



Cotwall End Primary School

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POLICY AND PROCEDURES

Title	Child Protection Policy
Purpose	To set out school policy for Child Protection
Policy author	Local Authority policy adopted for school use
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Deputy Designated Lead staff members for Child Protection	Sue Sullivan, Deputy Headteacher Gemma Wilkes, Asst Headteacher
Governor responsible for safeguarding:	Mr Christopher Skitt, Chair of Governors
School LAC designated person: Virtual Head:	Mrs Claire Williams Andrew Wright
School E-Safety Lead:	Mrs Claire Williams
Local Authority Designated Officer:	Yvonne Nelson-Brown Tel 01384 813110 Referral e-mail allegations@dudley.gov.uk
Chair of Governors	Mr Christopher Skitt
Vice-Chair of Governors:	Mrs Emma Hindle
MASH: Out of Hours Duty Team	0300 555 0050 0300 555 8574
PREVENT Responsibility:	Dudley Safe and Sound https://www.dudleysafeandsound.org/prevent
POLICE:	Child Abuse & Investigation Unit, Brierley Hill Police Station 101 or 0845 113 5000

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CAMHS:	Elms Health Centre, Slade Road, Halesowen, B63 2UR 01384 324689.

Policy adoption

Revision number	Date	Amendment	Revised by	Review date
1	28/6/2017	Re-adoption		Summer 2018
2	07/02/2018	Review following new statutory guidance	KU	Sep 2018
3	26/09/2018	Review following KCSIE and legislative amendments	KU	Sep 2019
4	02/09/2019	Review following KCSIE and legislative amendments	KU	Sep 2020
5	01/09/20	Review following KCSIE and legislative amendments	SS	Sep 2021

Adopted by Governors	
Adopted by Staff	01/09/2020
Signed by Chair of Governors/Headteacher	

COTWALL END PRIMARY SCHOOL
Child Protection Policy
CONTENTS

Page	
1 Principles and Core Values	4
2 Statutory Framework	5
3 Related Policies	6
4 Role of Safeguarding Lead	6
5 Role of Governors and Governing Body	8
6 Staff Responsibilities and School Procedures	9
7 Confidentiality	10
8 Communication with Parents	10
9 Child Sexual Exploitation and Child Criminal Exploitation	11
10 PREVENT Strategy for Anti-Radicalisation and Extremism	12
11 Female Genital Mutilation	13
12 Early Help	14
13 Pupils Missing from Education	14
14 Record Keeping	15
15 Safeguarding Training	16
16 Pupils with SEND	16
17 Dealing With Concerns or Disclosures Regarding Children	17
18 Staff Support	18
19 Safer Recruitment and Employment Practices	18
20 Allegations against Staff	19
21 Referrals to DBS	20
22 Peer on Peer Abuse	20
23 Sexual Violence and Sexual Harassment between Children	20
24 Domestic Abuse	21
25 Mental Health	22
26 LGBT+	22
27 Contextual Safeguarding	22
28 The Curriculum	23
29 Searching, Screening and Confiscation	23
30 E-safety	23
31 Virtual School Heads and Children Looked After	23
32 Educational Visits	23
33 Educational Visitors	24
34 Volunteers and Students	24
35 Visiting Contractors	24
36 Site Security	25
37 Procedure for Visitors	25
38 Implementation, Review and Monitoring	25
39 Links	25
APPENDIX 1 – Link to Keeping Children Safe in Education	26
APPENDIX 2 – Categories of Abuse	27
APPENDIX 3 – Indicators of Abuse	28
APPENDIX 4 – What to do if you are concerned / procedures	30
APPENDIX 5 – LADO Consultation Form	34
APPENDIX 6 – Multi-Agency Referral Form	36
APPENDIX 7 – Form for Recording Concerns about a child	44
APPENDIX 8 – Dudley Body Map	45

1 Principles and Core Values

Safeguarding and child protection is defined in "Working Together to Safeguard Children (2018)" as:

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

The school aims to ensure that:

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

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
- 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 and criminal 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 Children in Care or previously Children in Care

Cotwall End Primary School recognises its legal duty under section 175(4) of the Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm". This is reflected in our vision of ensuring the learning environment is exciting, challenging, safe and happy.

Cotwall End Primary School is committed to safeguarding and child protection both within the school environment and outside. Safeguarding and protecting the welfare of children is everyone's responsibility.

Cotwall End Primary School is committed in ensuring that all staff who come into contact with children, their families and carers, have a role to play in safeguarding children. In order to fulfil this responsibility effectively, the school will ensure their approach is child centred. This means that they will consider, at all times, what is in the best interests of the child.

Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore 'to be alert to the possibility of abuse occurring, aware of the procedures to be followed if the school has suspicions and have the confidence to follow those procedures. This policy applies to all staff, governors and volunteers working in the school.

The aim of this policy is to provide information for all staff to carry out this duty of care responsibly.

The six main elements of the policy are:

- Ensuring we practice safer recruitment through thoroughly checking the suitability of all staff and volunteers to work with children in line with current legislation and training requirements.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his / her child protection plan.
- Establishing a safe environment in which children can learn and develop.
- Ensuring there are links with other safeguarding policies and procedures

We recognise that because of the day-to-day contact with children, our staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.

- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from harm.

2 Statutory Framework

The school's obligations and statutory duties are defined in the following documents:

- Children's Act 1989 and 2004
- Education Act 2002
- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
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- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2020 (link in Appendix 1)
- Prevent Duty for England and Wales under section 26 of the Counter-Terrorism and Security Act 2015
- Channel Programme for supporting early identification of radicalisation concerns
- Section 5b of the Female Genital Mutilation Act 2003 (as modified by section 74 of the Serious Crime Act 2015) [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the 2018 Childcare Disqualification Regulations) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- Dealing with Allegations of Abuse Against Teachers and Other Staff (Dudley HR Policies)
- General Data Protection Regulations 2018

- Information sharing 2018
- Dudley Safeguarding People Partnership (DSPP) – Inter-agency Child Protection and Safeguarding Procedures
<https://safeguarding.dudley.gov.uk/safeguarding/partnership/meetings/safeguarding-children-partnership-group/>
- - these include;

[Dudley Multi-Agency Safeguarding Hub](#)

[Dudley's Early Help Strategy](#)

[Dudley's Neglect Strategy](#)

[Child Sexual Exploitation](#)

[PREVENT Strategy](#)

[Serious Case Reviews/Child Death Reviews](#)

[Children Missing from Education](#)

[E-Safety and the use of images](#)

[Private Fostering – A guide for professionals](#)

[SAFER Newsletters](#)

[Training](#)

3 Related Policies

This policy complements and links together with the following specific school policies:

- Behaviour Policy – setting out acceptable standards of behaviour for pupils;
- Anti-Bullying – outlines specific measures by which we address any bullying;
- Physical Intervention – setting out requirements by which physical intervention can be used;
- Safer Recruitment and Employment References (Dudley HR) – gives a safer recruitment approach and adequate support for schools when recruiting staff;
- E-Safety Policy – this sets out specific measure the school takes to ensure pupils are safe online;
- SEND Policy, SEND Statement, Equal Opportunities and Accessibility Plan – ensuring all pupils are kept safe and included regardless of need;
- Health and Safety Policies (Dudley Corporate) – provides framework to ensure buildings and grounds are safe to use;
- Attendance Policy – ensures children are in school as often as they can be;
- Whistleblowing Policy (Dudley Corporate) – ensures school users can confidentially report any allegations through the correct channels;

- Emergency Plan – ensures plans in place for civil contingencies to enable continuity of operations and continuity of care for pupils.
- Visitors Policy (Dudley Corporate) – ensures visiting speakers and volunteers agree to abide by anti-extremism and anti-radicalisation principles

4 Role and Responsibilities of Designated Safeguarding Lead

The Designated Safeguarding Lead has ultimate responsibility and management oversight and accountability for safeguarding and child protection for all pupils. There may be deputy safeguarding leads within the School. They receive formal training at two-yearly intervals to enable them to carry out this task. They also attend regular briefings from the local authority to enable them to keep up to date with current issues and themes. They also undertake Prevent awareness training.

The Designated Safeguarding Lead at the school is

- **Mrs Claire Williams, Headteacher on 01384 818730**

The Deputy Designated Safeguarding Leads are:

- **Mrs Susan Sullivan, Deputy Headteacher on 01384 818730**
- **Mrs Gemma Wilkes, Assistant Headteacher on 01384 818730**
- **OUT OF HOURS – CONTACT THE DUTY TEAM (Number on FRONT PAGE)**

Should any staff member have concerns about ANY child, they should submit their concerns **IN WRITING** to the Designated Safeguarding Lead by means of completing the form for logging concerns ("5 WH's") in the safeguarding box. Any verbal conversations with the DSL or deputy DSL should be recorded in writing on the same form. Forms should be delivered to a DSL or deputy, and kept and recorded in the secure cabinet in the headteacher's office.

