

Safeguarding & Child Protection Policy

Yew Tree Primary School



Date of Policy:	July 2026
Responsibility:	Sally Roberts (DSL)
Review Date:	July 2027
Consultation:	This policy was developed with staff & governors following statutory guidance & updates (inc. Keeping Children Safe in Education) and LA best practice recommendations/model policy template

ETHOS STATEMENT

It is the aim of the Governing Body of Yew Tree Primary School to develop policies and procedures which support the school's vision of:

"Learning Without Limits"

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1. KEY CONTACTS

Designated Safeguarding Lead- DSL, including Children in care and PREVENT:

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2. INTRODUCTION

This document is the Safeguarding and Child Protection Policy for Yew Tree Primary and any extended services that it provides.

This policy has due regard for Keeping Children Safe in Education 2026 and Working Together 2026.

This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the school's Leadership and Management and the requirements of the Local Multi Agency Safeguarding Arrangements.

This Safeguarding and Child Protection Policy forms one part of our safeguarding responsibilities and the principles embedded in this policy should have due regard to a range of linked policies including but not limited to: Safer Recruitment Policy, Information sharing and Record keeping, Behaviour Policy, Physical Intervention Policy, Managing allegations against a Persons in a position of Trust (including low level concerns), Whistleblowing, Anti-Bullying Policy, Mobile Phone Usage Policy, Health and Safety, PSHE, Sex and Relationship Education, Sexual Violence and Harassment in school, Equal Opportunities, Anti discriminatory practice, Special Educational Needs, Confidentiality, Attendance, Managing Serious Violence and weapons, Substance Misuse (including drugs and alcohol), Educational visits, E-safety, Combating Extremism, School Security, Staff code of conduct, Acceptable Use of Technologies etc and any other relevant policies as defined by statutory guidance and the school's Governing body.

Safeguarding and promoting the welfare of children is defined by the Department of Education as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online risks
- 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.
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children

- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

Safeguarding and promoting the welfare of children is everyone's responsibility. All those who come in to contact with children and their families have a role to play in keeping children safe. In order to fulfil this responsibility effectively all professionals should make sure their approach is child centred and have the best interests of the child at the heart of all action.

EQUALITY

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 violence
- › 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
- › are missing from education
- › whose parent/carer has expressed an intention to remove them from school to be home educated

Purpose of a Safeguarding and child protection Policy	To inform all members of staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and their responsibilities therein
Local Multi Agency Safeguarding Arrangements	The school follows the procedures agreed by Sandwell's Multi- Agency Safeguarding Arrangements. We recognise the important role we play in Sandwell's children's Safeguarding Partnership Multi Agency Arrangements. We demonstrate our compliance with these arrangements via the annual S175/157 Safeguarding Audit. In order to support our families we will take on the lead professional role when we are the most appropriate service to do this.
School Staff & Volunteers	School staff, including supply, volunteers and trainee teachers are well placed to observe the outward signs of abuse, neglect and exploitation. The school will therefore: Ensure all staff and governors receive safeguarding and child protection training including online safety at induction and at least annually thereafter to help identify concerns in accordance with 'What to do if you are worried a child is being abused – 'Advice for practitioners' (DfE 2015) Temporary staff and volunteers will be made aware of policies including child protection, staff code of conduct and acceptable use of technologies including social media as part of their induction. All staff/volunteers/agency/temporary staff and volunteers will be made aware of policies including child protection, staff code of conduct, whistleblowing and acceptable use of technologies including social media as part of their induction. Ensure that all staff is aware of this policy and those relating to the safeguarding of children. All school staff will read part one of Keeping Children Safe in Education 2026

	• Safeguarding information for all staff • What school and college staff should know and do • A child centred and coordinated approach to safeguarding • Section 3 of the EYFS will also be read alongside KCSIE
Principles	The policy applies to all children between the ages of 0-11 whose care and education comes within the remit of this school. We are fully committed to the Multi Agency STAR Practice Model principles of being strength based, trauma informed and relationship based. We operate a whole school approach to safeguarding where everyone adopts a zero tolerance to abuse and recognises their responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in where children can learn and develop. The school creates a culture of safe recruitment and has adopted robust recruitment procedures outlined in Keeping Children Safe in Education 2026 statutory guidance for schools. The staff and Governing Body of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. Children's wishes and feelings are always taken into account when determining what action is taken and included in any referrals. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued and understanding that their voice will be heard. This school also recognises its duty of care to report safeguarding concerns when a child is at risk of

	harm or may be a risk of harm to others (e.g. carrying a weapon) The school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Children's Services, Child and Adolescent Mental Health Services, School Attendance Support Service, Inclusion Support Service and other agencies/services coming into school to support individual pupils/groups of pupils. This includes providing a coordinated offer of early/ family help. School ensures that all staff understand the early / family help process and recognise the factors that make children more at risk of poor outcomes including poverty, stigma and isolation which may be brought about by factors such as family members in prison or homelessness. We take timely action to support early intervention if we have concerns. The school recognises it's duty of care to report safeguarding concerns when a child is at risk of harm or may be a risk of harm to others (e.g. carrying a weapon). We ensure that support is matched to children's individual needs. We encourage all children and young people to respect, value and support each other. We recognise that children who are lesbian, gay, bisexual or gender questioning may be targeted by others and discriminated against. This behavior will not be tolerated and we will ensure children and young people have a trusted adult who they can be open with. We are fully compliant and promote Operation Encompass, which is a police and Education early intervention safeguarding partnership that supports children and young people exposed to Domestic Abuse. It aims to ensure Schools are notified in a timely manner of any Domestic Abuse incident where child/ren are present or registered at the address. This includes undertaking the Key Adult online training and ensuring all parents / carers are
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	aware we are part of this initiative via newsletters, school website and induction. We recognise that children who experience, see or hear domestic abuse in all its forms are victims and appropriate support will be offered. We ensure that appropriate and robust filtering and monitoring is in place for on all school devices and networks which are regularly reviewed to assess their effectiveness. We are aware of the influence of harmful extreme ideologies (political hatred, misogyny etc.) both online and in the real world. We will promote tolerance for all, healthy relationships and tackle extreme views in line with local procedures and Government guidance. We also recognise the part mobile phones can play in compromising children's safety. Therefore, we implement a 'no mobile phone' system to safeguard children (see Mobile Phone Policy). We aim to meet the DfE filtering monitoring standards and the Cyber Security standards for schools and colleges to build cyber resilience To protect the privacy, safeguarding and personal information of our children, staff and visitors AI enabled recording devices are prohibited on school premises without prior authoristaion. These include; smart glasses with recording capabilities, AI-enabled werable devices, live transcription devices, audio recording devices and video recording devices. We aim to meet the DfE filtering and monitoring standards and the Cyber Security standards for schools and colleges in order to build cyber resilience. As part of our teaching and learning we may use Generative AI and as such use guidance produced by the DfE to ensure we do this safely and effectively.
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	We ensure that children who are subject to multi-agency plans are supported by the school as defined in that plan. We are fully committed to safeguarding the welfare of children we care for and care experienced young people. To develop and deliver the PSHE curriculum to create opportunities for children to develop the skills they need to recognise and stay safe from harm including Domestic Violence and Abuse (DVA), Child exploitation including sexual and criminal Trafficking, Gangs and knife Crime, Radicalisation, Female Genital mutilation (FGM), Honour based Violence (HBV) and Forced Marriage (FM), Online/Social Media Safety, extreme ideologies. They will be supported to calculate risk and be made aware of the range of support available to them. To ensure staff are aware that wider environmental factors could be present in a child's life that are a threat to their safety and/or welfare. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) online grooming, sexual exploitation, criminal exploitation, and serious youth violence. This is known as Assessment of Risk outside the family home and we will have due consideration for this when assessing risks to children and young people. We are familiar and keep up to date with legislation and guidance that relates to children and young people such as legislative changes to the legal age of marriage in England and Wales. 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 the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils
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	To contribute to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic well-being. To support the mental health and wellbeing of students and be able to identify when there are needs and consider when they become a safeguarding issue. We will follow referral processes to gain the support required to help keep the child safe. The school will ensure that parents understand the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. The school's child protection policy is made available to parents on request and published on the school website. Our policy extends to any establishment our school commissions to deliver education to our pupils on our behalf including alternative provision settings. We will continue to be responsible for the safeguarding of any pupil placed in Alternative Provision and ensure we are satisfied that the provider meets the needs of the pupil by conducting appropriate checks and securing written confirmation the provider has appropriate safeguarding procedures in place. Our Governing body will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Ongoing monitoring will be undertaken. When our premises are used for activities/services offered by other organisations or individuals confirmation will be sought by the school that appropriate risk assessments are completed, safeguarding and child protection policies and procedures are in place. This assurance will be included in any transfer of control agreement (i.e. lease or hire agreement)
Implementation, Monitoring and Review of the Safeguarding and child protection Policy	The Designated Senior Lead will ensure that the school's child protection policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal.

