



Safeguarding and Child Protection Policy

September 2023

This policy will be reviewed in full by the Governing Body on an annual basis unless circumstances require a policy update in the interim.

The policy was last reviewed and agreed by the Governing Body on *2nd October 2023*.

It is due for review October 2024.

Signature  (Head Teacher)

Date *2.10.23*

Signature  (Chair of Governors)

Date *2/10/23*

This policy is shared with parents/carers upon request from the school office and is available on our school websites www.kings-hill.walsall.sch.uk www.salisbury.walsall.sch.uk

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Part 1 – Our School

1.1 Our School

King's Hill and Salisbury Primary School are aware of and assess the risks in the wider community when considering the well-being and safety of our pupils. We are aware of indicators of abuse and neglect, and understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.

Our schools follow the child protection procedures as defined by Walsall Safeguarding Partnership (<https://go.walsall.gov.uk/walsall-safeguarding-partnership/>) and the multi-agency threshold guidance, *Walsall Right Help, Right Time - A Continuum of Need*. We work with partners to ensure the best outcomes for children and young people.

This policy applies to all staff, volunteers and visitors to our schools as safeguarding is everyone's responsibility. We facilitate a whole school approach to safeguarding meaning that we ensure safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development. We know that ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. All staff and volunteers are aware of the safeguarding procedures in our schools and these are explained to as part of staff induction.

We strive for a culture where children can confidently report abuse, know their concerns will be treated seriously, and know they can safely express their views and give feedback. It is vital that we ensure children's wishes and feelings are taken into account when determining what action to take and what services to provide.

We are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. We know children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This does not prevent our staff from having a professional curiosity and speaking to the Designated Safeguarding Lead if they have concerns about a child. Our staff determine how best to build trusted relationships with children and young people in our school that helps facilitate communication.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in our school and where political issues are brought to the attention of the pupils; reasonably practicable steps are taken to offer a balanced presentation of opposing views to pupils. This supports us to address any underlying bias in order to achieve equality for all children within our schools.

In our schools we still acknowledge the negative experiences and distressing life events associated to COVID-19 and the effect this has on the mental health of our pupils and their parents, we are well prepared to offer the right help at the right time.

Keeping Children Safe in Education 2023 is statutory guidance and is understood and followed by:

- Our governing body
- Our senior leadership team
- All staff and volunteers

In our school staff, volunteers and visitors will:

- be familiar with and understand our Child Protection and Safeguarding policies
- be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- be involved in the implementation of individual education programmes, child in need plans, child protection plans and early help assessments where necessary
- be alert to signs and indicators of abuse

This policy will be read and referenced alongside other school safeguarding policy and guidance:

- Staff induction procedures
- Recording and information sharing guidance
- Recruitment and vetting policy
- Online safety policy (including remote learning)
- Anti-bullying policy
- Attendance and children missing education
- Staff code of conduct/Staff Behaviour policy
- Intimate care policy
- Use of mobile phones policy
- Behaviour policy
- Whistleblowing policy
- Radicalisation and Extremism guidance for schools Sept 2015
- SEND policy
- Equality policy

Designated Safeguarding Lead (DSL)	Mrs N. Matharu
Executive Head Teacher	Mrs N. Matharu
Chair of Governors	Mr Mike Fox
Safeguarding Governor	Mrs. Sue Dell
Deputy DSL	Mrs N.Patel (Federation) Mr J. Hawkins (Federation) Mrs W. Carter (Salisbury) Mr B. Gibson (Salisbury) Mrs J.Norwood (Salisbury) Miss K. Jones (King's Hill) Mrs D. Richards (Kings' Hill)
Special Educational Needs Coordinator	Mrs N. Patel / Mrs W. Carter
Single Point of Contact (Preventing Radicalisation) (SPOC)	Mr J. Hawkins
Looked After Children Designated Teacher	Mrs N. Patel
Designated Lead for Online Safety (responsible to DSL)	Mrs Patel/Mr Hawkins
Senior Lead for Mental Health	Mr J. Hawkins Mrs W. Carter

1.2 Role of the Designated Safeguarding Lead

The Governing Board have appointed Mrs Nin Matharu as the schools Designated Safeguarding Lead as they are the appropriate **senior member** of staff with the authority to perform the role and form part of the School Leadership Team. The Designated Safeguarding Lead takes **lead responsibility** for safeguarding and child protection (including online safety). The Designated Safeguarding Lead or a deputy will always be available to discuss safeguarding concerns. If in exceptional circumstances, the Designated Safeguarding Lead (or deputy) is not available, this should not delay appropriate action being taken. You should consider speaking to a member of the Senior Leadership Team and/or seek advice from local Children's Services. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or deputy) as soon as is practically possible.

Mrs Nin Matharu, Mr James Hawkins, Mrs Nisha Patel, Mrs Wendy Carter, Mr Ben Gibson, Mrs Jenny Norwood, Miss Kelly Jones and Mrs Debbie Richards have responsibilities as follows:

- refer cases of suspected abuse to the local authority Children's Services as required;
- support staff who make referrals to local authority Children's Services;
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required
- liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for all staff;
- be aware of pupils who have a social worker;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff;
- liaise with the head teacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult.

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

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

1.3 Responsibility of the Governing Body

Our Governing Body are the accountable body for ensuring the safety of the school. They will ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

Our Governing Body will ensure that King's Hill and Salisbury Primary School contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. Our

School will work with Children's Services, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Our Governing Body will ensure we have in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

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

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

Our Governing Body recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and all staff have the opportunity to contribute to and shape safeguarding arrangements and the child protection policy. They will ensure that all staff members complete safeguarding, child protection and online training at induction. This training will be regularly updated and the will be in line with advice from Walsall Safeguarding Partnership. Our Governing body will ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.