Should any concerns arise out of hours (e.g. holidays or After School Clubs), the DSL and deputies co-ordinate their leave so that one is always in the country. They are available on e-mails or mobile phones.

The Designated Safeguarding Lead will decide what steps should be taken. The Designated Safeguarding Leads shall decide to refer cases of abuse to the Local Authority Designated Officer as required, and shall also support staff who make referrals to the Local Authority Designated Officer. The Designated Safeguarding Leads shall also make the decision to refer cases of radicalization concerns to the Channel programme.

The Designated Safeguarding Leads will refer cases where a staff member has been dismissed due to risk or harm to a child, to the Disclosure and Barring Service. They shall also refer to the police any cases where a crime is committed or suspected to have been committed.

They understand the assessment process for Early Help, statutory intervention, including local and national criteria.

They ensure the Child Protection Policy is reviewed and updated every year to reflect current issues. They provide support and expertise to all school staff, and are available for staff in school to discuss any concerns regarding safeguarding of children.

The school also recognises that the Designated Safeguarding Leads are also responsible for ensuring that all staff at school receive annual Child Protection and Safeguarding training.

A full description of the role and responsibility of the Designated Safeguarding Lead is available in Keeping Children Safe in Education 2020.

DSLs will work closely with Senior Mental Health Leads.

DSLs will help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.

Safeguarding supervision for DSL's has not been added to the Draft KCSiE 2020 guidance but is a requirement in the Ofsted Inspection Framework and Working Together 2018.

5 Roles and Responsibility of Governors and Governing Bodies

Cotwall End Primary School recognises that Governing bodies must ensure that they comply with their duties under legislation. They must have regard to the guidance in Keeping Children Safe in Education 2020, ensuring that policies, procedures and training in their schools or colleges are effective and comply with the law at all times. Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's safeguarding arrangements. This lead member is Mr Christopher Skitt, the Chair of Governors. Safeguarding is on the agenda at ALL governing body meetings.

Governing Bodies should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This includes:

- an effective Multi-Agency Child Protection Policy, referring to locally-agreed inter-agency procedures, updated at least annually;
- staff Code of Conduct (this is done through the Staff Handbook);
- Procedures for Children Missing from Education;
- A proportionate risk-based approach to volunteers and temporary staff;
- The specific requirements set out in Part 1 of Keeping Children Safe in Education 2018 for all staff and Designated Safeguarding Leads;
- Delegated responsibility to Designated Safeguarding Leads to ensure ALL staff follow safeguarding procedures.
- Clear policies in line with those from the DSPPB (Dudley Safeguarding People Partnership Board, formerly DSCB) for dealing with allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint.

Where allegations are made against the headteacher, the Chair of the Governing Body should act as case manager in conjunction with the Local Authority Designated Officer.

The Nominated Governor for Safeguarding and Child Protection is Mr Christopher Skitt, Chair of Governors, who can be contacted at the school on 01384 818730.

6 Staff Responsibilities and School Procedures

Cotwall End Primary School recognises that school staff are important part of the wider system of safeguarding children.

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to effectively fulfil this responsibility, all professionals involved with the school should ensure their approach is **child-centred**. No single professional can have a full picture of a child's needs and circumstances. **Everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Staff will follow requirements of Keeping Children Safe in Education (2020), Working Together to Safeguard Children 2018 and take account of guidance issued by Dudley Safeguarding People Partnership to:

- Ensure **every** member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding lead and deputies responsible for child protection and their role.

- Ensure **all** staff and volunteers understand that safeguarding and promoting the welfare of children is everybody's responsibility.
- Ensure all staff and volunteers are alert to the signs of abuse and responsibility for referring **any and all** concerns to the designated safeguarding lead or deputy DSL.
- Ensure **all** staff have a responsibility to provide a safe environment in which children can learn.
- Ensure **all** staff are prepared to identify where children can benefit from early help, and what the early help process is.
- Ensure **all** staff are aware of the process of making referrals to children's social care and statutory assessments, through liaison with DSLs.
- Ensure **all** staff know what to do if a child tells them they are being abused or neglected.
- Ensure **all** staff know of the indicators of abuse and neglect, and that abuse and neglect are often signs of overlapping issues.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and website. Parents should be made aware of the policies and procedures.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings.
- Develop links with other agencies that support the child such as Child and Adult Mental Health Service, Education Investigation and Education Psychology Service.
- Ensure all staff are aware of the duty they have to share information with other agencies where it is necessary and in the best interests of the safeguarding needs of the child.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Ensure that **all** staff are aware of what to do if there are concerns around a child. Children includes everyone under the age of 18 years.
- Ensure **all** staff are aware of their duty to share information with outside agencies.
- Ensure **all** staff are aware of the importance of not using their own mobile phone in front of any children; all phones must be stored in a drawer/cupboard or left in a bag during teaching hours.
- Pupils requiring support will be supported through the School's Nurture Room. Members of staff must discuss their concerns with a DSL and complete a referral form.
- If staff disagree with professional's decisions and wish to challenge them, they should follow the Resolution and Escalation Process.

7 Confidentiality

Cotwall End Primary School recognises that child protection and safeguarding require information to be handled with the utmost sensitivity.

The school's Information Security policy and statutory General Data Protection Legislation governs the way information is handled within school. All hard copy documentation relating to child protection and safeguarding is kept locked away at all times when not in use, in a locked facility in an office which is also locked outside of school hours. Electronic copies are kept in a secure hard drive to which access is controlled and limited to only people who may need to view such information.

The school also recognises and adheres to the provision of Keeping Children Safe in Education 2020, that The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of the children.

8 Communication with Parents

Cotwall End Primary School will ensure that all of the school's responsibilities for safeguarding and child protection is communicated with parents and carers. This shall be done via the website, regular updates and newsletters. The school shall ensure that parents have access to contact the necessary agencies to report concerns, by informing them, signposting them where necessary and providing links to the Dudley Safeguarding Website. This policy shall also be available on the school website.

The school will discuss any child protection concerns, bearing in mind statutory and local guidance, with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead.

There may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child. Parents / carers will be informed about our Safeguarding and Child Protection Policy through our website and school handbook. The Safeguarding and Child Protection policy will be available to view on request.

9 Child Sexual Exploitation and Child Criminal Exploitation

Cotwall End Primary School recognises that Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a

child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- 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; and
- children who regularly miss school or education or do not take part in education.

Cotwall End Primary School will ensure that all staff are aware of the warning signs of child sexual exploitation. The e-safety policy shall be used to keep children safe online. Staff shall be vigilant and follow up any concerns around child sexual exploitation to the Designated Safeguarding

Leads.

Child Criminal Exploitation - County lines Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁸ should be considered. (**See KCSiE Annex A, p83-86** for further details)

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
 - can affect any vulnerable adult over the age of 18 year
 - can still be exploitation even if the activity appears consensual
 - can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
 - can be perpetrated by individuals or groups, males or females, and young people or adults; and
 - is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

10 PREVENT Strategy for Anti-Radicalisation and Extremism

Cotwall End Primary School will ensure that staff and governors are appropriately aware of and trained in the requirements of the Prevent Strategy. Any specific concerns regarding radicalisation and extremism will be addressed through the child protection and safeguarding processes, led by the Designated Safeguarding Leads working with the Dudley Safeguarding Children's Board.

Cotwall End Primary School recognises that radicalisation can be difficult to spot. Signs that may indicate a child is being radicalised include:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

However, these signs don't necessarily mean a child is being radicalised – it may be a sign that something else is wrong. Any concerns will therefore be addressed with the utmost sensitivity to ensure the safeguarding needs of the child are always put first.

PREVENT contacts and help for Dudley are located here:
<https://www.dudleysafeandsound.org/prevent>

11 Female Genital Mutilation

Cotwall End Primary School recognises the statutory UK Government principle that Female Genital Mutilation (FGM) is child abuse and an extremely harmful practice with devastating health consequences for girls and women. Some girls die from blood loss or infection as a direct result of the procedure. Some women who have undergone FGM are also likely to find it difficult to give birth and many also suffer from long-term psychological trauma.

The legislation **requires** regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

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

Cotwall End Primary School will ensure that Designated Safeguarding Leads are fully trained to deal with any concerns regarding FGM, and also that classroom teachers are aware of the requirements through yearly Child Protection training. Any specific concerns regarding FGM will be addressed by the Designated Safeguarding Leads, working with the Dudley Safeguarding Children's Board. The Designated Safeguarding Leads will work with the utmost sensitivity, confidentiality and will always put the safeguarding needs of the child first.

12 Early Help

Cotwall End Primary School fully recognises its obligations under Dudley's Early Help Strategy. Early Help is taking action early and as soon as possible in order to provide support where problems are emerging for children,

young people and their families, or with a population most at risk of developing problems. Early Help may occur at any point in a child or young person's life. This multi-agency approach is carried out by the Designated Safeguarding Leads.