	Our school submits the Local Authority annual safeguarding audit (S175/157 Education Act 2002 audit), within agreed deadlines, to evidence compliance with current legislative compliance, including any implications and learning from local, regional or national safeguarding issues. In this way, the Governing Body authorises the DSL for Child Protection to carry out his/her responsibilities as outlined in the statutory Guidance
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3. STATUTORY FRAMEWORK

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

- [The Education Act 2002](#) [Children Act 1989](#) & [The Children Act 2004](#)
- [Sandwell Children's Safeguarding Partnership - Inter Agency Procedures – regional Procedures](#)
- [Working Together to Safeguard Children](#)
- [What to do if you're worried a child is being abused: advice for practitioners](#)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Keeping Children Safe in Education](#)
- [General Data Protection Legislation \(2018\)](#)
- Information Sharing Duty 2026
- [Information sharing to safeguard children and young people - GOV.UK](#)
- [Mental Health and Behaviour in Schools: Departmental Advice](#)
- [Sexual Offences Act 2003](#)
- [Section 26 of the Counter-Terrorism and Security Act \(2015\)](#)
- [The Prevent Duty](#)
- [Section 5B of the Female Genital Mutilation Act 2003](#)
- [Forced Marriage \(Civil Protection\) Act 2007 \(legislation.gov.uk\)](#) – The legal age of marriage in England and Wales is 18 years Old
- [Child and Social Work Act 2017](#)
- [Children's Wellbeing and Schools Act 2026](#)

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Voyeurism Offences Act 2019](#)
- [DfE statutory guidance on Children Missing Education](#)

Additional links to Resources/ Information (Child – on – Child Sexual Violence and Sexual Harassment, **Generative AI in education, Gender questioning children : Relationships, sex and health education**) can be found in KCSIE 2026.

4. SAFEGUARDING IN EDUCATION

The Headteacher is responsible (with the lead support of the Designated Safeguarding Lead) for ensuring safeguarding arrangements are implemented effectively in school.

This includes:

- Having the overarching responsibility of ensuring the effectiveness of our school safeguarding arrangements as outlined in this policy.
- Being accountable and reporting to the Governing Body (with the support of the Designated Safeguarding Lead) on the effectiveness of school safeguarding arrangements.
- Supporting and promoting a whole school safeguarding culture and ethos as outlined in our [Safeguarding Statement](#). This includes ensuring that the Senior Leadership Team work effectively together and with the Designated Safeguarding Lead, to ensure a whole school approach to safeguarding.
- Take the lead role in [Ensuring Safe Practice](#); including ensuring staff are knowledgeable and confident in their safeguarding practice; including making sure that their practice is in line with national and local requirements. The Headteacher is also the lead person responsible for receiving, managing, and referring to/liasing with the Local Authority Designated Officer (with the support of the Designated Safeguarding Lead) or any other authorities regarding allegations of abuse made against staff or other organisations/individual who use school premises.
- Enabling the Designated Safeguarding Lead and any deputy(ies) to carry out their roles effectively. This means ensuring they are given sufficient time, training, support, resources, including cover arrangements where necessary.
- Ensuring that all school policies including safeguarding policies and procedures and those required to be in place, are implemented and followed by all staff.

4. DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead (DSL) for child protection co-ordinates action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the DSLs are and that they are aware of their individual responsibility to be alert to the signs of abuse and should consider the context within which

specific safeguarding issues within the wider environment (Assessment of risks outside the family home – see appendix to discuss any concerns with the DSL. Also, that they are aware of what happens once a concern has been raised

Sally Roberts is the DSL for Child Protection and a member of the Strategic Leadership Group

Deputy DSLs have been appointed to act in the absence/unavailability of the DSL. Whilst the activities of the safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection for safeguarding and child protection remains with the safeguarding lead. This responsibility is not delegated.

The Deputy DSLs for Child Protection in this school are:

DSL team: Jamie Barry, Sharon Fry, Tamsie Mclean, Rachel Sherwood

Attendance / Safeguarding support: Mrs Zoe Reed

In the absence of the DSL and the deputy DSL the most senior member of staff in school will assume responsibility for any child protection matters that arise. Any deputies should will trained to the same standard as the designated safeguarding lead.

The DSL Team will:

- Ensure that he/she receives refresher training at least every two years
- Take lead responsibility for safeguarding and child protection including online safety and understanding the filtering and monitoring systems and processes in place.
- To keep his or her knowledge and skills up to date (for example via e-bulletins, meeting other designated safeguarding leads) at regular intervals, but at least annually, to keep up to date with any developments relevant to their role.
- Ensure that all staff , including supply and volunteers, who work with children undertakes appropriate training to equip them to carry out their responsibilities for safeguarding children at induction and at least every two years with regular updates at least annually which will enable them to recognise the signs and symptoms of abuse including Online Safety including abuse / grooming, understanding expectations, applicable roles and responsibilities in relation to filtering and monitoring. Domestic Violence and Abuse (DVA) with knowledge of what is controlling behaviours and coercive control, Child to Parent domestic abuse, child to child abuse (including harassment and violence), Child exploitation, Spiritual abuse, Female Genital Mutilation (FGM), Honour based Violence (HBV) and Forced Marriage (FM).
- Ensure that all staff understand the statutory duty to report to police when they suspect a child has had FGM carried out on a girl under 18.
- Ensure all staff understand the PREVENT Duty.
- Ensure that parents and staff are aware the school is part of Operation Encompass by providing full information around school, within parental information and on the school website.

- Ensure there are effective induction procedures and ongoing monitoring procedures around safeguarding and child protection for all adults working in the school, be they staff or volunteers, including supply agency staff which are to be undertaken no longer than 10 working days of commencement of their contract
- Make sure that concerns are raised by staff/volunteers when necessary
- Offer support and guidance to all adults working within the school on matters of safeguarding and child protection.
- Ensure that the names and contact details of the DSL Team are on display for all staff, parents, pupils and visitors to the school
- Ensure that (whenever possible) the DSL and Deputy DSL are not out of school (e.g., at training events) at the same time. If they are absent arrangements should be in place to ensure their duties are covered during their absence.
- Ensure that the telephone number for the Contact Centre is available and easily accessible to staff in case, for any reason, the DSL and Deputy are not contactable, in order to ensure there is no unwarranted delay in referral
- Discuss concerns as required with outside agencies e.g., specific agency for single need (e.g., speech and language, Inclusion Support), early intervention multi-agency (e.g., Early / Family Help process) or Multi Agency Safeguarding Hub (MASH) /existing social worker (child protection/significant harm concerns)
- Be aware of contact details and referral routes to support families. This includes referral routes to local housing authority for families who are at risk of being homeless, referral routes for children in households where there is domestic abuse, child criminal exploitation, children missing or absent from education
- Ensure suitable safeguarding arrangements are in place to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods, considering when threshold for educational neglect is met.
- Work closely with colleagues with specific lead responsibilities in school such as the Attendance officer, Mental Health Lead, Child we care for designated teacher, to respond to safeguarding concerns and improve outcomes for children.
- Work closely with partner agencies and services to improve outcomes for children and young people including (but not limited to) Local Authority Designated Officer (LADO), allocated social workers, special educational needs coordinators (SENCOs), senior mental health leads, school nurses, domestic abuse support, locality Strengthening Families team, community policing.
- Be aware of the requirement for children to have an Appropriate Adult when they are being questioned by police regards any criminal matters. Further information can be found in the Statutory guidance - PACE Code C 2019.

- Complete / oversee necessary paperwork and correspondence including request for support to the Early / Family Help team or MASH in regard to safeguarding and child protection referrals
- Ensure there is appropriately trained staff to lead on targeted support and that all staff is aware of the Early / Family Help process and their role within it
- Ensure that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan.
- Ensure that the school is represented by a DSL (or in their absence one of the safeguarding team) at child protection conferences, core groups and multi-agency meetings about 'Children in Need'. If none from school can attend apologies will be given and a written report will be submitted prior to the conference
- Compile and submit a written report regarding children who are subject to child protection conferences. This will be shared with parents before the conference takes place.
- Ensure there is appropriate representation on Core Groups when a child is on a child protection plan. If the most appropriate person is a class teacher, there must be joint working with the DSL.
- Ensure record keeping is detailed.
- Ensure that welfare records are kept securely and confidentially (locked and with limited access)
- Ensure that safeguarding and child protection records are chronologically recorded, with significant incidents or events clearly highlighted. These records should be reviewed regularly and focus on outcomes for the child/children (Use of CPOMs)
- Ensure that records are transferred, within 5 days for an in-year transfer or within the first 5 days of the start of a new term, when a child changes/transitions to a new school.
- Ensure that transfer records explicitly identify any historic Vs current concerns (using the flag system on CPOMS) and a clear structured summary is provided.
- Ensure there is a mechanism in place to support the DSL for Child Protection in specific regard to their welfare responsibilities e.g., weekly/monthly one to one meetings between the DSL and Deputy DSL to offer mutual support.
- Keep the school's SLT, Governors, Local Authority and SCSP informed about safeguarding and child protection issues as requested
- Provide guidance to parents, children and staff about obtaining suitable support
- Discuss with new parents the role of the DSL and the role of safeguarding in the school. Make parents aware of the safeguarding procedures used and how to access the safeguarding and child protection policy.

- To arrange adequate and appropriate cover arrangements for any out of hours/out of term activities including onsite day care provision.

5. GOVERNING BODY

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. There is a nominated governor for child protection is appointed to take lead responsibility.

The nominated governor for child protection is:

Scott Johnson

Our Governors will be subjected to an enhanced DBS check and 'Section 128' check.

All governors receive appropriate safeguarding and child protection (including online to include responsibilities and expectations around filtering and monitoring) 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 place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training is updated at least annually.

