Child Protection and Safeguarding policy
Contents

1. Definitions ................................................................................................................. 3
2. Introduction ................................................................................................................ 3
   2.2. Safeguarding aims ............................................................................................... 4
   2.3. Scope .................................................................................................................... 5
3. Roles and Responsibilities ......................................................................................... 5
   3.1. The Role of the Governing Body ...................................................................... 5
   3.2. The Role of the Headteacher .............................................................................. 6
   3.3. The Role of the Designated Safeguarding Lead .................................................. 7
   3.4. The Role & Responsibilities of all Staff within School ....................................... 8
4. Types of abuse ........................................................................................................... 9
   5.2. Youth Produced Sexual Imagery (‘sexting’) ......................................................... 16
   5.3. Serious Violence .................................................................................................. 17
   5.4. Searching, Screening and Confiscation ............................................................... 17
5. Responding to signs of abuse .................................................................................... 12
   11. Allegations of abuse against staff ........................................................................ 21
      11.2. Whistleblowing ............................................................................................... 22
6. Record-keeping .......................................................................................................... 19
7. Photography and Images ............................................................................................ 19
8. Early Help .................................................................................................................... 19
9. Staff training ............................................................................................................... 20
10. Safer Recruitment ...................................................................................................... 21
11. Allegations of abuse against staff ........................................................................... 21
    11.2. Whistleblowing ............................................................................................... 22
12. Promoting safeguarding and welfare in the curriculum .......................................... 22
13. Children Looked After ............................................................................................... 23
14. Children with Special Educational Needs ............................................................... 23
15. Use of reasonable force ............................................................................................ 24
16. Children staying with host families (see Annex E KCSIE) ....................................... 24
17. Summary ................................................................................................................... 24
18. Appendix A ............................................................................................................... 25
19. Appendix B – Further Safeguarding Information ..................................................... 26
   19.1. Types of Abuse .................................................................................................. 26
   19.2. Children missing from education, home or care .............................................. 29

Head Teacher: Mrs Jacqueline McGibney
Designated Safeguarding Lead: Mrs Jacqueline McGibney
Deputy Designated Safeguarding Lead: Ms Amanda Morris (Safeguarding, Attendance & Welfare Officer)
Named Governor for Safeguarding: Mrs Deb Austin / Mr Karl Miles
Chair of Governors: Mrs Deb Austin (02476) 335 697
Vice Chair of Governors: Mr Karl Miles (02476) 335 697
Local Authority designated officer: Lavona Brown (02476) 833 443
Designated Lead for Looked After and Previously Looked-After Children: Mrs Jacqueline McGibney
1. **Definitions**

1.1.1. ‘Safeguarding’ is defined in *Keeping Children Safe in Education (2019)* as;

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

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

1.1.3. ‘Child’ refers to everyone under the age of 18.

1.1.4. ‘Parent’ refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.1.5. ‘Staff’ or ‘members of staff’ refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Whitmore Park Primary School.

2. **Introduction**

2.1.1. We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone’s responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of ‘it could happen here’ and will consider the wishes of, and at all times, what is in the best interests of each child.

2.1.2. The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate Whitmore Park Primary School’s commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Whitmore Park Primary School’s safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.1.3. Whitmore Park Primary School is committed to the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.2. **Safeguarding aims**

2.2.1. The safeguarding aims of Whitmore Park Primary School, in line with *Keeping Children Safe in Education (September 2019)* are to;

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Whitmore Park Primary School understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.2.2. This policy adheres to the following documents;

- *Keeping Children Safe in Education (September 2019)*^1^
- *Working Together to Safeguard Children (June 2018)*
- *Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)*
- *What to do if you are worried a child is being abused: Advice for practitioners (2015)*

2.2.3. Please note that there are a number of other documents (statutory and non-

^1^ Guidance marked with an asterisk (*) is statutory.
statutory) that inform our policy and practice. A list of these can be found in Annex A of *Keeping Children Safe in Education (September 2019).*

2.2.4. This policy should be read in conjunction with the following policies which can be found on our school’s website;

2.2.5. Behaviour & Physical Restraint policy, e-Safety policy, Peer on Peer Abuse policy, Attendance policy, Children missing in Education procedures, Bullying policy, Whistle Blowing policy, Special Educational Needs (SEND) and Inclusion policy, Safer Recruitment Policy and Supporting pupils with medical conditions policy.