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/dudley-early-help-strategy/?Dudley%20Early%20Help>

13 Children Missing from Education

Cotwall End Primary School recognises its statutory duty to swiftly respond to children missing from education. If a pupil fails to attend on the agreed or notified date, the school will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

Cotwall End Primary School shall monitor pupils' attendance through the daily register. School shall inform the local authority of the details of pupils who fail to attend regularly, or have missed ten school days or more without permission. The school shall monitor attendance closely and address poor or irregular attendance as early as it can. It is important that pupils' poor attendance is referred to the local authority.

The school shall investigate any unexplained absences with due regard to its safeguarding obligations; where a referral is deemed necessary by the Designated Safeguarding Leads, this shall be carried out with a risk-based approach to ensure the needs of the child are put first.

Where concerns are raised about potential **County Lines Child Criminal Exploitation** through children missing education, the designated safeguarding leads will consider referral through the National Referral Mechanisms as well as through the local authority designated officer (LADO).

14 Record Keeping and Confidentiality

All staff are duty-bound and obligated to share information about the protection of children with the Designated Safeguarding Lead, and other professionals. Child protection information will be dealt with in a confidential manner in accordance with the school's Confidentiality Policy, and **only** shared with other professionals in a **relevant professional context**.

Staff will be informed of relevant details only when the Designated

Safeguarding Lead feels that those staff having knowledge of a situation will improve their ability to effectively liaise with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current document retention guidance. Access to these records by staff other than by the Designated Safeguarding Leads will be restricted by the Designated Safeguarding Leads.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. Communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility. **Cotwall End Primary School will not disclose to a parent any information held on a child if to do so would, in the school's professional judgement, place the child at risk of significant harm.**

If a pupil/student moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. Cotwall End Primary School will record where and to whom the records have been passed and the date.

If sending by post pupil records will be sent by "Special Guaranteed Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

15 Safeguarding Training

Cotwall End Primary School recognises its statutory duty to ensure that all staff are trained in Child Protection and Safeguarding on an annual basis. The school also ensures all teachers are trained in Awareness of Abuse and Neglect. All staff have also received PREVENT training.

According to 'Keeping Children Safe in Education ' (2020), The Designated

Safeguarding Lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meetings with other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

In addition, all staff members should ensure regular safeguarding and child protection updates (for example, via email, e. Bulletins, staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

16 Pupils with SEN and Disabilities

At Cotwall End Primary School we recognise the additional vulnerability to abuse and barriers to communication of concerns that children with Special Educational Needs and Disabilities may have. We recognise the challenges that may present themselves in identifying child protection and safeguarding issues in children with Special Educational Needs and Disabilities:

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

The school SEND Co-ordinator is also a designated safeguarding lead. They will ensure that all concerns and challenges regarding safeguarding of children with SEND shall be handled with due regard to the sensitivities involved, and maintain a child-centred approach.

17 Dealing with Concerns or Disclosures Regarding Children

Cotwall End Primary School is committed to the Early Help approach and staff are able to identify learners who need support through this route. Should staff become aware that the child has suffered or may suffer abuse through disclosure by another child, the Designated Safeguarding Leads, Mrs Williams, Mrs Sullivan or Mrs Wilkes are to be **immediately** informed using the 'Confidential' sheet which should be completed.

If a child is in immediate danger or is at risk of harm a referral should be made to the Single Point of Access Team and / or the police immediately. Should the DSL be aware that the concern or disclosure relates to an

ongoing case, the DSL shall also inform the social worker dealing with the case.

Telephone Contact - 0300 555 0050. Advice should be sought, from the Single Point of Access Team (MASH TEAM) in the area where the **child** lives.

The DSL will liaise with the staff member to ensure the disclosure is recorded, signed and dated within 24 hours

Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

Body Maps shall be used to support disclosures as per statutory guidance.

At NO time will staff use photographic recording equipment to evidence any injuries or marks on a child's person.

It may be necessary to liaise and where necessary, challenge other agencies involved, in order to obtain relevant information to support the child appropriately. If a child resides in another borough but attends a school in Dudley, Cotwall End Primary School will ensure that they liaise with the Local Authority in which the child resides.

If a child who is subject to a child protection plan leaves, their information will be transferred to the new school immediately and that child's social worker informed.

In the case of disclosures made by children, in compliance with their safeguarding training, staff will record verbatim what the child has disclosed. Staff shall not prompt or question the child, promise not to tell others or write down anything other than what the child has disclosed. Staff shall, as a matter of course, bring this to the immediate attention of the designated safeguarding lead in school. The DSL shall normally make a professional judgement on whether referral to the Local Authority Designated Officer is necessary.

The school recognises that staff can make a referral direct to the Local Authority Designated Officer themselves and the Designated Safeguarding Leads shall support any staff member who chooses to refer in this way. In order to refer staff may contact the Single Point of Access themselves.

For external referrals to early help please refer to Dudley Council's website for Early Help <https://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families/>. Contained in these pages are Dudley's threshold for early help.

For other external referrals, contact details for LADO, PREVENT, MASH, and CAMHS are to be found on the front two pages of this policy.

18 Staff support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

Staff can obtain support if necessary from the Dudley Safeguarding Children's Board outside of school, their union or Dudley's Counselling service.

19 Safer Recruitment and Employment Practices

Cotwall End Primary School will follow Safer Recruitment processes (DSCB procedures) which will include the following:

- Declaration of the intent to undertake a DBS check in the advertisement
- Ensuring that at least one member of the interview panel has attended DSCB Safer Recruitment training
- Ensuring that adequate employment references are gained before interview
- Ensuring that a safeguarding question is included in the interview
- Ensuring that any gaps in employment are explored at interview
- Undertake a DBS check at the relevant level to the position
- All Governors now require an Enhanced DBS check
- The Prohibition of teaching checks must be completed for everyone engaged in 'teaching work' , whether a qualified teacher or not: and recorded on the Single Central Record

In addition to this Cotwall End Primary School have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Cotwall End Primary School receive a Staff Handbook, Guidance for Safer Working Practice for Children and Young People in Education Settings (October 2015) along with Keeping Children Safe in Education (2016) at the beginning of each year and sign to confirm that they have read and understood these. This covers a wide range of issues around staff conduct e.g. Use of Mobile Phones etc. All staff have access to the counselling service within Dudley Council.

20 Allegations against staff

- Cotwall End Primary School will ensure the procedure detailed in the national guidance Keeping Children Safe In Education 2018 Part 4 is followed.
- The specific Local Authority process is detailed in <http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/management-of-allegations/>
- If staff have concerns about another staff member's behaviour they should direct these to the headteacher in the first instance.
- If they do not feel they can do this then the staff member has recourse to the Local Authority's Confidential Reporting (Whistleblowing) Policy, a copy of which is available in the staff room, or they can refer directly to the Local Authority Designated Officer (LADO).
- Any allegations against the headteacher will be referred to the Chair of Governors or LADO direct.

If any concerns or allegations are made against members of staff, in the first instance these will be discussed with the Local Area Designated Officer's first point of contact, Yvonne Nelson-Brown, Tel 01384 813110 (Referral e-mail allegations@dudley.gcsx.gov.uk).

It is useful to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the LADO in accordance with the Working Together to Safeguard Children (2018) and the DSCB Safeguarding Children Procedures. A LADO Referral and Monitoring form will need to be completed.

The school will appoint a Case Manager (usually the headteacher, a deputy DSL or where the allegation is against the headteacher, the Chair of Governors) to liaise with the LADO and participate in the process for investigating the allegations. The case manager shall act as directed by the local and national procedures.

In the event of an allegation, Cotwall End Primary school recognises its duty of care to the employee and shall inform Dudley's HR services as soon as possible in the process in order to ensure the appropriate support through the allegation management process is there and accessible.

21 Referral to Disclosure & Barring Service (DBS)

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual possess to vulnerable groups including children. This is the duty of the Designated Safeguarding Lead.

The Single Central record is in place and include all the areas covered in the Keeping Children Safe in Education (2018), along with Local Authority HR Guidance and Support. Further advice on this can be sought from Dudley HR on 1300.

22 Peer on Peer/Child on Child Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. All staff are aware and understanding of the policy and procedures to follow if peer on peer abuse is suspected.

- Any allegations made by one pupil against another will activate the schools' "Managing allegations against other pupils" policy. When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- Bullying, cyberbullying and any form of discriminatory violence are covered in the school's behaviour policy as "Serious Incidents" and will be dealt with according to the policy as well as with due regard to the child protection and safeguarding obligations of the school.

23 Sexual Violence and Sexual Harassment between children

The school recognise that sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing

up;

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours - dismissing or tolerating such behaviours risks normalising them.

School staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Sexual violence refers to sexual offences under the Sexual Offences Act 2003: Rape, Assault by Penetration or Sexual Assault.

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

The school recognises that the initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set in the school policy. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

24 Domestic Abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children.

We work with other key partners and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

Operation Encompass, the National Domestic Abuse Helpline, the NSPCC, Refuge and SafeLives will be utilised in protecting and supporting pupils from domestic abuse and its impact.

25 Mental Health

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop

the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs.

