lead on the EYFS audit.
- Create and present a termly report to the governing body on safeguarding and welfare matters. One such report to be enhanced to include an overview of emergent themes/trends and any matters arising from

practice reviews and the Section 175 audits, to form the annual safeguarding review to the governing body.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Notes:

This job description may be amended at any time in consultation with the postholder.