2.2.6. Links to these policies can be found in Appendix A.

2.3. **Scope**

2.3.1. This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Whitmore Park Primary School. All references in this document to ‘staff’ or ‘members of staff’ should be interpreted as relating to the aforementioned unless otherwise stated.

2.3.2. Rather than duplicating content from *Keeping Children Safe in Education (September 2019)* in this policy, it should be understood that Whitmore Park Primary School will always refer to this document as the benchmark for all safeguarding practice.

3. **Roles and Responsibilities**

3.1. **The Role of the Governing Body**

3.1.1. The school has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by Mr Kart Miles. Part 2 of *Keeping Children Safe in Education (September 2019)* sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Ensure that they comply with their duties under legislation;
- Ensure that policies, procedure and training in Whitmore Park Primary School are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that Whitmore Park Primary School takes into account local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the three safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure that Whitmore Park Primary School has an effective child protection policy, that it is published on Whitmore Park Primary School’s website or available by other means and review this annually;
- Ensure that Whitmore Park Primary School has a staff behaviour policy or Code of Conduct;
• Ensure that all staff undergo safeguarding and child protection training on induction;
• Ensure that children are taught about safeguarding, including online safety. See paragraph 12 of this policy for further information.
• Put in place appropriate safeguarding responses for children who go missing from education;
• Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
• Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
• Respond to allegations of abuse against the headteacher.

3.2. The Role of the Headteacher

3.2.1. The headteacher will;
• Ensure that this policy is reviewed annually and ratified by the governing body;
• Ensure that this policy and associated procedures are adhered to by all staff;
• Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
• Ensure that the role of ‘Designated Safeguarding Lead’ is explicit in the role-holder’s job description;
• Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
• Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
• Appoint a ‘Designated Teacher for Looked-After and Previously Looked-After Children’ to promote the educational achievement of children looked after;
• Appoint a lead for online safety; Mrs Jaqueline McGibney and Ms Kim Holland.
• Ensure that all recruitment follows the ‘Safer Recruitment’ guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
• Respond to allegations of abuse against all other members of staff;
• Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
• Ensure that the school works with social care, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm.
• Safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
• Ensure that children’s social care have access to Whitmore Park Primary School to conduct, or to consider whether to conduct a section 47 or section 17
3.3. The Role of the Designated Safeguarding Lead

3.3.1. The Designated Safeguarding Lead for Whitmore Park Primary School is Mrs Jacqueline McGibney. The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection in Whitmore Park Primary School;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with ‘Working Together to Safeguard Children (2018);’
- Identify if children may benefit from early help;
- Make referrals to Coventry’s Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Be available during school hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2019); ”
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Whitmore Park Primary School;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Promote a ‘culture of safeguarding’, in which every member of Whitmore Park Primary School community acts in the best interests of the child;
• Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in Whitmore Park Primary School; and
• Liaise with the headteacher regarding safeguarding cases and issues.

3.3.2. Further details on the role of the Designated Safeguarding Lead can be found in Annex B of *Keeping Children Safe in Education (September 2019)*.

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

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

• Have a responsibility to provide a safe environment, where children can learn;
• Should know what to do if a child tells them that he/she is being abused or neglected;
• Will be able to identify indicators of abuse;
• Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in Whitmore Park Primary School that support safeguarding and child protection;
• Will be provided with a copy of Part 1 of *Keeping Children Safe in Education (September 2019)* annually and receive annually updated training on their safeguarding roles and responsibilities;
• Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
• Will be made aware of the early help process and understand their role in it;
• Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
• May be required to support social workers and other agencies following a referral;
• Will be made aware of the process for making referrals to Children’s Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
• Should be prepared to make referrals to the MASH if they have concerns about a child’s welfare and understand the role that they may be expected to play in such assessments;
• Will receive regularly updated safeguarding and child protection training;
• Will receive safeguarding updates throughout the year as part of continuous professional development;
• Should be able to contribute to the development of safeguarding policy and practice.
• Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
• All teachers should safeguard children’s wellbeing and maintain public trust
in the teaching profession as part of their professional duties (Teaching Standards, 2012).