We understand that there are risk factors, which increase someone's vulnerability, and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils with mental health issues. Parents should share any concerns about the well-being of their child with school, so appropriate support and intervention is identified and implemented.

26 LGBT+

Some pupils may be vulnerable due to their sexual orientation or gender identity, either because they are subject to homophobic, bi-phobic or transphobic bullying or because of negative responses from parents/carers or others, which may result in increased risk of self-harm, suicide or homelessness. Several studies also evidence that LGBT+ young people may be at increased risk of becoming victims of CSE. Our school staff are aware of the increased risk factors and know how to access appropriate support for these young people when required. Support will be provided through the School's Nurture Room and by support from the School Nurse and other health professionals.

27 Contextual Safeguarding

All staff, including but not limited to the designated safeguarding leads, should consider the context within which any safeguarding concerns may occur. Assessments regarding children's safety should consider whether any wider environmental factors are present in a child's life which may be a threat to their safety and/or welfare. It is important that the school provides as much information as possible as part of the referral process in order to allow any assessment to consider all available evidence and the full context of any situation.

28 The Curriculum

Child protection and wider child safety issues will be addressed through the curriculum as appropriate in lesson time and during assemblies. Relevant issues will be addressed through the curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education,

e-safety and bullying. In addition, through British Values education as well as the school's own Values-Based Education, the safeguarding obligations of the school shall be reinforced.

29 Searching, Screening and Confiscation

Cotwall End Primary School recognises its rights under the DFE Searching, Screening and Confiscation guidance to be able to confiscate items banned under law, only where the school has reasonable grounds for suspicion. Any items found which are illegal shall result in the school notifying police. This includes but is not limited to, weapons, controlled drugs, and stolen items.

30 E-safety

Cotwall End Primary School shall ensure that online access within school, through the cabled Local Area Network and through wireless access, is safe for children to use. There are passwords to prevent outside access to wireless networks. There is a robust firewall built in with filters to prevent access to questionable material, which are being constantly updated and refined to maximise security. There is a monitoring system where activity such as children's searches are reported to the deputy safeguarding lead on the following working day, to enable investigation and early follow up of any concerns.

31 Virtual School Heads and CLA

Cotwall End Primary School is committed in working with the Virtual School Head and supporting the progress of looked after children in the school and meet the needs identified in the child's personal education plan. Mrs Claire Williams is the nominated partner to work with the Virtual School and Children Looked After. The Virtual School Head is Mr Andrew Wright.

32 Educational Visits

The school will abide by the Educational Visits Policy for all trips. A thorough risk assessment is completed a minimum of two weeks beforehand, by staff who have made a preliminary visit and obtained a suitable risk assessment from the venue and passed by an experienced risk assessor (the deputy headteacher). Trips are adequately staffed according to recommended ratios. The school has appropriate journey insurance. Transport Companies must have in place appropriate public liability insurance.

33 Educational Visitors to school

Any visitors, which class teachers wish to book to spend time in the

classroom, will be subject to the class teacher carrying out a Visiting Speakers Risk Assessment in advance, in conjunction with the School Business Manager. Any visitors for assemblies will be risk assessed in advance and assessed whether they intend to be engaged in Regulated Activity. The school will ensure all appropriate preliminary checks are carried out if necessary before the event.

34 Volunteers and Students

Volunteers wishing to attend school as part of a student placement or to donate time to help out in the classroom need to abide by the school's Volunteer Working Policy. They will meet the Business Manager beforehand to go through an induction process whereby safeguarding information and statutory literature will be discussed and handed to them, a Disqualification by Association form will be completed and two appropriate referees be gained before the placement can commence.

35 Visiting Contractors

Visiting Contractors will have to undergo an induction according to the Code of Conduct for Contractors in schools in Dudley, by either the caretaker or School Business Manager, to ensure that safe working practices will be followed while on site, and also to ensure that pupils remain safeguarded while they are working.

36 Site Security

Vehicular Entry to the site is restricted between 06:30 and 15:45 every day, visitors are only able to access the car park through the approval of the office staff via CCTV entry. Pedestrian entry to the site is restricted between 09:00 and 15:00 to ensure the site remains secure.

Entry to both buildings is via coded keypads or access being granted by the office. The number on the coded keypad is regularly rotated to ensure security is maintained. This is NOT to be shared with non-employees. Access to school gates is also controlled with combination padlocks.

37 Procedure for Visitors

Any non-employees on site will be questioned as to their purpose for visiting, and whether they are being supervised or unsupervised. All visitors will be made to sign in and be given a visitor badge. If the visit is expected then the person they are meeting shall meet them OR office staff will escort them to their meeting venue. If the visit is unexpected then they will have to wait at reception until the situation is resolved with school staff.

38 Implementation, Review and Monitoring

Implementation will take place by ensuring this policy is discussed at the governors meeting and ensuring all staff are made aware of its existence and understand and follow its contents.

This policy shall be reviewed on an annual basis by the Governing Body

39 Links

Links to the following specific safeguarding topics may be found using the hyperlink in Appendix 1 to the KCSiE document.

Children and the court system p83

Children missing from education p83

Children with family members in prison p83

Child sexual exploitation p84

Child criminal exploitation: county lines p83-86

Domestic abuse p85-86

Homelessness p86

So-called 'honour-based' Abuse p87

Preventing radicalisation and Extremism p89-90

Peer on peer/child on child abuse p91

Sexual violence and sexual harassment between children in schools and college's p92 Part 5 p69 holds separate info.

Mental Health p28

APPENDICES

APPENDIX 1

LINK TO “KEEPING CHILDREN SAFE IN EDUCATION” (2020)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping children safe in education 2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)

APPENDIX 2

CATEGORIES OF ABUSE

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

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

Sexual abuse

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

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX 3

INDICATORS OF ABUSE

Some of the following signs might be indicators of abuse or neglect:

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

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained bruises or cuts; burns or scalds; or bite marks

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';

- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- 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; and
- Children who regularly miss school or education or don't take part in education.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

APPENDIX 4

What to do if you are concerned:

(Concerns outside the immediate environment (e.g. a parent or carer))

- Report your concerns to the *Designated Safeguarding Lead* who should contact Single Point of Access (MASH TEAM) Team or the Police as soon as possible.
- If the *Designated Safeguarding Lead* is not available, then the Deputy Designated Safeguarding Lead should be contacted. (This is to ensure there is no delay in seeking advice or making a referral).
- The MASH TEAM Team and the *Designated Safeguarding Lead* will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child'.
- Maintain confidentiality on a **need to know** basis only.

Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family

All incidents will be reported on a Multi -Agency Referral Form (MARF)

Responding to allegations or suspicions (about someone working with children or young people (e.g. a teaching assistant))

It is not the responsibility of anyone working within Cotwall End Primary School in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the Local Authority Designated Officer.

Cotwall End Primary School will ensure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an

allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against, or related to a child;
- Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (*s16-19 Sexual Offences Act 2003*);
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (*s15 Sexual Offences Act 2003*);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text / e-mail messages or images, gifts, socializing etc);
- Possession of sexual images of children / pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone who works in **Cotwall End Primary School** including administrative and other support staff.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice; the Head Teacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the *Designated Safeguarding Lead*, or if the matter has been handled inadequately and concerns remain, it should be reported to the Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the *Designated Safeguarding Lead*, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The *Designated Safeguarding Lead* will refer the allegation to the MASH TEAM Team who may involve the Police. All allegations against people who work with children must be passed onto the LADO.
- The parents or carers of the child will be contacted as soon as possible following advice from the MASH TEAM Team.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Chair of Governors. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension

- The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the LADO.
- Irrespective of the findings of the MASH TEAM Team or Police inquiries the Head Teacher / Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Head Teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

APPENDIX 5



Managing Allegations about Adults Working with Children and Young People

Consultation form

Section one must be completed and emailed immediately **to the Single Point of Access** and copied to the Local Authority Designated Officer (LADO) at the email address below if it is alleged that a person who works with children has:

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against, or related to, a child; OR
- Behaved towards a child or children in a way that indicates that they may pose a risk of harm to children.

If the allegation meets any of the above criteria, the employer or agency should report it to the LADO within 1 working day – Referrals should not be delayed to obtain further information

The manager should then telephone the LADO immediately to discuss the next course of action.