Our Governing Body will ensure children are taught about safeguarding, including online, child-on-child sexual abuse (sexual violence and sexual harassment) through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Our Governing Body will ensure there are procedures in place to handle allegations against teachers, head teachers, volunteers and other staff. The chair of the Governing Body is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher.

Our Governing Body ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in our schools are effective and support the delivery of a robust whole school approach to safeguarding. Their training will be regularly updated.

Our Governing Body reviews its policies/procedures annually. If there is a need to update safeguarding policies to ensure they are kept up-to-date with safeguarding issues as they emerge and/or to include lessons learnt locally or nationally then school leaders, our DSL and governing body may update safeguarding policies more regularly.

Our Governing Body is aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

The Nominated Governor for safeguarding in school is Mrs Sue Dell. They are responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding child protection

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

1.4 The Role of the Designated Teacher for Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our Governing Body will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. A previously looked after child potentially remains vulnerable and all our staff will have the skills, knowledge and understanding to keep previously looked after children safe.

Our Governing Body has appointed Nisha Patel as the Designated Teacher to promote the educational achievement of children who are looked after or previously looked after and ensure that this person has appropriate training. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, the Designated Teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The Designated Safeguarding Lead will have details of the child's social worker and the name of the Virtual School head in the authority that looks after the child.

Our Designated Teacher is aware that the Virtual School head manages pupil premium plus for looked after children. Our Designated Teacher works with the Virtual School head to discuss how funding can be best used to support the progress of our looked after children in school and meet the needs identified in the child's personal education plan. Our Designated Teacher will also work with the Virtual School head to promote the educational achievement of previously looked after children. In Walsall, in addition to their statutory duties, the role of Virtual School heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

In offering advice and information to workforces that have relationships with children with social workers, Virtual School heads will identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads and other local authority officers.

In our school we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

Non-statutory guidance on promoting the education of children with a social worker contains further information on the roles and responsibilities of Virtual School heads: [Virtual School Head roles for Children with a Social Worker](#)

1.5 Curriculum

Our Governing Body considers how children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PHSE, British Values, e-safety, assemblies, approved visitors, etc.

Our school makes use of the DfE “one stop” page for teachers on GOV.UK ([Teaching about relationships, sex and health](#)) This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.

We are familiar with the following resources to help us plan and teach about safeguarding:

- [teaching online safety in schools](#)
- UK Council for Internet Safety (UKCIS) guidance [Education for a connected world](#)
- UKCIS guidance [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- The UKCIS [external visitors guidance](#) to ensure the maximum impact of any online safety sessions delivered by external visitors
- National Crime Agency's CEOP education programme [ThinkuKnow](#)
- [Harmful Online Challenges and Online Hoaxes](#) this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

By using the resources above our children are taught to recognise when they are at risk and how to get help when they need it.

We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. Relevant issues will be addressed through the curriculum, for example self-esteem, emotional literacy, assertiveness, power, exploitation, sex and relationship education, consent, e-safety, British Values, bullying and sexting. Issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art.

Our policies address issues of power and potential harm, for example bullying, equal opportunities, physical handling, positive behaviour, online safety, SEND and are linked to ensure a whole school approach. Our safeguarding policy cannot be separated from the general ethos of the school, which will ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

1.6 Training

All staff and volunteers will receive Level One Training in Safeguarding Children and Young People Training Level One every year. They will also will receive regular safeguarding and child protection updates as required to provide them with relevant skills and knowledge to safeguard children effectively.

Our Designated Safeguarding Leads (and deputies) will attend training every two years; and in addition to formal training, their knowledge and skills will be refreshed at regular intervals, at least annually.

All staff and volunteers will receive Induction Training. This is mandatory and will include:

- Our child protection policy (inclusive of procedures to deal with child-on-child abuse)
- Our behaviour policy for pupils
- Our staff behaviour policy
- Our safeguarding response to children who go missing from education
- Our online safety policy

- The role of our Designated Safeguarding Lead and Deputy Designated Safeguarding Lead
- Part One of Keeping Children Safe in Education 2022 (Senior Leaders Designated Safeguarding Leads and Governing Bodies will assess whether staff who do not work directly with children will be suitably informed by reading and signing for understanding Part One of the guidance). All staff who work directly with children in our school will read and sign acceptance of understanding for Part One.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Walsall Safeguarding Partnership and Walsall Council offers training in Safeguarding Children and Young People, Child Protection, Safer Recruitment and other topics relating to safeguarding children. Staff training is not only crucial in protecting children and young people, but also makes them aware of how they can protect themselves against allegations. Further information about these courses can be accessed via the Walsall Safeguarding Partnership website at <https://go.walsall.gov.uk/walsall-safeguarding-partnership/>

1.7 The Statutory Framework and Legislative Duties

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

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175/157)
- Walsall Safeguarding Partnership Child Protection Procedures
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Children and Social Work Act 2017

The Children Act 2004 places a statutory responsibility as follows:

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

1.8 Local and National Responsibilities

Our school will fulfil their local and national responsibilities as laid out in the following documents:

- [Keeping Children Safe in Education 2023](#)
- [Teaching Online Safety in School](#)
- [Working Together to Safeguard Children July 2018](#)

- [Walsall Safeguarding Children Partnership Procedures](#)
- [Walsall Safeguarding Adults Partnership Procedures](#)
- [The Education Act 2002 s157/s175](#)
- [What To Do If You're Worried a Child is Being Abused March 2015](#)
- [Information Sharing Guidance for Practitioners and Managers July 2018](#)
- [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)
- [Education Inspection Framework](#)