In particular the Governing Body must ensure that:

- Safeguarding and child protection policy and procedures are in place and reviewed annually
- Obligations under the Human Rights Act 1998 21, the Equality Act 2010²², (including the Public Sector Equality Duty²³), and their local multi-agency safeguarding arrangements are maintained and any breaches are tackled appropriately. Safe recruitment procedures are in place and reviewed annually.
- All staff (paid and unpaid) / agency and temporary staff have an up-to-date enhanced Disclosure and Barring service (DBS) certificate. All those carrying out teaching roles will require an additional check to ensure they are not prohibited from teaching.
- Volunteers who teach, train, instruct, care for or supervise children on more than 3 days in any 30 day period will be classed as being in regulated activity and will have an enhanced DBS check that includes children's barred list information.
- Ongoing vigilance beyond the recruitment process to ensure safety and the welfare of children is embedded in all of our processes and procedures to ensure the prevention of abuse and challenges made to inappropriate behaviour.
- Our governors will be subjected to an enhanced DBS check and Section 128 check.
- DBS certificates will be in place for all serving governors and newly appointed governors within 21 days of their appointment

- A Single Central register (SCR) is monitored to ensure it meets statutory requirements (Please see our Recruitment Policy). All staff leavers will be deleted from our current SCR
- Position of trust procedures are in place (included the management of low-level concerns) and reviewed annually
- A DSL who is a senior member of school leadership team is appointed and notify the LA of any changes in personnel to this role
- There is a dedicated teacher for Children we care for who have been appropriately trained (Sally Roberts). This staff member has a key role in promoting the educational achievement of children in care and care leavers.
- The governors support the DSL for Child Protection in carrying out his/her responsibilities as outlined in 'Keeping Children Safe in Education', (September 2026) and in their job description.
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- There are robust policies and procedures in place which are implemented and monitored.
- Relevant safeguarding/child protection training is accessed by all school staff/volunteers according to their role and responsibilities (including online safety and the understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring)
- Consider the number and age range of the pupils , those who are potentially at greater risk of harm and how often they access IT systems along with the proportionality of costs versus safeguarding risk. Ensure that school adhere to the DfE Guidance - [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\). Monitoring and reviewing with IT staff to determine how best to support school to meet the standards.](#)
- That they receive an annual report from the DSL regarding safeguarding/child protection work including details of early help involvement and the lead professional role which has been undertaken in the year which is shared with the LA or other appropriate body.
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required

6. SCHOOL PROCEDURES- Staff Responsibilities

All school staff and volunteers need to be alert to the potential abuse of children both within their families and from other sources including members of the school community.

The DSL will ensure all staff are aware of the school's reporting and referral procedure (CPOMs) and the need for timely reporting.

We are aware that a child being absent from education is a potential indicator of abuse or neglect. School staff will follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future, in accordance with KCSIE. Consideration will be given if a referral to children services if there are safeguarding concerns or there has been no contact with school. If a child stops attending altogether this will be reported to attendance and prosecution service with information regard off rolling the child.

The school will robustly monitor the attendance of children on roll in the school in line with the Attendance Policy Policy and Working together to improve school attendance; Statutory Guidance (July 2026). When a safeguarding/child protection concern is raised, attendance concerns will be shared with partner agencies in accordance with local information sharing protocols.

The school will ensure they have systems in place to regularly update contact numbers for parents/carers and that there are at least two emergency contact numbers on file for every child on roll.

If any member of staff is concerned about a child the DSL team will be informed immediately. There is an absolute responsibility for all members of the school to respond to any suspected or actual abuse of a child in accordance with these procedures.

The member of staff will record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

There may be emerging needs or adversities faced by children and their families that could be addressed through early help. Sandwell's Multi Agency Threshold document (available on the SCSP Website) will guide us on what is the most appropriate level of support for families based on their level of need.

The Single Point of Contact or the MASH education team are available for early advice and support prior to getting to the point when things need to go to MASH.

The DSL will decide whether the concerns should be referred to children's social care via the MASH. If it is decided to make a referral to children's social care this will be discussed with the parents and consent sought, unless to do so would place the child at further risk of harm, place a vulnerable adult at risk or compromise any enquiries that may need to be made.

When concerns have been raised regarding a child or they are subject to any multi-agency work a written record will be kept securely and separately from the child's main pupil record.

Whenever a child transfers to another school all school records, including safeguarding/child protection files will be sent to the receiving school in a secure manner and relevant agencies will be informed of the new school that the child has moved to. Any transfer records should explicitly identify any historic Vs current concerns (using the flag system on CPOMS) and a clear structured summary should be provided.

The DSL is responsible for making the Senior Leadership Team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

All staff and volunteers should be aware that the main categories of abuse are:

- **Physical abuse**
- **Emotional abuse**
- **Sexual abuse**
- **Neglect**

In addition to these types of abuse and neglect, members of staff will also be alert to specific safeguarding issues. Please see Appendix A KCSIE 2026 and What to do if you are worried a child is being abused (DfE 2015)

All staff will have awareness training and briefings so they are alert to the signs and symptoms of abuse, including those that may signal a child is at risk from or involved with serious crime. They are made aware of the associated risks and understand the measures in place to manage them (www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence).

All staff will be informed of the risks posed by adults or young people who use the internet to bully, groom or abuse children.

Staff will oversee the safe use of electronic and social media by staff and pupils and take immediate action if they are concerned regards any bullying or risky behaviours.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see B for details.

All staff will read and understand part 1 of KCSIE and review this guidance annually.

7. DEALING WITH A DISCLOSURE

Where a pupil actually discloses that he/she has been abused the following guidelines must be followed:

RECEIVE

- If a child wants to talk to us, we never ask them to come back later. We ask them what they want to talk about and, if we are concerned about their welfare, we give them the time to speak.
- We do not promise confidentiality, and will inform the child that we are happy to talk to them but if they tell us anything that we believe may be putting them at harm then we will pass it on to obtain the appropriate level of intervention.
- We will listen carefully to the child and will not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, we will ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk so we can clarify vague concerns and take the right action.

REACT

- To clarify information, you may ask open-ended questions e.g., "Is there anything you'd like to tell me?", "Can you explain to me..." "Can you describe to me..."
- We do not ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'
- We do not ask 'accusing' questions e.g., "Why didn't you tell someone earlier?"
- We will not criticise the alleged perpetrator, it may be someone that they will continue to live with.
- We do not ask the pupil to repeat their disclosure for any other member of staff; it is the person receiving the disclosure responsibility to share the information
- If we do not adhere to these guidelines we may compromise enquiries that need to be made later by children's social care or Police.

REASSURE

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

RECORD

- Notes are taken as soon as possible afterwards using the words that the child has used.
- We do not record assumptions and interpretations, just what was heard and seen.
- We do not destroy original notes even if we later write things up more neatly and fully or elsewhere (CPOMS) until we are sure they will not be needed in any investigation.
- We record the date, time and place of the disclosure.
- We will sign any written records and identify our position in the school setting.
- We never ask a child to write an account or sign any of our documentation as this may compromise enquiries that need to be made later by children's social care or Police.

REFER

- Immediately inform the DSL for child protection or in their absence the Deputy DSL for child protection (SLT) who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Community Operating Group Social worker for advice.
- To consult with your DSL for child protection does not mean a referral has been made. This decision is the responsibility of the DSL for child protection who will contact the appropriate agency as and when required.
- If you are unhappy about the response you receive from your DSL for child protection, contact the Strengthening Families Team for your area (numbers below) or, in their absence, contact MASH on 0121 569 3100 where you may be put through to speak to a qualified social worker.

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

8. MAKING A REQUEST FOR SUPPORT

A referral involves sharing information in line with the information sharing duty guidance and SCSP Multi Agency Threshold Document to either the Strengthening families Team, with the consent of the parents/carers, Multi Agency Safeguarding Hub (MASH) with consent sought if safe to do so or the Police in matters of immediate risk (see Appendix C). As per the information sharing duty non consent should not be a barrier to getting the right service to getting support to the child.

Parents/carers will be informed if a request for support is being made except in the circumstances outlined in communication with parents (It puts a child at further risk of harm)

However, inability to inform parents for any reason will not prevent a referral being made to children's social care via the MASH Service. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom.

If lower level multi agency support is required for a child and/or their family, the DSL for Child Protection will, with consent of the parent/carer, complete an early Help assessment to enable the most appropriate services and support to be identified. This may be targeted multi-agency support to help the family resolve any identified concerns.

If the concerns are more complex and require statutory intervention then the DSL for Child Protection will request support from children's social care via the MASH service where a decision will be made whether any enquiries are needed under Section 17 (child in need assessment) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at Appendix D detailing the referral procedure.

How to make a referral to Children's Social Care if a child is at risk of significant harm

Step 1 - Complete a Multi-Agency Request for support Form (MARF) (or if immediate harm call through to the MASH on 0121 569 3100), including any relevant Body Map, Child Exploitation Screening form and / or Neglect screening tool (if appropriate) and send to the MASH secure email address.

Be prepared to give as much of the following information as possible using the SAFER guidelines (see Appendix B). If there are any Child Sexual Exploitation (CSE) concerns then a CSE screening tool should always be completed and submitted to Sandwell Children's Trust. If there are Neglect concerns a Neglect screening tool / GCP2 Tool should be submitted if they have been completed.

Step 2 - If a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a MARF is completed) the referrer should consider telephoning 999 and Sandwell Children's Trust contact centre (0121 569 3100). A MARF will also need to be completed if requested.

Step 3 - Accurately record the action agreed following the referral or that no further action is to be taken and the reasons for this decision noting with whom discussions were held and who made the decisions on the appropriate school form.

Position of Trust referrals

Position of Trust referrals will be referred via the LADO at Sandwell (Sandwell_LADO@sandwellchildrenstrust.org) by the person responsible for dealing with the allegation. This is typically the Head Teacher or, in the case of an allegation about the Head Teacher, the Chair of Governors. A MARF for the child will be completed if requested by Sandwell Children's Trust, and a POT referral form for the person allegations have been made about. This will detail the alleged incident and have all relevant details regards the child and the adult who the allegations have been made about.

Concerns re: Terrorism/Radicalisation

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

School will refer any incidents of suspected radicalisation or children deemed at risk on a Multi- agency referral form (MARF) to the MASH marked as PREVENT referral.

Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 or contact made with the LA Prevent Strategy Coordinator (prevent_inbox@sandwell.gov.uk)

9. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that is understood by all staff/volunteers in schools.

All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly children's social care and the police.