Designated Officer (LADO):
Yvonne Nelson-Brown

Tel:01384813110

E-mail: allegations@dudley.gcsx.gov.uk

If you think a child is at immediate risk of significant harm phone Children's Social Care and/or the Police immediately

Children's Social Care: **(0300 555 8574** out of hours)

Police: 101 or 999 if an emergency

- Treat it seriously and keep an open mind
- **Do not** investigate
- **Do not** make assumptions or offer alternative explanations
- **Do not** promise confidentiality
- Record the details using the child/adult's own words
- Note time/date/place of incident(s), persons present and what was said
- Sign and date the written record
- Do not tell the member of staff/volunteer if this might place the child at risk of significant harm or jeopardise any future investigation
- **Do** refer to Dudley's Managing Allegations Against People Who Work With Children' policy
http://www.proceduresonline.com/dudley/scb/chapters/p_alleg_against_staff.html

TO BE COMPLETED BY THE LADO

Referrer Details	
Name:	Job Title:
Organisation:	
Address:	
Tel:	E-mail:

Child details (to whom the allegation involves)		
FULL Name:		
Date of Birth:	Ethnicity:	Male/Female:
Home address:		
School/College/Work Place:	CCM Number:	
Additional information (e.g. disability, communication or other special needs, previous child protection concerns)		

Member of staff/volunteer concerned – The person(s) about whom the allegation has been made		
Name:		
Date of Birth:	Ethnicity:	Male/Female:
Telephone:	E-mail:	
Job Title:	Employment status:	
Employing Agency or organisation (include statutory or voluntary agency):	Place of employment:	
Home Address:		
Additional information e.g. employment history; previous concerns raised, are they involved in any other activity:		
Details of any previous allegations made:		
Have safer recruitment processes been followed?		Yes/No:
Date of most recent DBS:		

Details Of Allegation / Concern		
Date of Allegation:	Time of Allegation:	Place of Allegation:
Allegation in Personal Life?		Yes/No:
Allegation in Professional Life?		Yes/No:
Record the details of the allegation using the child/adult's own words where possible:		

Details of Advice or consultation from the LADO :

LADO Authorisation:		Date closed:	
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APPENDIX 6

Multi Agency Referral Form (MARF): For Practitioners and those working with Children

A multi-agency referral should be made when the agency considers that:

- A child has been identified as a 'Child in Need' or is a Child in need of Protection', as detailed at level 4 in the threshold document.
 CONSULT: Dudley Threshold Guidance and Framework for Support 2018 (www.dudleysafeguarding.gov.uk/professionals/thresholds-document/), discuss with your safeguarding lead and use your professional judgement to identify the level of need.

If you think the need has reached level 4 but require further advice or guidance, you can contact the MASH Team on: 0300 555 0050

Completed MARF must be emailed to: childrensMASH@dudley.gcsx.gov.uk (note: only fully secure, if emailing from another secure email account).

For those that do not have access to a secure email account, there are two options for sending the MARF securely:

- Password protect the form and send the password in a separate email
- Email initially without personal details. An Advisor from the MASH will then send you an encrypted email which you can use to send the MARF securely

MASH is open Mon- Fri 9am to 5pm. If your referral is URGENT and is outside of these times or on a Bank holiday please contact the Emergency Duty Team on: 0300 555 8574.

All telephone referrals must be followed up with completion of a MARF by the referrer within 24 hours.

Before completion of this form please refer to the [Threshold Guidance and Framework for Support 2018 document](#)

Consent

Are Parents/Carers aware of the referral to the MASH?	Yes	No	Written/Verbal	
---	-----	----	----------------	--

Has consent been obtained from the parent/carer to share information?	Yes	No	Written/Verbal	
---	-----	----	----------------	--

If consent has NOT been obtained, please record the reason/s for this:
 I haven't managed to have any contact with mum since February

Do you consider that the child/young person is at IMMEDIATE RISK OF HARM?	Yes	No	
--	-----	----	--

Child/Young Person Details

Forename:		Surname :			
-----------	--	-----------	--	--	--

Address Details:					
------------------	--	--	--	--	--

Home Telephone:		Mobile Telephone:			
-----------------	--	-------------------	--	--	--

Date of Birth:		Gender:	Male	Female	
----------------	--	---------	------	--------	--

EDD if unborn baby/hospital where					
-----------------------------------	--	--	--	--	--

booked:							
Ethnic Origin: White/British		Disability:					
1 st Language:		Religion/Belief:					
Parent/Carer Details: Person 1							
Forename:		Surname:					
Date of Birth:		Relationship:					
Address Details:							
Home Telephone:		Mobile Telephone:					
1 st Language		Is an Interpreter Required?		Yes	No		
Identified Disability							
Do you have Parental Responsibility?			Ye s		No		
Parent/Carer Details: Person 2							
Forename:		Surname:					
Date of Birth:		Relationship:					
Address Details:							
Home Telephone:		Mobile Telephone:					
1 st Language		Is an Interpreter Required?		Yes	No		
Identified Disability							
Do you have Parental Responsibility			Ye s		No		
Other Household Members							
Individual 1							
Forenam e		Surnam e		DO B		Relationship	
Was this individual also referred?					Ye s	No	
Individual 2							
Forenam e		Surnam e		DO B		Relationship	
Was this individual also referred?					Ye s	No	
Individual 3							
Forenam e		Surnam e		DO B		Relationship	
Was this individual also referred?					Ye s	No	

The Child's Developmental Needs – How I grow and develop				
.				
Parenting Capacity – What I need from people who look after me				
Family and environment – My wider world (E.g. issues related to: alcohol misuse, drugs misuse, domestic abuse, mental health problems, learning difficulties, offending behaviour/imprisonments and offences against children, any significant history)				
Please outline any services that have been provided to address any previous concerns prior to this referral				
Are any Court Orders in Place?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>
If yes please describe the type of Court Order that is in place:				
Has an NWG CSE screening tool been completed?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>
Has an EHA been completed?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>
If "No" please give reasons				
If "Yes" please attach a copy and identify the lead professional and their contact details				
Have you discussed this referral with your designated child protection officer or your line manager		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>
Signed				
Print Name				
Designation				
Date				

TO BE COMPLETED BY CHILDREN'S SOCIAL CARE AND RETURNED TO THE REFERRER

Feedback to the referrer	
Name of child/young person:	
Date of Birth:	
Referring Agency:	
Outcome of the Referral	
Information and advice provided	
Signpost to other services	
Referring agency advised to undertake EHA	
Referred for Early Help	
Undertake a Child, Young Person and Family Assessment, include specific team to undertake this	
Section 47 investigation and/or joint assessment to be undertaken	
Other Please Specify	
Reason for decision	
Case Allocated to:	Tel
Team Manager Signature:	
Date Signed:	
<p>If you are worried about a child you can telephone the MASH Team for advice and consultation on 0300 555 0050 9am - 5pm OR 0300 555 8574 after 5pm/weekends and Bank Holidays.</p> <p>If you are worried that a Child needs a statutory social care assessment, complete a Multi Agency Referral Form (MARF) and email children's services at : childrensMASH@dudley.gcsx.gov.uk</p> <p>In circumstances where a Child has committed an offence the Police/Courts will refer the child to Youth Offending Services.</p> <p>If the concern involves anyone working with children contact the LADO Officer allegations@dudley.gcsx.gov.uk Tel: 01384 813110</p> <p>If the referral is concerning a relinquished baby contact is to be made with the MASH Team as above.</p> <p>If the concerns relate to CSE refer to the CSE Pathway</p> <p>If there is a professional disagreement regarding decision, please refer to the DSCB Resolution and Escalation Protocol and form</p>	

APPENDIX 7

Form for recording and reporting Safeguarding concerns about a child		
Full name of child:	Class:	Year:
Date of birth (if known):		
Your name:	Position:	
Date and time of incident/disclosure/concern:		
Please provide details of the incident/disclosure/concern, including times, dates, description of injuries and, if applicable, exact words spoken by the child (please continue on the other side if needed):		
Signed:	Time and date of reporting:	
Name of staff member reported to:	Further action taken by staff member:	
Signed:	Date:	
Any other information helpful for referral		
Ensure you have verbally informed the Designated Safeguarding Lead (Paul Townsed)		

APPENDIX 7

DUDLEY BODY MAP TEMPLATE (TO KEEP COPY IN POLICY)

BODYMAP

(This must be completed at time of observation)