4. **Types of abuse**

4.1.1. As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are:

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

4.1.2. Types of abuse (Taken from *Working Together to Safeguard Children, 2018*)

<table>
<thead>
<tr>
<th>Type of abuse</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.</td>
</tr>
<tr>
<td>Physical abuse</td>
<td>A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</td>
</tr>
<tr>
<td>Type of abuse</td>
<td>Information</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Child sexual</td>
<td>CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</td>
</tr>
<tr>
<td>exploitation (CSE)</td>
<td></td>
</tr>
<tr>
<td>Neglect</td>
<td>The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.</td>
</tr>
<tr>
<td>Sexual abuse</td>
<td>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.</td>
</tr>
<tr>
<td>Emotional abuse</td>
<td>children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</td>
</tr>
</tbody>
</table>
4.1.3. Indicators of abuse can be found in Appendix B.

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

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

4.1.6. The school recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

- is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.²

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

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- child criminal exploitation (including involvement in county lines);

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² Taken from paragraph 18, Keeping Children Safe in Education (September 2019).
domestic abuse;
• fabricated or induced illness;
• faith-based abuse;
• female genital mutilation;
• forced marriage;
• gangs or youth violence;
• gender-based violence;
• hate;
• radicalisation;
• relationship abuse;
• serious violence;
• sexual violence or sexual harassment (including peer on peer abuse);
• sexting;
• So-called ‘honour-based’ violence;
• trafficking and modern slavery.

4.1.8. Whitmore Park Primary School will also take action to protect;

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

4.1.9. There are other familial issues that can have a detrimental impact on children.
We work with other agencies in line with Keeping Children Safe in Education (2019) to support children and families in the following circumstances;

• Children facing the court procedures and/or children in the court system;
• Children with family members in prison;
• Children who are homeless.

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

4.1.11. All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have “due regard” to the need to prevent people from being drawn into terrorism. See Appendix B for further information on Whitmore Park Primary School’s Prevent duty.

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

4.1.13. See Appendix B for further information and guidance on the above issues.3

5. Responding to signs of abuse

5.1.1. If a member of staff, parent or member of the public is concerned about a

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3 Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.
child’s welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children’s Social Care, where possible there should be a conversation with the Designated Safeguarding Lead.

5.1.2. If anyone other than the Designated Safeguarding Lead makes a referral to children’s social care or to the police, they should inform the DSL as soon as possible.

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

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicated that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child’s presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made.

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

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

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

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL
will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Whitmore Park Primary School is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.

- If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to children’s social care.

5.1.6. For further information about the Coventry Safeguarding Children Partnership’s ‘Right Help, Right Time’ guidance, which is used by Whitmore Park Primary School to make decisions about protecting children, please visit http://www.Coventry.gov.uk/RightHelpRightTime.

5.1.7. See below for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2019).

5.1.8. In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth.4

5.1.9. Whitmore Park Primary School understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.

5.1.9.1. All members of staff will be made aware of the school’s policy and procedures with regards to peer on peer abuse. The school will ensure staff understand what is meant by peer on peer abuse and the school policy on peer on peer abuse.

5.1.9.2. Whitmore Park Primary School will work to prevent peer on peer abuse. We will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHE syllabus which develops pupils understanding of acceptable behaviour and keeping themselves safe

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4 introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015.
○ Having systems in place for any pupil to raise concerns with staff; knowing that they will be listened to, believed and valued
○ Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
○ Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils.

5.1.9.3. Whitmore Park Primary School will investigate if an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raised a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation but no attempt at this stage should be made to investigate circumstances.

The DSL should contact the MASH to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.

If the allegation indicates that a potential criminal offence has taken place, MASH will inform the police who will then become involved.

Parents, of both the pupil being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.

The DSL, will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupil’s.

It may be appropriate to exclude the pupil being complained about for a period of time according to the school’s behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school’s usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

5.1.9.4. In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by the DSL, DSL and the Safeguarding, Attendance & Welfare Team.

5.1.9.5. Whitmore Park Primary School will never pass off peer on peer abuse as ‘banter’ or ‘part of growing up’.

5.1.9.6. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Staff should be aware that some groups are potentially at risk. Evidence shows girls, SEND and LGBT children are at greater risk (see Peer on Peer policy). Other issues to
consider: Female Genital Mutilation (FGM). Please see Annex B for further information.

5.1.9.7. Whitmore Park Primary School will adhere to guidance set out in Keeping Children Safe in Education (2019) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

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

5.2. Youth Produced Sexual Imagery (‘sexting’)

5.2.1. ‘Sexting’ refers to any sharing of youth-produced sexual imagery between children. This includes:

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

5.2.2. Whitmore Park Primary School has a responsibility to educate children in the risks relating to ‘sexting’ and how to keep themselves safe online. (See our Online Safety Policy / PHSE policy on our website.)