If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.

Staff/volunteers who receive information about children and their families in the course of their work will share that information within the expectations of the school's confidentiality policy and other relevant policies e.g., the safeguarding and safeguarding and child protection policy, SSCB inter-agency procedures.

10. COMMUNICATION WITH PARENTS

The school will always discuss concerns with parents/carers and consent for any support should be sought unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm.

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

NB: No consent should not be a barrier to sharing information or taking appropriate action

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

We will be working closely with parents to support them in safeguarding their child/ren by raising awareness of any such issues/concerns in the community, emerging hoaxes, challenges that may cause harm, community safety, emerging safeguarding risks, online safety, monitoring and filtering and parental controls etc

11. INFORMATION SHARING & RECORD KEEPING

Sharing the right information at the right time with the right people, is fundamental to good safeguarding practice. It enables effective working together to improve outcomes for children, young people and their families. The importance of effective information sharing and good child Safeguarding and child protection record keeping has been highlighted in the learning from Child safeguarding Practice reviews (CSPR's) previously known as serious case reviews. The information sharing duty 2026 applies to information that may help another relevant person exercise their functions, including assess risk, make a decision, provide support or take action to safeguard and promote the welfare of a child. We will share information and update our records in a timely manner and consider the information sharing principles of:

- Relevance to the present safeguarding risk
- What the recipient genuinely needs to know
- Whether the information is clearly presented and contextualised and
- Whether the sharing is focused and proportionate

The importance of effective information sharing and good child safeguarding and child protection record keeping has been highlighted in the learning from Child Safeguarding Practice Reviews (CSPRs) previously known as serious case reviews. We will share information and update our records in a timely manner.

Information sharing and record keeping in school is completed in line with Data Protection (2018) and Information Sharing duty statutory guidance.

N.B. Data Protection Act (2018) will not be reason to withhold information about safeguarding in the child's interest

We maintain the principles of effective record keeping by being clear on concerns and listing action taken including key discussions and justifiable decision making. This helps us:

- identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating safeguarding or child protection concern.
- monitor and manage our safeguarding practices and provides evidence of robust and effective safeguarding policy and practice

We follow the principles of effective record keeping with information being kept confidential and stored securely. Our records include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved. We record any action taken, decisions reached and the outcome.

We use CPOMs to record all concerns and associated actions taken. This is reviewed by the DSL and Head Teacher on a regular basis.

We make a detailed record of concern, discussion, suspicion or allegation at the time of or as soon as possible after the event. Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure. Dates and times of events will be recorded as accurately as possible, together with a note of when the record was made. A clear defensible decision on action will be recorded including if a referral or not was made to other services, such as Children's social care or PREVENT.

A record should be made of any visible marks or injuries to a child that give cause for concern, this may be completed on a body map. The child should not be examined intimately or pictures taken of any injuries/marks (unless requested by statutory services).

All records must be signed and dated clearly with the name of the signatory clearly printed (if using paper) or made via a member of staff's own secure account (if using CPOMS).

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation using the appropriate form utilised by the school.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Record statements and observations rather than interpretations or assumptions
- Distinguish fact from opinion

Children **should NOT and will NOT** be asked to make a written statement themselves or to sign any records.

All records of a child protection nature are logged on CPOMS and the DSL's are alerted before the end of the working day. If paper records are used, these should be scanned

and uploaded to a child's individual record so that they can be stored in chronological order and in order to enable a chronology of significant events to be compiled.

No copies will be retained by the member of staff or volunteer either electronically or as a photocopy.

The DSL will ensure that all safeguarding records are managed in accordance with Data Protection Act 2018 and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005. We will include any information relating to any risks posed to a pupil or others to the receiving school.

We will ensure that, when a child moves on to a new educational provision, their child protection file is transferred to the new school or college as soon as possible. This will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term as this will allow the new school or setting to have support in place for when the child/young person arrives. In the case of children becoming home educated, the safeguarding file will be transferred to the Local Authority home education team. Files will be securely transferred via CPOMS or hand delivered, and confirmation of receipt will be obtained. The safeguarding file will be transferred separately from the main pupil file. Any transfer records should explicitly identify any historic Vs current concerns (using the flag system on CPOMS) and a clear structured summary should be provided.

When we receive in any safeguarding files we will issue a receipt to the previous school/college schools and will ensure key staff (e.g. Safeguarding team, SENCO) have access to the information contained within it. We will also complete any required risk assessment and safety plan on the information received.

We retain all records in line with data protection guidance and our record retention policy after which records will be archived or destroyed as appropriate.

Where there are records in regards to a member of staff relating to allegations of sexual abuse these records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

12. ALLEGATIONS INVOLVING SCHOOL STAFF, SUPPLY, STUDENTS, VOLUNTEERS & CONTRACTORS

An allegation relates to an adult who works with children (in a paid or unpaid capacity) and they have:

- behaved in a way that has harmed or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (consideration for any transferrable risk (e.g. incidents at home, in the community))

In these circumstances, the allegation should be taken seriously and the Head Teacher, who has the responsibility for managing allegations against persons in a position of trust in school, should be informed immediately.

We are aware that there can be two levels of allegation/concern:

- Allegations that meet the harm threshold
- Allegations/concerns that do not meet the harm threshold – Referred to in KCSIE 2026 as 'low level concerns'

When dealing with allegations / concerns we will ensure that we will:

- Apply a common-sense approach and judgement
- Deal with them quickly, fairly and consistently
- Provide effective protection for child/ren and support the person subject to the allegation.
- Complete a risk assessment and make a justifiable decision on whether that person should be temporarily relieved from duties deployed elsewhere whilst an investigation is undertaken.
- We will always consider advice or potential referral to the LADO when concerns arise about a member of staff including agency / volunteer / students.

Low level concerns are those concerns that do not meet the threshold for harm as detailed above but we always take them seriously. They will be dealt with as all allegations/concerns in a timely and appropriate manner. Our management of low level concerns procedure is detailed within our Disciplinary Policy and separate Low Level Concerns Policy.

They will be recorded on separate file so these concerns can be monitored and patterns established.

Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. We acknowledge that it is not the responsibility of the person receiving the allegation to make any enquiries or discuss the allegation with anyone other than the headteacher/chair of governors.

As with all other concerns about the welfare of children, the member of staff receiving the allegation will make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

Under no circumstances should the informant be asked to make a written record of the allegation or asked to sign any documentation. This is the responsibility of the person receiving the allegation.

The headteacher will not investigate the allegation itself, or take written or detailed statements, but will refer the incident to Sandwell Children's Trust via the Safeguarding Hub. A MARF for the child will be completed and a POT referral form for the person allegations have been made about.

Appropriate support will be put in place for the member of staff who is facing the allegation and a named contact within school will be provided. They will be told an allegation has been made and a risk assessment for management will be shared with them.

The parent of any identified child will be spoken to and given information on what steps have been taken.

If the headteacher is implicated in the concerns, Chair of Governors should be informed immediately or, in their absence, the vice chair.

Information about the current Chair/Vice-Chair of the Governing Body, and their contact details, is available on our website: <https://www.yewtreeprimary.co.uk/school-governors>

The same process will be followed by the Chair or Vice-Chair of governors as that followed by the headteacher.

To reduce the risk of allegations, all staff are made aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Safer recruitment consortium 'Guidance for Safer working Practice'- Safer Recruitment Consortium training information.

If there are safeguarding or child protection concerns relating to the parents/carers of children and you are aware that they work with children, young people or vulnerable adults, you must inform the DSL for Child Protection. This will allow for consideration to be given as to whether the position of trust process needs to be applied.

If it is decided that the allegation meets any of the three criteria outlined above, procedures will be followed in accordance with Sandwell's inter-agency procedures

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The headteacher should, as soon as possible and after consulting with the Local Authority Designated Officer, inform the person against whom the allegation has been made of the concern.

When considering any allegations investigated made the LADO, on consultation with the relevant professionals, will need to arrive at an outcome:

Substantiated	There is sufficient identifiable evidence to prove the allegation.
False	There is sufficient evidence to disprove the allegation.
Malicious	There is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.
Unfounded	There is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances.
Unsubstantiated	This is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Action taken will, of course, depend on the outcome of the investigation of any allegation. However, this could include no further action being taken, professional advice/guidance/training put in place, disciplinary processes (which could lead to dismissal), criminal prosecution and/or referral to the DBS agency/Teacher Regulation Agency.

At the conclusion of any case, especially if concerns are substantiated, school will review the circumstances of the allegation and consider if any changes to processes in school need to be made.

Employment law may not recognise that what happens in a person's private life can impact on their professional life. However, where an individual has done something in their personal life that means they might be unsuitable to work in their role with children:

- We will risk assess and make a judgement on whether they pose a risk of harm to children.
- We will seek our own legal advice on this to ensure we are compliant with employment law when dealing with any disciplinary action.
- We will record all information and decisions to demonstrate our justification for decisions made.

13. CHILD ON CHILD ABUSE INCLUDING VIOLENCE, HARASSMENT & HARMFUL SEXUAL BEHAVIOURS

We recognise that sometimes children are capable of abusing their peers. This may occur inside and outside of school.

Child on child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another, and have the opportunity or be in an environment where this is possible. This may include:

- Bullying (including cyber bullying)
- Physical harm
- Sexual violence
- Sexual harassment
- Discrimination
- Upskirting- which typically involves taking a picture under a person's clothing without them knowing. With the intention of viewing their genitals or buttocks for sexual gratification or to cause humiliation, distress or alarm to the victim;
- abuse in intimate personal relationships between children (teenage relationship abuse)
- consensual and non-consensual making or sharing of nudes and semi-nudes including those generated using AI. This will be managed via Sandwell's multi-agency protocol
- initiation/hazing type violence and rituals

We recognise that child on child abuse can occur between and across different age ranges.