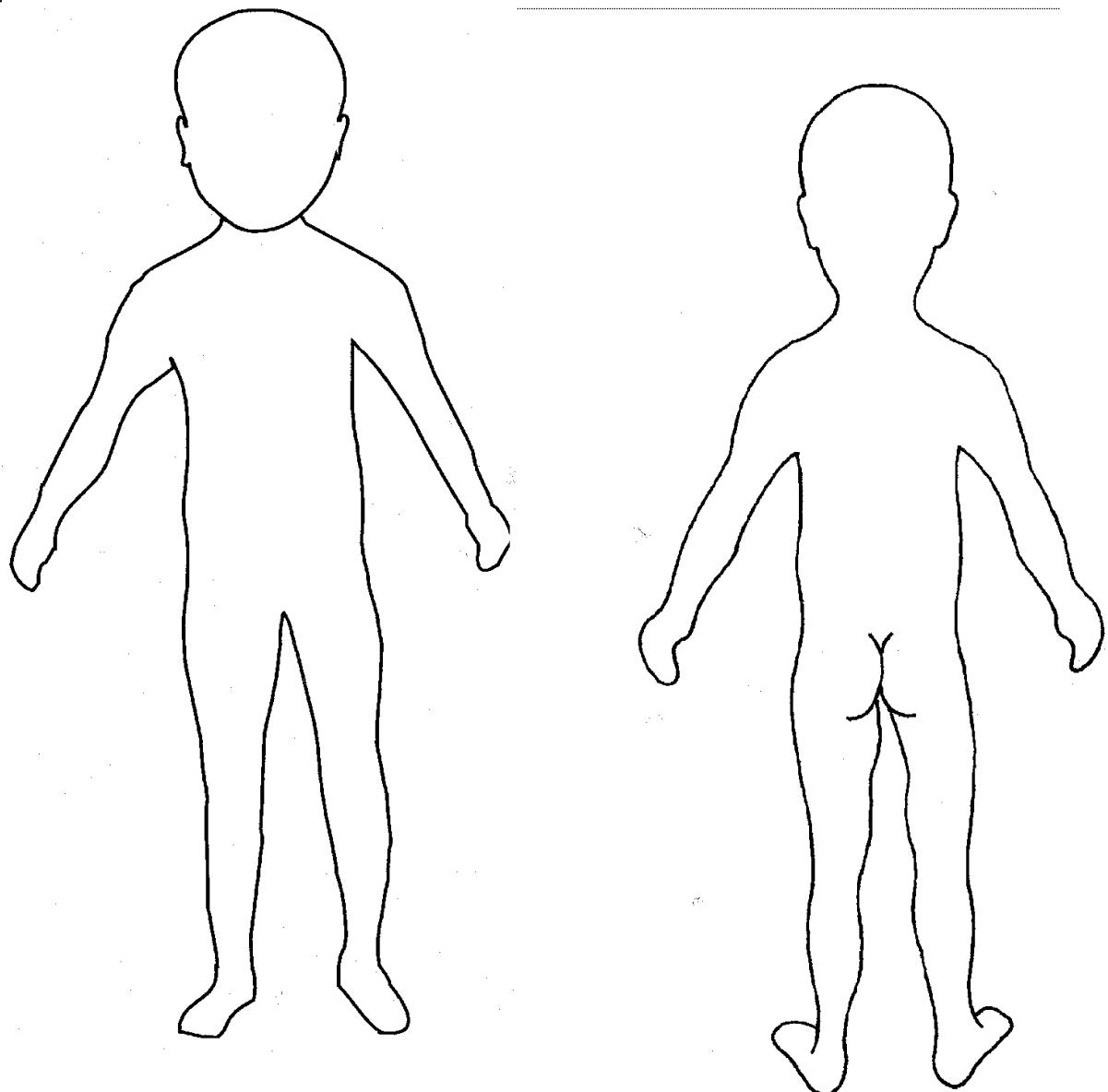
Name of Pupil:

Date of Birth:

Name of Staff:

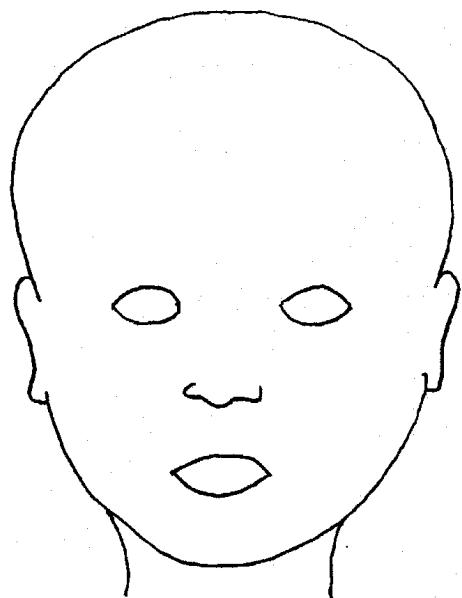
Job title:

Date and time of observation:

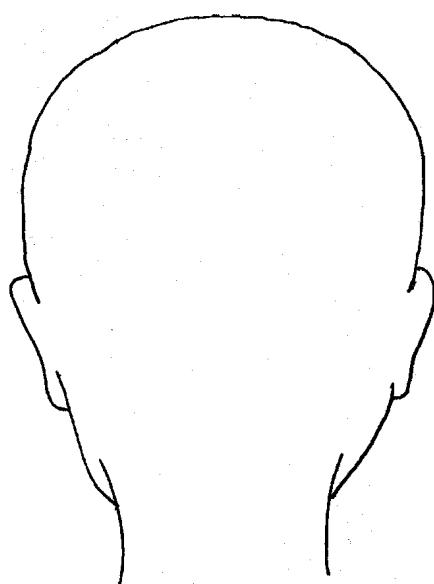


Name of pupil:

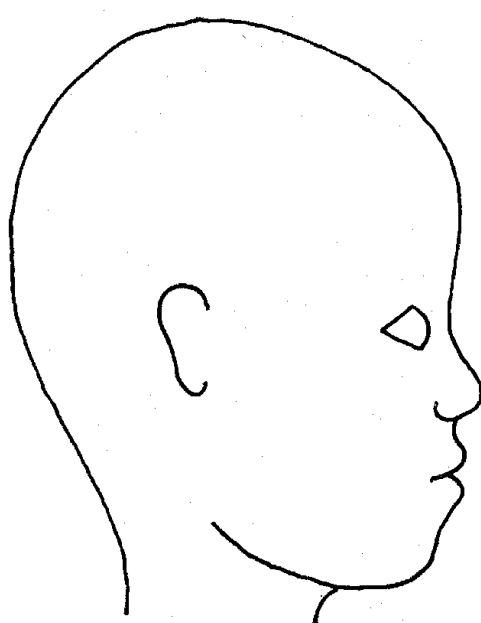
Date and time of
observation:



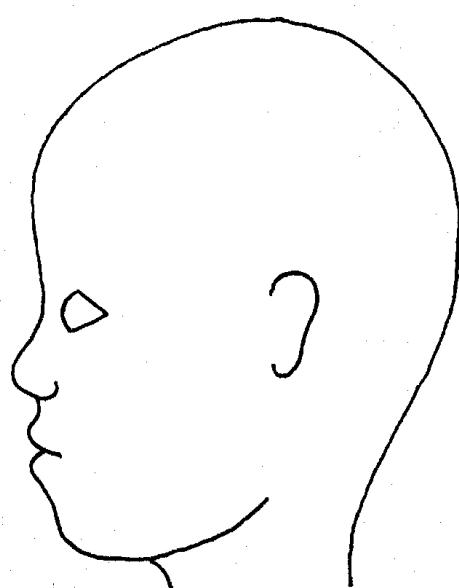
FRONT



BACK



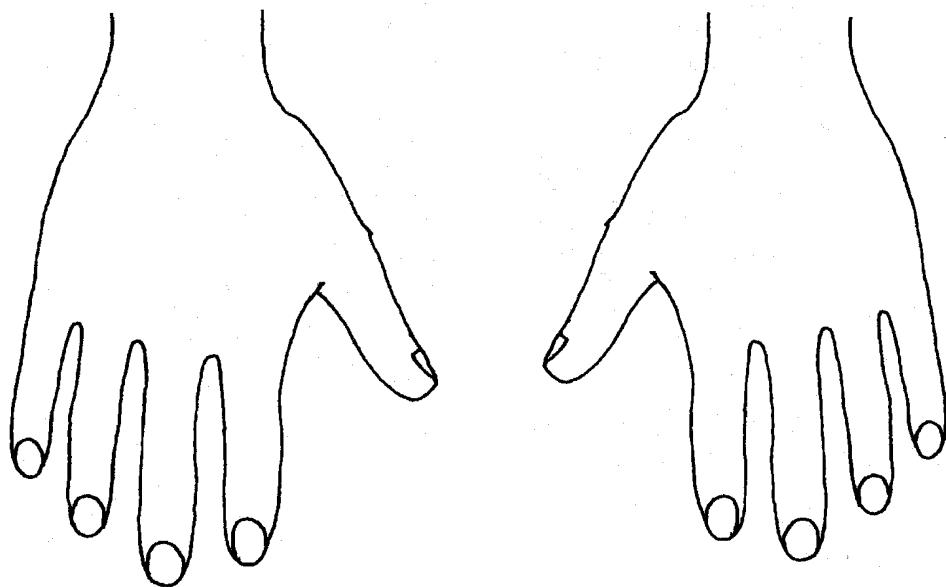
RIGHT



LEFT

Name of pupil:

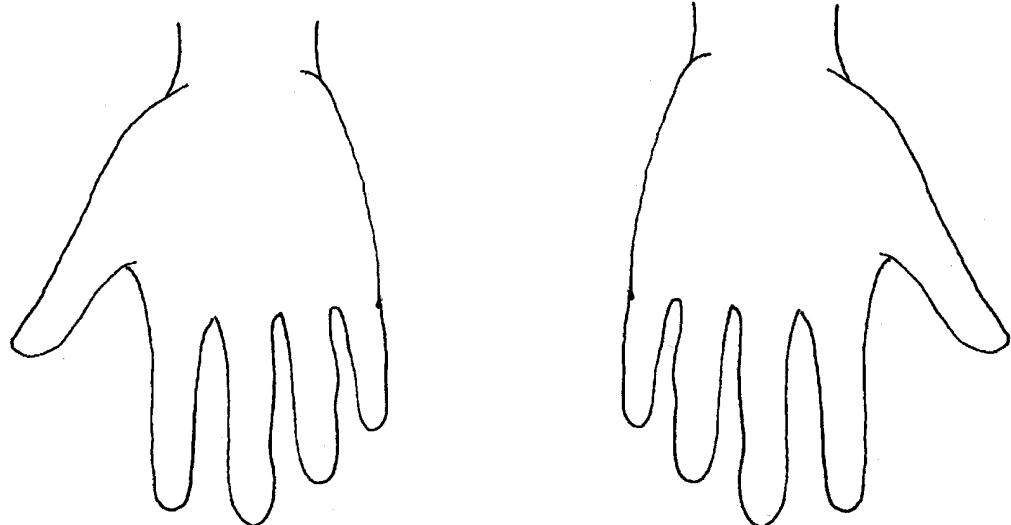
Date and time of
observation:



R

BACK

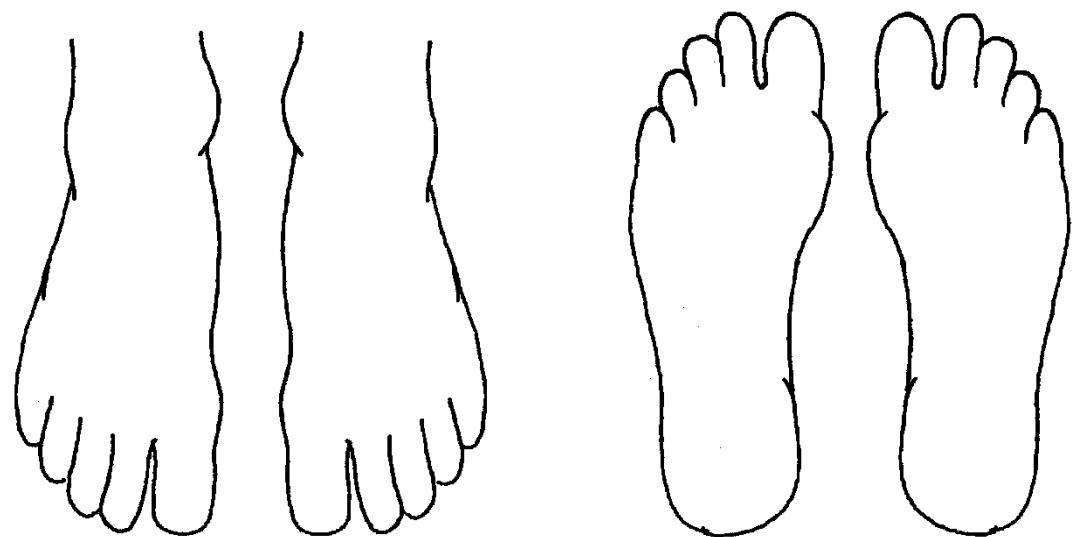
L



Name of Pupil:

.....

Date and time of
observation:



R

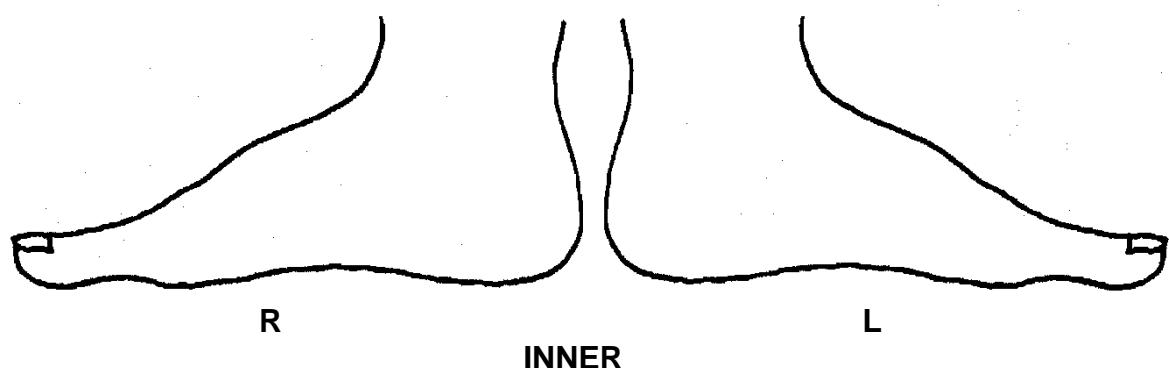
TOP

L

R

BOTTOM

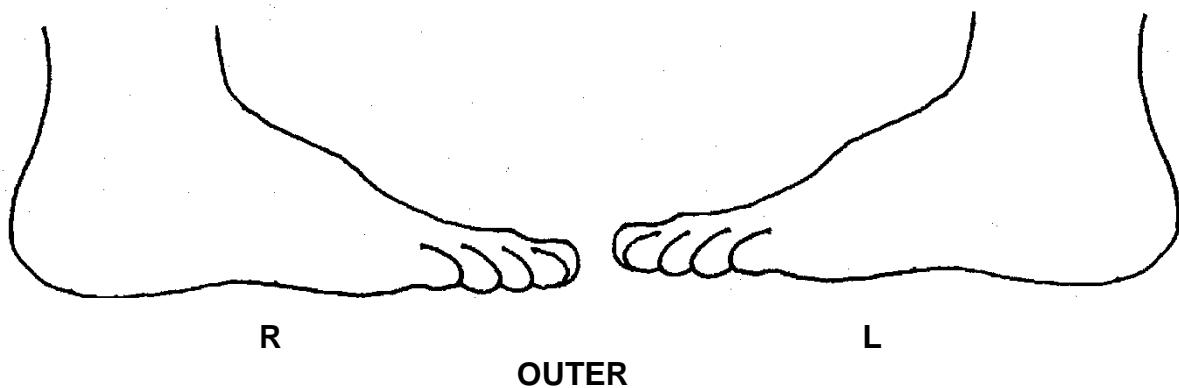
L



R

INNER

L



R

OUTER

L

Printed Name,
Signature and Job
title of staff:

Appendix 8



**Dudley Safeguarding
People Partnership**

Safeguarding Resolution and Escalation Protocol (Children)

Author:	Gillian Ming/Su Vincent
Date Produced:	March 2020
Date Agreed:	March 2020 (minor changes)
Version Status:	Completed
Version:	5

Why this Resolution and Escalation Protocol?

'Risks to children are increased when inter-agency dispute resolution and escalation processes are weak and ineffective'

Birgitta Lundberg DSCB SCR Report Author (Nov 2017)

'Escalation is....an effective mechanism for resolving professional disagreement.' Escalation is not.... a negative action or criticism'.

Resolution

When working with children and their families professional disagreement can be positive, as challenge allows for review and can foster creative ways of working, however, disagreements can impact negatively on positive working relationships and consequently on the ability to safeguard and promote the welfare of children. Disagreements always require resolution.

What is Escalation?

Escalation is a process of formally challenging a decision made by another professional, group or organisation. Escalation procedures ensure that all professionals have a quick and straightforward means of resolving professional differences in order to safeguard the welfare of children and young people.

Escalation - Principles

Effective working together depends on an open approach, clarity of roles and responsibilities and genuine, and honest, relationships between agencies. Escalation is a means of resolving professional differences and is an integral part of joint and effective working to safeguard children.

Dudley Safeguarding People Partnership (DSPP) and the Executive encourages effective challenge to support effective safeguarding. All agencies across the partnership have agreed to work in a culture of genuine partnership working and have committed to the following principles;

- The safety and wellbeing of individual children and young people is the paramount consideration in any effective challenge and escalation.
- Effective challenge is a positive action.
- Practitioners should take responsibility for their own cases and actions;
- Any disagreements between agencies should be resolved as simply and quickly as possible;
- Practitioners should respect the views of others, whatever their level of experience, the role they fulfil or agency they represent.
- Practitioners and managers should always be prepared to review decisions and plans with an open mind;
- Working together effectively depends on resolving disagreements to the satisfaction of practitioners and agencies, with a genuine commitment to partnership working.

Differing opinions could arise for a number of reasons, but are most likely to be in relation to:

- levels of need and intervention,
- lack of understanding of roles and responsibilities,
- the need for action and communication.

Examples, where the concerns about the child should prompt action, are given below.

This is list is not exhaustive.

- Dispute at the point of referral due to differing opinions about thresholds.
- Concern about the action / inaction of another professional in relation to a child or family member.
- Disagreement about decision making and a course of action to be taken, for example whether there should be a Child Protection Case Conference or, whether a case should be closed (step up – step down).
- Dissent at / arising from a Child Protection Case Conference. Dissent arising from the implementation of a CP Plan.
- Disagreement over information sharing.
- Disagreement over an assessment and differences around professional analysis and joint decision making.
- Disagreement over the provision of services.
- Concern there is drift or unreasonable delay in progressing a case.
- Concerned about the operation of child protection procedures.

When any professional considers a child is at immediate risk of significant harm, then the individual must ensure their concerns are escalated on the same working day using established safeguarding procedures.