5.2.3. Any incidents or suspected incidents of ‘sexting’ should be reported to the DSL without delay.

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

- Confiscation of mobile phones in line with guidance ‘Searching, Screening and Confiscation, (January 2018);
- Referrals to the police and/or MASH;
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence;

5.2.5. The school recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.2.6. Any incidents of ‘sexting’ involving the following will result in a MASH and/or Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.
5.2.7. Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.2.8. We will work with parents as necessary if their child is involved in ‘sexting’.

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

5.3. **Serious Violence**

5.3.1. All staff will be made aware of indicators, which may signal that children are at risk of, or are involved with serious violent crime.

5.3.2. All staff will be made aware of the risks associated with serious violence, criminal networks and gangs and understand the measures in place to prevent these.

5.4. **Searching, Screening and Confiscation**

5.4.1. Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Whitmore Park Primary School.

5.4.2. Whitmore Park Primary School adheres to ‘Searching, Screening and Confiscation: Advice for Schools (January 2018).

5.4.3. Please refer to [link on the school website](#) for searching, screening and confiscation guidance.
5.4.4. To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from social care.

**MASH Telephone number:** 02476 788 555

**MASH online referral form:** [http://www.Coventry.gov.uk/SafeguardingChildren](http://www.Coventry.gov.uk/SafeguardingChildren)

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

**Prevent/Channel Referrals:** Refer to MASH (Mash@Coventry.gov.uk) and to CTU_Gateway@West-Midlands.PNN.Police.uk

5.4.5. If a child’s situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the Coventry Safeguarding Children Partnership’s Escalation and Resolution of Professional Disagreements policy, to ensure that our concerns have been addressed and that the situation improves for the child.
6. **Record-keeping**

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

6.1.2. Whitmore Park Primary School keeps a written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children’s files. These files will be separate from the main school files and will only be accessed by the relevant safeguarding staff. Whitmore Park primary School will be implementing the CPOMs electronic system in September 2019.

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

6.1.4. In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.1.5. The school will seek at least two emergency contacts for every child.

6.1.6. All data processed by Whitmore Park Primary School is done so in line with the General Data Protection Guidelines. Please see the following policies for additional information;

(See our Data Protection policy and Privacy Notices on our website.)

7. **Photography and Images**

7.1.1. Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Whitmore Park Primary School. If a parent changes their mind at any time, they can let us know by contacting the school office. Photographs will be stored in line with our record of retention schedule.

7.1.2. Parents can withdraw consent at any time and must notify Whitmore Park Primary School if they do not wish their child’s photographs to be used.

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

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

(See our Data Protection policy and Privacy Notices on our website.)

8. **Early Help**

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

Our linked family hub is: Pathways and can be found at Radford Primary School, Lawrence Saunders Road, Radford, Coventry, CV6 1HD. Tel: 02476 788444

8.1.2. Whitmore Park Primary School works within the Coventry Safeguarding Children Partnership’s ‘Right Help, Right Time’ framework, available on the CSCP website.

9. **Staff training**

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

- This ‘Safeguarding and Child Protection Policy’;
- The staff Code of Conduct
- Copies of Part 1 and Annex A of *Keeping Children Safe in Education (September 2019)*
- School procedures for Children Missing Education
- The school Behaviour Policy

9.1.2. Staff at Whitmore Park Primary School will have the following training:

- September Safeguarding Refresher Training
- Looked After & Previously Looked After Children
- DSL Briefings
- Coventry Safeguarding Children Partnership training for appropriate staff
- Safeguarding updates –staff meetings and TA meetings
- E-Bulletins etc.
- Governor training, Safeguarding and Health and Safety
- Mental Health Training
- Emotional Coaching
- Supervision and Counselling
- Children’s Medical Conditions training E.g. Epipen, Asthma
- PSHE
- Online Safety
- PREVENT
- Volunteer Training
- Buddy/Mentor Training for appropriate staff
- Team Teach
9.1.3. Whitmore Park Primary School recognises that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, trurying and ‘sexting’. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

10. Safer Recruitment

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

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

10.1.2. A record of all checks on members of staff will be held on the Single Central Record.

10.1.3. All new members of staff will be required to obtain DBS clearance. Whitmore Park Primary School reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

10.1.4. At least one member of every interview panel will have undergone Safer Recruitment training.

10.1.5. We take proportionate decisions on whether to check individuals beyond what is required.

10.1.6. Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.

10.1.7. All safer recruitment practices at Whitmore Park Primary School comply with Keeping Children Safe in Education (September 2019). See Part 3 of Keeping Children Safe in Education (September 2019) for further information.

10.1.8. See Safer Recruitment policy for further details.

11. Allegations of abuse against staff

11.1.1. Whitmore Park Primary School takes all allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2019).

5 Also known as ‘youth produced sexual imagery’.
in Education (September 2019) and the CSCP Guidance, ‘Allegations against Staff and Persons in a Position of Trust’.

11.1.2. If a concern or allegation of abuse arises against the Headteacher, it must be reported to the Chair of Governors without delay.

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

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

11.1.5. The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Designated Officer intervention. The details of the LAdo can be found on the front of this policy.

11.1.6. Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

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

11.1.8. In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Whitmore Park Primary School in managing the allegation.

11.1.9. A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

11.2. **Whistleblowing**

11.2.1. Whitmore Park Primary School operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Whitmore Park Primary School’s safeguarding processes to the senior leadership team.

11.2.2. The senior leadership team will take all concerns seriously.

11.2.3. In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education (2019) for additional guidance on whistleblowing procedures.

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

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

12.1.2. The school will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, the school will cover relevant issues in line with government guidance on Relationships Education and Relationships and Sex Education.
12.1.3. Children at Whitmore Park Primary School will receive the following as part of our promotion of safeguarding across the curriculum:

- The children receive weekly PSHE lessons that cover a range of safeguarding issues across the year, including staying safe at home and outside of school, in relationships, online and in terms of emotional wellbeing. These sessions also teach the emotional literacy and life skills needed to make safe choices in their present and future lives. The content of our PSHE scheme is decided annually based on the priorities identified for our children’s wellbeing.
- Weekly assemblies reinforce our school’s ‘Golden Values’ and promote the children’s welfare, such as anti-bullying week or online safety days.
- Relationships and Sex education is taught in years 1-6 as part of our PSHE curriculum. Parent sessions are held for all parents prior to SRE lessons. We will be reviewing this to meet the new statutory status of Relationships and Health Education from September 2020.
- Online safety units of work for all ages are included in the Computing curriculum.
- Updates (website, newsletters) and parent meetings for online safety.
- Protective Behaviours work with identified pupils and classes (Safeguarding Team).

13. **Children Looked After**

13.1.1. The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Whitmore Park Primary School recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Mrs Jacqueline McGibney – Headteacher.

13.1.2. Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

13.1.3. The school will work with Personal Advisors when children leave care (where applicable).

13.1.4. Whitmore Park Primary School is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14. **Children with Special Educational Needs**

14.1.1. As outlined in *Keeping Children Safe in Education (2019)*, Whitmore Park Primary School is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately
impacted by behaviours such as bullying, without outwardly showing any signs; and
• communication barriers and difficulties in overcoming these barriers.6

14.1.2. Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

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

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

15. Use of reasonable force

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

We have a number of staff within the year groups who have completed Team Teach training.

We have a rolling program of Team Teach training. This program will continue this academic year. Staff are trained on de-escalating strategies as part of the Team Teach training and also as part of training on emotional coaching.

All Team Teach incidents are recorded in the Red bound book and incidents are recorded on the Incident and de-briefing sheets. Please refer to the schools Behaviour and Physical Restraints policy regarding strategies used to de-escalate situations.

16. Children staying with host families (see Annex E KCSIE)

17. Summary

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

6 Keeping Children Safe in Education, September 2019
18. **Appendix A**

The school’s safeguarding policy is intended to be used in conjunction with the following policies (many of which can be found by [following this link to our website](http://www.ProceduresOnline.com/covandwarksscb/contents.html)).

The school adheres to Coventry Safeguarding Children Partnership Policies, which can be found here:

- Allegations Against Staff or Persons in a Position of Trust Policy (CSCP)
- Allegations Against Members of Staff (CSPC Guidance)
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Business Continuity Plan for Disaster recovery in the event of a Critical Incident Policy (Internal School Files)
- Children Missing in Education Procedures
- Complaints Policy
- Data Protection Policy and Privacy Notice
- Educational Visits Policy
- Equality Scheme Action Plan
- Escalation and Resolution of Professional Disagreements (CSCP)
- Health & Safety Policy (Internal School Files)
- Online Safety Policy
- Intimate Care Policy
- Home visits Policy (Internal School Files)
- PSHE Policy
- SRE Policy
- Safer Recruitment Policy (Internal School Files)
- Site Security Policy (Internal School Files)
- SEND Policy
- Supporting children with Medical Conditions
- Staff Code of Conduct
- Whistleblowing Policy
19. Appendix B – Further Safeguarding Information

19.1. Types of Abuse

As outlined in paragraph 4.6, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education (2019), Annex A.

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

19.1.1. Bullying, including cyber- or online-bullying

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

We also teach children about the dangers of bullying through our curriculum. See link to curriculum here: PSHE policy

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Child criminal exploitation (including involvement in county lines)

The key to identifying potential involvement in county lines are missing episodes for pupils at school.

School are vigilant with attendance of all pupil’s and monitor pupils attendance daily. Any concerns are raised with the Safeguarding, Attendance and Welfare Team; who will take the appropriate action to safeguard pupils.

19.1.2. Domestic abuse

The school takes part in the Encompass Project which is an initiative ran by the police to inform school the following day after a reported incident.

Operation Encompass will ensure that a member of the school staff, known as a Key Adult, is trained to allow them to liaise with the police and to use the information that has been shared, in confidence, while ensuring that the school is able to make provision for possible difficulties experienced by children, or their families, who have been involved in, or exposed to, a domestic abuse incident.

19.1.3. Fabricated or induced illness

We are very rigorous on identifying why pupil’s don’t attendance school. Where concerns are raised that this may be a possibility for a pupil; the Safeguarding team will investigate further and take appropriate actions E.g.
advice and referral if necessary to social care.

19.1.4. \textbf{Faith-based abuse}

As part of the SMSC/PSHE/RE curriculum pupils are informed of cultures and religions. Within these curriculum areas pupil’s are taught about Respect and Tolerance. If school are made aware of any concerns they will follow the schools safeguarding procedures.

19.1.5. \textbf{Female genital mutilation} (A form of so-called ‘honour-based’ violence)

The school is vigilant when holiday hotspots are requested by parents and involve other agencies e.g. doctors to check requested absences. If school are made aware of any concerns around possible FGM they will follow the schools safeguarding procedures.

School will follow the Mandatory Reporting protocol if they are made aware of any FGM being carried out for any pupils.

19.1.6. \textbf{Forced marriage} (A form of so-called ‘honour-based violence)

As a school this is not an issue.

Should any concerns be raised; staff will share these with the Safeguarding, Attendance and Welfare Team who will take the appropriate action to safeguard our pupils E.g. contact social care and the police.

19.1.7. \textbf{Gangs or youth violence}

School are vigilant with monitoring pupil’s behaviour to ensure that pupil’s feel safe at all times in school. As part of the PSHE curriculum pupils are taught how to keep themselves safe; both inside and outside of school.

Staff are vigilant in reporting concerns to the Safeguarding Team that may be related to Gangs/ youth violence. The Safeguarding Team will take appropriate action to safeguard our pupils E.g. liaising with multi-agencies such as social care and the police.

19.1.8. \textbf{Gender-based violence}

School are vigilant with monitoring pupil’s behaviour to ensure that pupil’s feel safe at all times in school. Pupils are taught to understand what safe situations are and how to keep themselves safe.

Staff are vigilant in reporting concerns to the Safeguarding Team that may be related to Gender-based violence. The Safeguarding Team will take appropriate action to safeguard our pupils E.g. liaising with multi-agencies such as social care and the police. Direct work may also be completed with targeted pupils for Protective Behaviours.

19.1.9. \textbf{Hate}

As part of the RE curriculum pupils learn about the beliefs of faiths and those
with no faith. Within this curriculum areas school promotes the fundamental British Values to pupils. One of the schools golden values is Respect. During whole school assemblies, class assemblies and in PSHE lessons pupils are taught about the importance of respecting all people. If school are made aware of any concerns they will follow the schools safeguarding procedures.

19.1.10. **Homelessness**

School work with all agencies looking after families that have been evicted from their homes.

19.1.11. **(So-called) ‘Honour-based’ violence** (For FGM and Forced Marriage, types of so-called ‘honour-based’ violence, see above)

19.1.12. **Radicalisation and Extremism**

Our staff are trained in their duty in terms of PREVENT and how to recognise potentially concerning behaviour and prevent the children from being exposed to risks that could cause them harm or expose them to criminal activity. When a concern is raised discussion will take place with agencies and referrals made to Channel. This is where structured interventions are implemented via a multi-agency approach.

19.1.13. **Relationship abuse**

We work closely with parents and families and external agencies to support them where there has been abuse.

19.1.14. **Serious Violence**

All staff will be made aware of indicators, which may signal that children are at risk of, or are involved with serious violent crime. All staff will report any concerns to the safeguarding team; who will take the appropriate actions to safeguard our pupils.

19.1.15. **Sexual violence or sexual harassment (including peer-on-peer abuse)**

As a school we will minimise the risk of allegations by providing a developmentally appropriate PSHE syllabus that will develop pupils understanding of acceptable behaviours and how to keep themselves safe. The school takes all forms of sexual violence or sexual harassment and peer on peer abuse seriously and will respond sensitively and quickly to any reported incidents. Children should report any incidents to their teacher, to the DSL or to any trusted member of staff who will take appropriate action to safeguard them.

19.1.16. **Sexting**

All pupils are taught how to use technology responsibly and keep themselves safe online in the PSHE and Computing curriculum.

All staff will report any concerns to the safeguarding team; who will take the
appropriate actions to safeguard our pupils.

19.2. **Children missing from education, home or care**

19.2.1. The school will also take action to protect;

- Children missing education
- Children missing from home or care

19.2.2. **Children Missing Education**

The school implements the following procedures when there are concerns about a CME pupil:

**Staff Procedures for CME (Children Missing in Education)**

19.2.2.1. **Attendance Team:**

- Ensure school registers are completed by 9am (Class Teachers)
- Attendance Team: at close of registers staff will ensure that all messages are taken from the absence line and are added to the relevant registers. Where there are still missing marks staff will call the class to double check if the child is or isn’t in school before any calls are made to parents for reasons of absence
- ‘First Day Calling’ commences as soon as all registers are complete. Voicemail messages will be left if no answer and/or a Schoolcomms text is sent to the parents/carers to determine why the child is absent. Absent pupils who are on the Safeguarding and Child Protection register will be contacted first, then pupils with Persistent Absence and finally any other pupils who are absent
- Where necessary a Home Visit will be done by the School Liaison Officers; if there are ongoing concerns around attendance for the pupil and/or if the pupil is subject to Safeguarding E.g. CP Plan, CIN Plan, CAFs or assessments open to social care, so that they can make reasonable enquires to establish the reason for absence/whereabouts of the child
- All staff in school are to report any concerns that they may have around a child’s absence – as they may have information additional to the Attendance Team E.g. may have overheard the child saying they are moving, going to another school, going on holiday. This information will then be followed up by the Attendance Team
- A pupil is classed as Missing in Education after 10 days absence without permission. If no contact has been made with the family and the child has not returned to school E.g. failed to have returned after a holiday, family reported to have left the area, child has failed to take up a place at school; the Attendance team should make the following checks before completing a referral form to the Local Authority CME Team to report the child’s absence:
  i) Ask the friends of missing pupils for any current information
  ii) Check emergency contact number
  iii) Check free school meals database
iv) Check records to see if there are siblings at another school - ring school
v) Check with the School Nurse

Referral forms should be sent to:
Coundonchildrensservices@coventry.gcsx.gov.uk or Helen.Fox-Williams@coventry.gcsx.gov.uk

If a pupil has not returned to school after 20 days they can be removed from the schools register after the Local Authority has been informed of the situation.

(See our Attendance policy on our website.)

19.2.3. Children Missing from home or care

School are vigilant at monitoring pupil’s attendance at school and will seek reasons for a pupil’s absence on a daily basis (see above Staff Procedures for CME).

In the event that the Safeguarding, Attendance and Welfare Team are made aware that a child is missing from home or care; they will liaise with external multi-agency services to report their concerns E.g. police and social care.

(See our Attendance policy on our website.)

19.2.4. Private Fostering

The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days in line with Local Authority guidance. This information is shared with all staff in annual training.

19.2.5. Indicators of abuse

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

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

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.