We also recognise that children and young people may display harmful sexual behaviour which can range from inappropriate to problematic, abusive and violent behaviours. We know this may be because they have been abused themselves and this behaviour can be harmful towards others.

We accept that whilst perpetrators of child on child abuse and harmful sexual behaviour pose a risk to others they are often victims of abuse themselves. We will work closely with alleged perpetrators to halt and prevent further occurrences.

We will explain to children that the law is in place to protect children and young people rather than criminalise them.

All children should be able to attend school and learn in a safe environment. When this is compromised by the actions or behaviours of other children and young people, this will be dealt with predominately through our Behaviour Policy.

Prevention is a fundamental method of minimising risks and we will do this by:

- Ensuring all staff have training on child on child abuse
- We will work with children who are victims of harmful behaviour but also those displaying unwanted behaviours
- We will adopt the 'whole school approach' to tackling all forms of discrimination including sexism, misogyny/misandry, racism, sending clear messages of what is and isn't acceptable behaviour
- We will challenge inappropriate behaviours between children providing developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued
Delivering targeted work on assertiveness and keeping safe to those pupils identified at risk
Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils
- Signposting and referring to specialised services if required

We follow both national and local guidance and policies to support any children/young people subject to child on child abuse to enable provision of effective support

We fully understand that even if there are no reports of child-on-child abuse in school it may be happening. Equally whilst we are aware that female children are the predominant victims we will take all reports seriously. As such all our staff and children are supported to:

- be alert to child-on-child abuse (including violence and harassment);
- understand how the school views and responds to child-on-child abuse
- Stay safe and be confident that reports of such abuse will be taken seriously.

Our system for reporting instances of abuse are available on our website through relevant policies. We will not tolerate instances of child on child abuse and will not pass it off as "banter", or "part of growing up".

Sometimes allegations are made of a specific safeguarding nature. These may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Some of the features of these could include:

- Allegations against an older pupil's behaviour towards a younger child

- Severe bullying
- Behaviour of a serious nature possibly related to a criminal offence
- Indications that other pupils have been affected by this pupil
- Taking part in the sharing of nudes and semi-nudes
- Photographing or videoing other children performing indecent acts
- Forcing others to use drugs or alcohol

Procedure

All complaints and incidents will be taken seriously with a record of incidents and action taken, logged on CPOMS.

An assessment of an incident between children will be completed to consider:

- Has this been a deliberate or contrived situation for a young person to be able to harm another?
- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery?
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration/frequency

We understand the importance of dealing with a situation of child on child abuse immediately and sensitively. We will gather the information as soon as possible to get the true facts. It is equally important to think about the language used and the impact of that language on both the children and the parents when they become involved. We avoid language that may create a 'blame' culture and leave a child labelled.

Taking Action - What we do:

- Always take complaints seriously
- Gain a statement of facts from child(ren)
- Assess needs of victim and alleged perpetrator
- Put appropriate support in place (e.g. mentoring counselling, emotional well-being service)
- Consider referral to Police or Social Care
- Contribute to multi agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

Consideration will be given to whether the complaint raises a safeguarding concern and then report to the DSL noting the following:

- A factual record should be made but no attempt should be made to investigate at this stage
- The DSL can discuss the case with advisory personnel such as the Single point of contact (SPOC), Strengthening Families team or the Education safeguarding officer to determine if a referral to MASH is required. If there is an indication that a criminal offence has been committed then the police may become involved. School may be advised to refer this case to the police or advise parents to do so.
- The DSL will speak to parents of the victim(s) and the alleged perpetrator to inform them of the referral as long as it does not put either party at risk of further harm.
- Records of action and advice will be kept on both children's file on CPOMS
- Consideration will be given to whether the alleged perpetrator should be excluded from school according to the school's behaviour policy
- If Children's Services decide there will be no further action a thorough investigation will be carried out in school using the school's usual disciplinary procedure
- If the school consider a safeguarding risk is still present then a full risk assessment will be carried out with a date set for follow up review.

15. PHYSICAL INTERVENTIONS (USE OF REASONABLE FORCE)

It is important to allow children to do what they can for themselves but, depending on age and circumstances (i.e., a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves or others), it may be necessary for some physical contact to take place.

Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.
- The general guidance on [Reducing the need for restraint and restrictive intervention \(HMGovt., June 2019\)](#), Behaviour in schools Advice for headteachers and school staff (HM Govt – updated 2024), The Use of Reasonable force: Guidance for Head teachers, staff and Governing Bodies (2025) and continues to be supplemented by a specialist guidance document, namely 'Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum

Disorders' (2012) and 'Guidance on the Use of Restrictive Physical Interventions for Pupil with Severe Behavioural Difficulties'. The circular entitled Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or neurodivergent applies to all special school settings. Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the Governing Body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

The school follows all of the current guidance provided from the Department for Education in relation to the use of Positive Handling and further information and guidance is available for staff in the following policies:

- Appropriate Touch Policy
- Positive Handling Policy
- Behaviour Policy

If a member of staff is required to use positive handling at any point, this should be reported to the Head Teacher and the bound book completed and counter signed by a senior member of staff. Where there is a risk of regularly having to use positive handling with an individual, a Personal Support Plan (PSP) will be created.

16. VULNERABLE PUPILS

At Yew Tree Primary School, we regularly monitor pupils identified as being vulnerable. This may be due to a number of issues including family circumstances, additional needs or involvement from outside agencies.

The level of need of individual pupils will be recorded on CPOMs and appropriate support / interventions will be put in place.

If a vulnerable child is not attending school, it is important to maintain contact with the family. The DSL will produce a RAG rated list of all vulnerable children and this is reviewed on a weekly basis. The risk category will determine the minimum levels of contact which should be adhered to:

RISK CATEGORY	LEVEL OF NEED	FREQUENCY & TYPE OF COMMUNICATION
RED	Most risk of harm or neglect and fewest protective factors. This would include those with a Child Protection Plan.	Contact should be made by a DSL x 2 per week . One of these contacts must be in person, e.g. doorstep checks but the other could be via telephone (unless high risk). Additional visits may also be made by other professionals, e.g. social workers and this should be by agreement with the DSL.
AMBER	Moderate risk of harm but with some protective factors. This would include those identified as a Child in Need and those with an allocated social worker.	Contact should be made by a DSL x 2 per week . However, depending on the needs of the child, both of these could be by telephone. Where there are concerns of abuse or neglect then a doorstep check should be made once each week.
GREEN	Some concerns escalating or unmet needs. This could include those who have been identified as red or amber but now need monitoring.	Contact should be made by a nominated person x 1 per week . This can be greater if the DSL feels it is appropriate. The contact should be made by telephone either by the DSL or another nominated member of staff, e.g. class teacher.

All contact will be recorded on CPOMS

NB: As part of the Children's Wellbeing & Schools Act, there is a duty for housing associations to notify the school when a child is placed in temporary accommodation so this can be reflected in our vulnerable pupil review.

17. STATUTORY SCHOOL POLICIES

A full list of statutory policies can be found at: <https://www.gov.uk/guidance/governance-in-maintained-schools/statutory-policies-for-maintained-schools>

Note that none of these policies relate to safeguarding and child protection.

18. OTHER RECOMMENDED POLICIES

Anti-Bullying	PSHE
Drugs and substance misuse	Public Sector Equality Duty
E-Safety (including Acceptable Use Policies and Use of Digital Images)	Safer Recruitment
First Aid (including management of medical conditions, intimate care)	Physical Intervention Low Level Concern
Data Protection and Freedom of Information	Whistle Blowing
Health and Safety	

19. USEFUL TELEPHONE NUMBERS

Sandwell MASH – 0121 569 3100

West Midlands Police – 101

Local Authority Child Protection Officers for Education –

Lisa Harvey - 07747118729

Beverley Need – 07775360203

Sian Wellings- 07557173826

Jemma Jones - 07393009664

Local Authority Designated Officer – 0121 569 4770

Horizons Harm outside the home Team – 0121 569 2524/8391

Tipton Strengthening Families Team – 0121 569 7291

Wednesbury Strengthening Families Team – 0121 569 7294

West Bromwich Central Strengthening FamiliesTeam – 0121 569 7293

Oldbury Strengthening Families Team – 0121 569 7295

Rowley Strengthening Families Team – 0121 569 7296

Smethwick Strengthening Families Team – 0121 569 7297

NSPCC Helpline 0808 800 5000 or help@nspcc.org.uk

NSPCC Whistleblowing Helpline 0800 028 0285

National Counter Terrorism Helpline 0800 789 321 counter.extremism@education.gov

CTU gateway@westmidlandspolice.uk

Appendix A: Definitions of Abuse and Neglect and Exploitation (including specific safeguarding issues)

Are forms of maltreatment – a person may abuse or neglect or exploit a child by inflicting harm or failing to act to prevent harm. Child welfare concerns may arise in different contexts and can vary in terms of extent and seriousness. Children can be abused by family members and strangers, in an institution or community setting including via the internet. In the case of Female genital mutilation children may be taken out of the country to be abused.

The warning signs and symptoms of child abuse and neglect and exploitation can vary from child to child. Disabled/SEN children may be especially vulnerable to abuse, including because they have impaired capacity to avoid or resist abuse. There are also assumptions that indicators of abuse such as behaviour, mood and injury can relate to the child's disability without further exploration. Children with SEN and disabilities can be disproportionately impacted by bullying without showing outward signs. Children develop and mature at different rates so what appears to be worrying for a younger child might be normal for an older child. Parental behaviours may also be indicative of abuse or neglect so be alert to parent-child interactions and behaviours which are concerning. By understanding warning signs, you can respond to problems as early as possible and provide the right support/services for the child and their family.

1. Physical Abuse

- 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 (Munchausen syndrome by proxy)

2. Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness
- Possible effects of physical abuse

- Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

3. Emotional Abuse

- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another.
- It may involve serious bullying (including cyberbullying),
- causing children frequently to feel frightened or in danger, or
- The exploitation or corruption of children.
- Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

4. Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

5. Possible effects of emotional abuse

- If a child suffers sustained emotional abuse there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

Sexual Abuse and Exploitation

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

Signs of possible sexual abuse

- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

Possible effects of sexual abuse

- Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem has all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse once recognised; can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

Neglect

- 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); or
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Possible effects of neglect

- Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

For further information about neglect please see Sandwell safeguarding Children Board's neglect policy

Specific Safeguarding Issues

Violence Against Women and Girls (VAWG)

VAWG is defined as any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. VAWG is the umbrella term which brings together multiple forms of serious violence such as crimes committed in the name of "honour"; domestic abuse; female genital mutilation (FGM); forced marriage; sexual violence, abuse, exploitation and rape; stalking; harassment; trafficking for sexual exploitation; prostitution. If members of staff have a concern about or knowledge of any VAWG incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies.

So called 'Honour Based' Violence is a crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances (and can include multiple perpetrators) who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion
- Want to get out of an arranged marriage
- Want to get out of a forced marriage
- Wear clothes or take part in activities that might not be considered traditional within a particular culture.

Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- Domestic abuse
- Threats of violence
- Sexual or psychological abuse
- Being held against your will or taken somewhere you don't want to go
- Forced marriage

A forced marriage is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to. There is no religion that says it is right to force you into a marriage and you are not betraying your faith by refusing such a marriage. The legal age of marriage is 18 years old.

Female Genital Mutilation (FGM)

This is a procedure where the female genitals are deliberately cut, injured or changed but where there is no medical reason for this to be done. It is also known as 'female circumcision'. FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty. It is illegal to perform FGM in England and Wales, assist a young girl to carry out FGM on herself in England and Wales and assist (from England or Wales) a non-UK person to carry out FGM outside the UK on a UK national or UK resident.

Some of the following signs may be indicators of risk of FGM or a child has undergone FGM

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school.
- The child may talk about a special procedure / ceremony taking place.
- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with menstrual or bladder problems.
- Children finding it difficult to sit still and look uncomfortable or complaining about pain between the legs, spend longer in the bathroom/toilet
- Appear withdrawn, anxious or depressed
- Have unusual behaviour after an absence from school
- If a child suspects FGM is going to happen she may run away from home or miss school.
- Talking about somebody doing something to them that they aren't able to talk about.

In Africa, FGM is known to be practised among certain communities in 29 countries: Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Cote d'Ivoire, Democratic Republic of Congo, Djibouti, Egypt, Eritrea, Ethiopia, Gambia, Ghana, Guinea-Bissau, Kenya, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Somalia, Sudan, Tanzania, Togo, Uganda and Zambia.

Certain ethnic groups in Asian countries practice FGM, including in communities in India, Indonesia, Malaysia, Pakistan and Sri Lanka.

In the Middle East, the practice occurs in Oman, the United Arab Emirates and Yemen, as well as Iraq, Iran, the State of Palestine and Israel.

In Eastern Europe, recent information shows that certain communities are practicing FGM in Georgia and the Russian Federation.

In South America, certain communities are known to practice FGM in Columbia, Ecuador, Panama and Peru.

And in many western countries, including Australia, Canada, New Zealand, the USA, the UK and various European countries, FGM is practiced among diaspora populations from areas where the practice is common.

Abuse linked to a Belief in Spirit Possession whereby the perpetrators believe that an evil spirit has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is defined here as the belief that a child is able to use an evil force to harm others. Terms used may be black magic, kindoki, the evil eye, djinns, voodoo, obeah, demons and child sorcerers. In all these cases genuine beliefs can be held by families, carers, religious leaders, congregations and the children themselves that evil forces are at work. Abuse often occurs when an attempt is made to 'exorcise' or 'deliver' the child.

Some of the following signs may be indicators of this abuse but may also be common features in other kinds of abuse.

- Signs or marks such as bruises or burns
- A child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children.
- A child's personal care deteriorating such as losing weight, being unkempt with dirty clothes and even faeces smeared on them.
- Parent or carer does not show concern for or have a close bond with the child.
- Child's school attendance becoming irregular or the child being taken out of school all together.
- A child reporting, they are or have been accused of being 'evil' and/or that they are having the 'devil beaten out of them'

Mental Health

We are aware that 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Our staff members however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that our staff members are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, this will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. We also note the DfE's advice and guidance on [Mental Health and Behaviour in Schools](#).

Assessment of risks outside the family home (Extra familial abuse)

The following toolkits and guidance will be referred to when concerns are used:

[Child Exploitation Toolkit](#)

[County Lines Exploitation Guidance](#)

[CSE Exploitation for Schools](#)

[FINAL-Multi-agency-Practice-Principles-for-responding-to-child-exploitation-and-extrafamilial-harm-Designed-.pdf \(researchinpractice.org.uk\)](#)

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges>

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools>

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>

Children and young people may be vulnerable to abuse or exploitation from outside their families. These threats may occur in educational establishments, within peer groups or more widely from within the community and/or online. Children can be vulnerable to multiple threats including exploitation by criminal gangs and organised crime groups, online grooming, extremist ideologies.

Professionals should consider whether wider environmental factors are present that threaten a child's safety and welfare.

Serious Violence

Staff are made aware of the possible indicators which may signal a child/young person is involved in serious violent crime. Indicators may include but not limited to:

- Increased absence from school
- Changes in friendships groups
- Relationships with older individuals or groups
- Signs of self-harm
- Decline in academic performance
- Unexplained gifts or new possessions
- Changes in well being
- Signs of assault or unexplained injuries

There are a range of risk factors that increases vulnerability and likely involvement in serious violence. Risk factors may include (but not limited to):

- Being male
- Frequent absence or exclusion from school
- Experience of child maltreatment
- Previous involvement with offending behaviour

Further advice and guidance is available from [Preventing youth violence and gang involvement](#) and [criminal exploitation of children and vulnerable adults: county lines guidance](#)

Online Safety

There is a breadth of issues relating to online safety and social media. They can be broadly categorised in to four areas of risk:

- **Content** – being exposed to illegal, inappropriate or harmful material
- **Contact** – being exposed to harmful interactions with other users
- **Conduct** – Personal online behaviours that increases the likelihood of or actually causes harm.
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. We will report any concerns to the Anti-Phishing Working Group (<https://apwg.org/>).

Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

Creating and sharing sexual photos and videos of under-18s is illegal. Sharing youth produced sexual imagery which is commonly known as 'sexting' covers the incidents where

- A person under the age of 18 creates and shares sexual imagery of themselves with a young person under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a young person under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another young person under the age of 18.

When such an incident involving youth produced sexual imagery comes to a member of staff's attention, this will be shared with DSL with a view to referring to appropriate agencies following referral procedures (please see Multi Agency guidance Sept 2025) Further information and advice on youth produced sexual imagery is available in the non-statutory guidance produced by the UK Council for Child Internet Safety (UK CCIS).) ['Sexting in schools and colleges'](#)

Child Criminal Exploitation:

Gang activity and youth violence

Child exploitation can occur through gang recruitment. Young people at risk of joining a gang are usually vulnerable individuals who can be both perpetrators and / or victims of crime. Some the risks associated with gang/criminal involvement are:

- Retaliatory Violence due to territorial disputes with other gangs
- Criminal records
- Physical and Sexual violence as a means of control
- Drug/alcohol addiction
- Poor educational or employment potential

Children may often be at the periphery of involvement for some time before they become active gang members. Children may also follow older siblings into gang involvement. There are often opportunities for preventative work to be undertaken with children to deter them from joining a gang.

County Lines

Criminal exploitation is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks and gangs groom and exploit children and young people to carry drugs and money within and from urban areas into suburban and rural areas.

Possible indicators of exploitation:

- Missing episodes
- Disengagement with education and leisure activities
- Becoming isolated from friends and family
- significant changes in emotional well-being
- A person meeting unfamiliar adults or a change to their behaviour
- The use of drugs and alcohol
- Acquiring money or expensive gifts they can't account for
- Lone children from outside of the area
- Individuals with multiple mobile phones or tablets or 'SIM cards'
- Unknown or suspicious looking characters coming and going from a neighbour's house
- Relationships with controlling or older individuals or associated with gangs
- Suspicion of self-harm, physical assault or unexplained injuries

If you have concerns surrounding children, follow safeguarding procedures and share your concerns with MASH. You can also report any suspected criminal activity due the police via the FIB (police intelligence form) or by reporting via 101 or 999 in an emergency.

Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced in to exchanging

sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation

- Children who appear with unexplained gifts, money or new possessions
- Children who associate with other children involved in exploitation
- Children who have older boyfriends or girlfriends
- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology;
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or don't take part in education

Early intervention and preventative work are key in helping to support and educate children and young people. Strong links with local policing and neighbourhood teams is critical in identifying and safeguarding young people at risk.

At Yew Tree Primary we do this by having regular contact with our PCSOs who deliver assemblies and workshops to our pupils ,addressing issues in the local area as well as wider safeguarding concerns. We also have regular training for all staff to ensure that they are aware of signs and indicators and local safeguarding issues.

Radicalisation / Extremism

The Counter Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's service providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same way that they can help to safeguard children from drugs, gang violence or alcohol.

The following guidance sets out to support schools [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/managing-risk-of-radicalisation-in-your-education-setting)

Examples of the ways in which people can be susceptible to radicalisation and the indicators that might suggest that an individual might be susceptible:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centered around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g., IT skills, knowledge of chemicals, military training or survival skills)

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individual becoming terrorists or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Extremism is defined by the Government Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views;

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;

- Encourage other serious criminal activity or seek to provoke others to serious criminal acts:
- Foster hatred which might lead to inter community violence in the UK

There is no such thing as 'typical extremist': those who became involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors- it is known that violent extremists exploit individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of susceptibility include:

- Identity Crisis- the student/pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- Personal Crisis- the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal circumstances- migration; local community tensions and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet aspirations- the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of criminality- which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special educational need- students / pupils may be experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour; and

- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community.

Child -on -child abuse

Children are capable of abusing other children including their peers. This can take different forms, such as bullying (including cyberbullying), physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm: violence, particularly pre-planned, forcing other children to use drugs or alcohol, initiation/hazing type violence and rituals), emotional abuse (blackmail or extortion, threats and intimidation), sexual violence, such as rape, assault by penetration and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, sexting, sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that Sandwell Children's Trust should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and whenever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration, or emotional issues such as keeping contact with biological family, maintaining cultural identity.

If we become aware of a child in a private fostering arrangement within Sandwell, we will notify the council's MASH.

Appendix B:

Aide-memoire for Professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, immediate risk of significant harm

Situation

I am (give your name / designation / base). I am calling about (child's name(s) / date of birth / address, or mother's details if an unborn child).

I am calling because I believe this child is at risk of harm.

The parents are/aren't aware of the referral.

Assessment and actions

I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered) *or* I fear for the child's safety because (provide specific facts – what you have seen, heard and/or been told).

An Early Help Assessment has/hasn't been completed/ followed prior to this referral.

The child is now (describe current condition and whereabouts)

I have not been able to assess the child but I am concerned because ...

I have (actions taken to make the child safe).

Family Factors

Specific family factors making this child at risk of significant harm are (base on the Assessment of Need Framework i.e., parenting capacity, family/environment, and child's developmental needs)

Additional factors creating vulnerability are ...

Although not enough to make this child safe now, the strengths in the family situation are ...

Expected response

In line with "Keeping Safe in Education 2026", "Working Together to Safeguard Children 2023" and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).

Other recommendations.

Ask: Do you need me to do anything now?

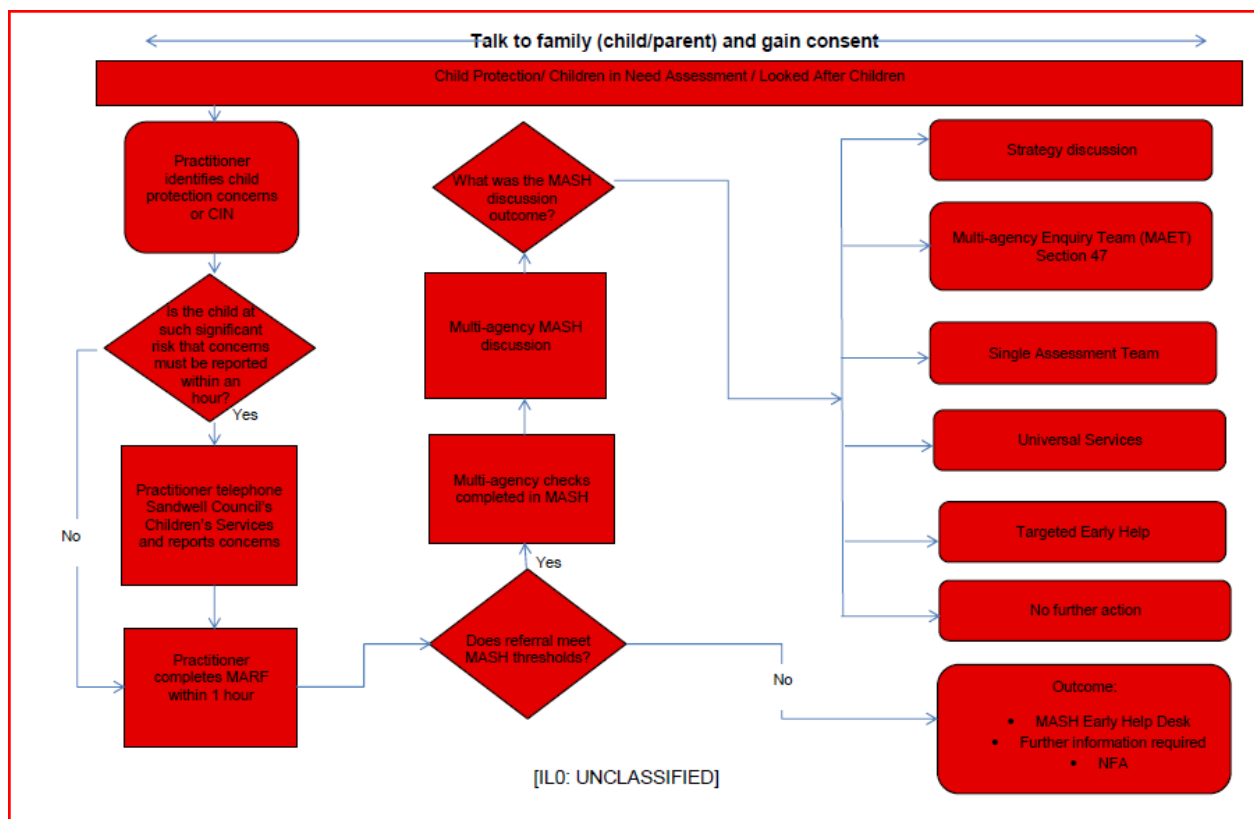
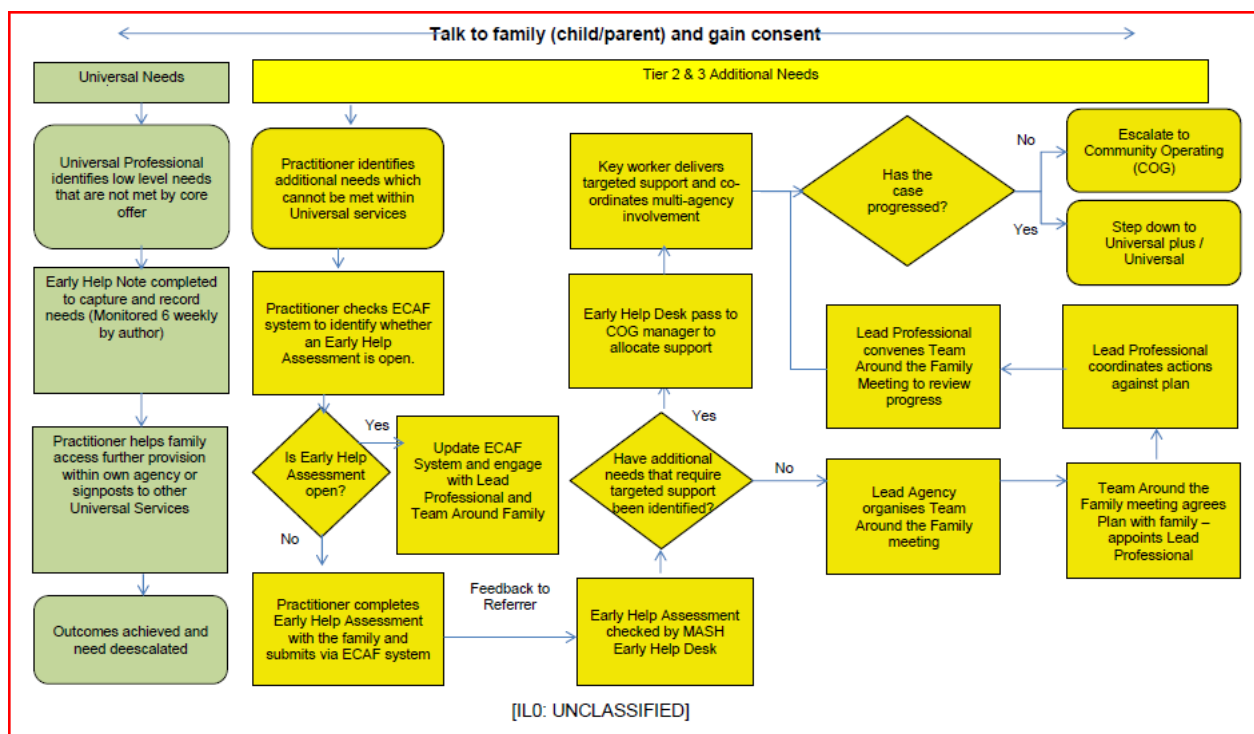
Referral and recording

I will follow up with a written referral (MARF) and would appreciate it if you would get back to me as soon as you have decided your course of action.

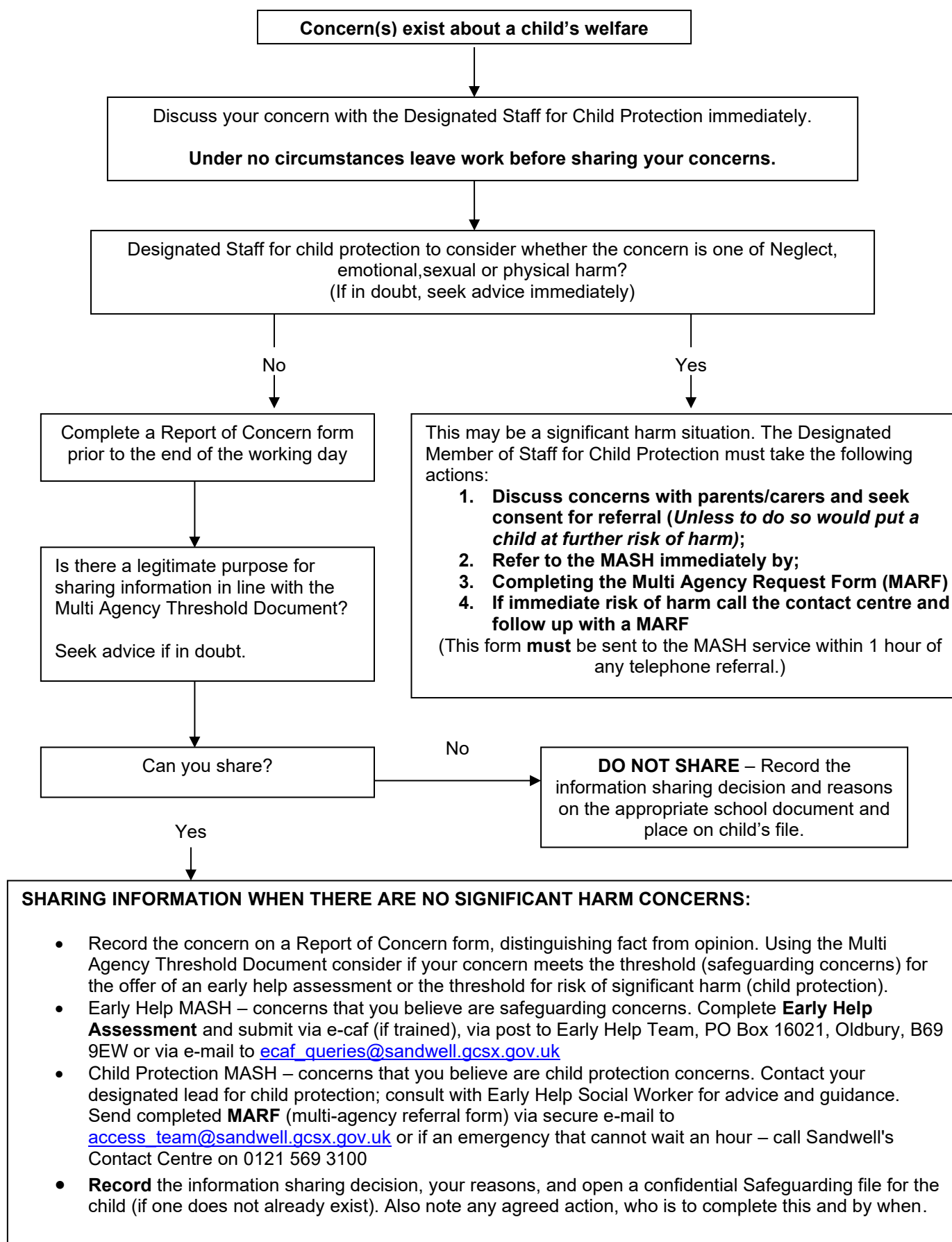
Exchange names and contact details with the person taking the referral.

Now complete the MARF ensuring that it is sent within 1 hour and record details and time and outcomes of telephone referral.

Appendix C: Process Map



Appendix D: Safeguarding and Promoting Children's Welfare Procedural Flowchart



- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix E: Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
 - Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
 - Raising awareness about the role and responsibilities of (*School / Service*) in relation to protecting students/pupils from radicalisation and involvement in terrorism;
 - Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
 - Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
 - Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
 - Collating relevant information from in relation to referrals of susceptible students / pupils into the Channel* process;
 - Attending Channel* meetings as necessary and carrying out any actions as agreed;
 - Reporting progress on actions to the Channel* Co-ordinator; and
 - Sharing any relevant additional information in a timely manner.
- * Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:
- Establish an effective multi-agency referral and intervention process to identify susceptible individuals;
 - Safeguard individuals who might be susceptible to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix F: Drop-Off/Pick Up Arrangements

Schools have a duty to safeguard children in their care. An important part of this is considering how to ensure that pupils arrive and leave premises safely. This appendix is designed to give an overview of the arrangements in place at Yew Tree Primary School to fulfil this responsibility.

At Yew Tree, all children from YN – Y4 **MUST** be dropped off and collected by a known adult (aged 18 years or over). Whilst this is encouraged in Y5 & Y6, the school will allow children at of this age to walk to/from school independently where parents/carers have given signed written consent (see details below).

Gathering Information from Parents/Carers:

On enrolment to the school, parents/carers are asked to provide the following information for each child by completing the registration form for their child:

- the names and full addresses of parents and carers (including confirmation of parental responsibility or private fostering arrangements and any relevant paperwork)
- home, work and mobile phone numbers
- email addresses where appropriate
- two authorised adult contacts who may be called in the event of the parents or carers being unobtainable or in the case of an emergency
- information about any person who has been denied legal access to the child (with copies of any relevant legal documents).

The school uses a secure system to store this information and it is updated on an annual basis (with reminders, as necessary, throughout the year).

Safer Travel (Y5 & Y6 ONLY):

There is no law that states what age children may travel to and from school unsupervised. However, at Yew Tree, governors and leaders have determined Safer Travel arrangements for Y5 & Y6 ONLY. Children in all other year groups must be collected by a known adult aged 18 or over.

If parents/carers of Y5 & Y6 children would like their child to walk to/from school independently, they are asked to complete a permission form giving written consent annually. This includes an instance where children in these year groups are being asked to be released from the teacher without an adult being present (i.e. meeting parents/carers elsewhere on site or in their car in surrounding roads).

Parents/carers should make their decision based on their child's maturity, ability and the safety and distance of the route to school. If parents/carers give consent, but the school has concerns about the behaviour/maturity of the child and/or there are concerns about the safeguarding of children, these will need to be discussed before school can follow any consent given. In the case that the school is not satisfied their concerns have been addressed, they reserve the right to refuse permission for Safer Travel and may ask parents/carers to continue to collect their child(ren).

Parents/carers considering Safer Travel for their child(ren) are encouraged to review NSPCC guidance [HERE](#).

There are occasions within the year where the school may place restrictions on Safer Travel, This includes, but is not limited to, releasing children from after school clubs (which finish later than the end of the school day) in winter months when evenings are darker. The school shall communicate any restrictions through its usual channels.

Collection by Persons Other than Parents/Carers:

Yew Tree Primary School does not allow anybody below the age of 18 to collect children (unless Safer Travel consent has been given in Y5 & Y6). Therefore, siblings are not allowed to collect brothers/sisters unless they are aged 18 or above.

Parents/carers can, however, nominate another adult to collect their child(ren) on any given day. If this is done then it is vital that the parent/carer informs the office/class teacher at the earliest possible opportunity (especially if not a routine collection) so that they have the necessary information such as the name and contact details of the nominated adult as well as relationship to the child.

Where unfamiliar adults collect children, even if they are nominated as an emergency contact, teachers may ask for ID or, in some cases, a password before they release the child.

If staff have any concerns about the identity of the individual collecting children in their care, or if they have concerns about the capacity of the individual collecting the child (even in cases where the person collecting is a known parent/carer), they must not release the child and they should inform a DSL immediately. The adult collecting should then liaise with the DSL via the main office until concerns have been resolved.

Disputes about Drop Off/Pick Up Arrangements:

Problems around who should be picking up or dropping off a child can arise when there are disputes between a number of adults claiming to have parental responsibility.

In order to understand and deal with issues relating to parental responsibility, Yew Tree refers to the following national guidance produced by the Department for Education (DfE).

- [Guidance on understanding and dealing with issues relating to parental responsibility](#) (DfE, 2018).

Late Collection of Children:

It is vital that parents/carers make arrangements to drop children at school/collect them on time every day. Late collection, in particular, can have implications for staffing as well as the possibility of causing a child distress or anxiety.

In the event of lateness for collection the school should:

- contact parents or carers listed on a child's registration record
- call emergency contacts if parents and carers cannot be reached so an authorised adult can come and collect the child
- keep records of late collections.

If parents and carers have authorised someone else to collect the child, they may not always be aware the child is being collected late, so it's important to keep them informed if this happens.

Persistent lateness might indicate that a parent is struggling to meet their child's needs. Schools should contact parents or carers outlining their concerns. This should also be recorded as a safeguarding concern using the school's safeguarding procedures.

If schools have ongoing concerns about a child's welfare, they may need to make a referral to children's social care so that the family can receive support.

When children are collected late, they should be issued with a late collection slip. Where this is a repeating pattern, as well as leading to a possible referral to children's social care, charges could be issued in line with those outlined in the Charges & Remissions Policy. Where there are issues with persistent late collection from after school clubs, the school reserves the right to withdraw a child's place from the club.

Non-Collection of Children:

If nobody comes to collect a child, the school must make every effort to contact the parents/carers or authorised person whose details have been supplied. **If the school has not been able to contact a named contact within 30mins (e.g. by 4.00pm from the end of buffer time) from the end of the school day, they will apply child protection procedures and contact children's social care.**

Until the child is collected, they should stay at school in the care of two members of staff who have undergone the appropriate vetting and barring checks (one should preferably be the designated safeguarding lead or a deputy designated safeguarding lead).

School staff and volunteers should never:

- take the child home with them
- transport the child home unless permission has been given/a risk assessment approved by the headteacher
- go in search of parents/carers.

The designated safeguarding lead should make a full written report of the incident. This report should be added to the child's safeguarding file. If appropriate, this report should also be shared with children's social care.

If a child is collected, whilst the designated safeguarding lead is awaiting a response from children's social care, they should release the child to go home unless there are safeguarding concerns. However, they must arrange a formal meeting with the parent/carer at the earliest possible opportunity to discuss the circumstances.

Responses to Children Not Wanting to Go Home:

If a child discloses that they don't want to go home because of abuse or neglect, then the school should follow their child protection procedures and liaise with children's social care.

If a child discloses abuse to you, it's really important to:

- show children you care and help them open up
- take your time and slow down
- show you understand and reflect back what they're saying.