Where professionals consider that the practice, or the decision making of other professionals is placing children at risk of harm, they **must** be assertive, act swiftly and ensure that they challenge any relevant professionals in line with this policy.

The safety of individual children is the paramount consideration in any professional activity.

Resolution should be sought within the shortest timescale possible to ensure the child is protected.

This procedure is not designed to replace complaint procedures in place within individual partner agencies.

Resolving Professional Disagreements - PROCESS FLOWCHART and TIMESCALES

Professional disagreement should be resolved at the lowest possible stage within the shortest possible timescale

<p>Where practice disputes pertaining to the safeguarding concerns arise, the concerned practitioner should raise and attempt to resolve any issues directly with the practitioner (counterpart from the other agency). If this is not resolved, the stages below <u>must</u> be followed to activate the escalation process</p>	<p>Pre- escalation Resolution Step</p>
<p>STAGE 1: Attempted initial resolution failed - escalate the issue to Line Manager When concern regarding practice or decision making by a professional / agency arises, initial attempts should be made between all parties to resolve the issues. If resolution is achieved, the agreed outcome must be recorded. If unresolved escalate to Line Manager Line Manager to Line Manager: discusses concerns or matters unresolved with their counterpart in the other agency (this may require a professionals meeting). Record agreed outcome.</p>	<p>STAGE 1 TIMESCALE Action to be taken within 1-3 days of the concern arising record outcome or escalation</p>
<p>If unresolved escalate to stage 2 (Record escalation via template)</p>	
<p>STAGE 2: Escalate to Agency Safeguarding Lead. Safeguarding Lead to Safeguarding Lead discuss concerns or matters unresolved with their counterpart in the other agency. If resolution achieved, record agreed outcome. Safeguarding Leads are required to collate cases escalated to them for referral to DSPP for monitoring.</p>	<p>STAGE 2 TIMESCALE To be concluded by day 10. Record agreed outcome or escalation</p>
<p>If unresolved escalate to stage 3 (Record escalation via template)</p>	
<p>STAGE 3: Escalation to DSPP Representative Where this stage is reached, appendix 2 will need to be completed and forwarded to the DSPP Business Unit DSPP Representative to DSPP Representative Following escalation to the Safeguarding representative for your organisation, a meeting between the respective DSPP representatives should be convened to seek a resolution.</p>	<p>STAGE 3 TIMESCALE To be concluded by day 20. Inform DSPP of resolution.</p>
<p>If unresolved escalate to stage 4 (Record escalation via template)</p>	
<p>STAGE 4: Escalation to DSPP Independent Chair DSPP Independent Chair will seek written evidence of the concerns and steps taken to reach a resolution, this may include a meeting with those involved. The Independent Chair will make a recommendation of the most appropriate way to proceed, communicating this within 5 days of receiving the notification</p>	<p>STAGE 4 TIMESCALE To be concluded by day 28.</p>



Implementing the DSPP Resolution & Escalation Protocol
Supporting Notes

NOTE: Where it is believed that a child is at immediate risk of significant harm, a MARF MUST BE completed and referred to the MASH in the first instance, this can be done at any stage of the following process

RECORD: Where professionals escalate a matter of concern, internally to a line manager or externally to a DSPP safeguarding representative, details of matters escalated must always be recorded on a child or young person's case records.

Pre-Escalation Process: Practitioner to Practitioner Attempt Resolution.

Most disagreements can be resolved between professionals by having a conversation about the reasons for the difference of opinions and without having to escalate the matter further. All attempts should be made between the practitioners to resolve the issues through initial discussions. This discussion must take place as soon as is possible. This can be a telephone conversation or face to face meeting. The agreed outcome of discussions or actions must be recorded and used should there be a need to refer the concerns to a manager to activate the escalation process.

Stage 1. Escalate concern for Line Manager to Line Manager Interaction.

Where practitioners are unable to satisfactorily resolved matters of concerns, the issues must be escalated to a line manager. The line manager should discuss the issue with their counterpart in the other agency. Respective parties must identify explicitly what the problem is and have absolute clarity about the nature of the professional challenge and what the respective professionals aim to achieve. A summary of the issues should be recorded using the *Escalation Summary Log (*See Appendix 1) and notes added to the child's case file. If matters remain unresolved this also must be recorded on the Escalation Summary Log and escalate to Stage 2 and the agency's Designated Safeguarding Lead (DSL), **within 1 -3 days**.

***(Where a child is subject to a Child Protection Plan (CPP) or is a Child Looked After (CLA), the Independent Reviewing Officer must also be notified.)**

Stage 2. Escalation for Agency DSL to DSL Intervention

Where matters are escalated to a DSL, if necessary, consideration should be given to convening a professionals meeting. The DSL must complete the *Escalation Summary Log (See Appendix 1) and detail matters agreed on the child's case file. The outcome of discussions, matters resolved or actions agreed must be recorded and stage two actions completed **by Day 10**.

***Organisation DSL's must collate detail of cases escalated to them using the *Escalation Summary Log (See Appendix 1) for referral to the DSPP Business Unit for monitoring safeguarding activities.**

If matters remain unresolved, details of dispute must be recorded and escalated to Stage 3 and the agency's DSPP representative notified.

Where it is believed that a child is at immediate risk of significant harm, a MARF MUST BE completed and referred to the MASH. For children not deemed to be at immediate risk of significant harm stage 3 procedures should be followed.

Where matters are escalated to Stage 3: A record using the Report to DSPPB: Multi-Agency Resolution template at Stage 3 and 4 (See Appendix 2) must be completed and referred to the DSPPB Business Manager, DSPPB@dudley.gov.uk

Stage 3: Escalation to DSPP Safeguarding Member /Agency Representative.

Respective DSPPB safeguarding representatives should endeavour to resolve matters at this stage. (***Please contact the DSPP Business Unit for details of your agency's DSPP representative.***) If matters remain unresolved a meeting must be convened between the DSPP agency representatives together with a partnership representative who will undertake a mediation role. (***The DSPP Business Manager should be contacted to identify the partnership representative.***) Where DSPP representatives are unable to resolve matters through this process, the matter will be escalated to the Independent Chair of the DSPP. This stage must be completed by day 20.

Stage 4: Escalation to Independent Chair of the DSPP

If it has not been possible to resolve professional differences following review between the DSPP member agencies, the matters should be referred by the concerned agency for the attention of the DSPP Independent Chair. The Independent Chair may seek to resolve issues directly with relevant senior managers or convene a resolution panel. The agency raising the dispute must complete and return by email the Multi-Agency Resolution template (Appendix 2) to the DSPP Business Manager via DSPPB@dudley.gov.uk

The Independent Chair or panel, as necessary, will consider written representations, from those involved in the dispute, and will resolve the professional differences concerned. A return a response and day 28.

In order to reduce the likelihood for unnecessary drift and delay, timescale will be monitored, it is therefore imperative that all records including dates and actions taken to reach a resolution at each stage of this process.



AGENCY ESCALATION SUMMARY LOG

**A summary of cases escalated for resolution should be collated and retained by all organisations.
(For completion by Line Manager/Safeguarding Lead as appropriate)**

Agency / School: (INSERT): _____

** Escalation Number	Child Details: Name: DOB: Age:	Concern	Level of Need	Summary of Professional Disagreement	Action taken towards reaching a Resolution	Outcome of Resolution

DSPP will collate agency summaries for monitoring purposes. Summaries to be returned as requested to: DSPPB@dudley.gov.uk

**Escalation number is that allocated to identify the case by the individual agency.



Multi-Agency Resolution: Escalation Template – (required from stage 1)

(Multi-Agency disagreements resolved at Stages 3 and 4 must be reported to the DSPP Business Unit)

Name of child/young person:			
D.O.B:			
Address:			
Name of Professional and email contact details of the person escalating a concern			
Role and Agency:			
Name(s) of other professionals involved: (Including DSPPB Board Members where appropriate) Role and Agency:			

Current level of need	Universal Services	Early Help	Child in Need (S17)	Child Protection (S47)	Child in Care
Please indicate perceived level of need:	Universal Services	Early Help	Child in Need (S17)	Child Protection (S47)	Child in Care
Brief details of agency disagreement (including agreed outcomes)					
Date of discussion/ Meeting re disagreement:					
Methodology used to resolve conflict:					
Disagreement resolved at: Level Date					

Please indicate lessons learned from this disagreement resolution (e.g. Individual agency review of procedure, requirement for staff training, further understanding of DSPP thresholds and Levels of Need);		
Please identify any further actions taken by your agency following the resolution of this issue:		
Actions taken:	By whom:	Date completed:
Form completed by:		
Date:		

To be completed by DSPP Business Manager:



Date received by DSPP Business Manager:		
Concerned referred to the DSPP Independent Chair for immediate action	YES/ REASON:	NO/REASON:
Issues notified to DSPP / Outcome:		

**Completed forms should be forwarded to the DSPP Business Unit:
dsppb@dudley.gov.uk**

Appendix 3:

