



## Safeguarding and Child Protection Policy

<b>Date of last review</b>	June 2019
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<b>Agreed by Governors</b>	June 2019
<b>Shared with all Staff</b>	July 2019
<b>Frequency of Review</b>	Annually
<b>Date of Next Review</b>	June 2020
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# Safeguarding and Child Protection Policy

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## 1. Purpose and Aims: Safeguarding at The Earls High School:

- The policy below is for all young people at The Earls High School, their families and all adults who come in contact with them. The policy will be read by all staff members and made available to any adults coming into contact with students in the school. The policy will also be displayed across the school and shared on the school website.
- **Safeguarding children and all young people who come into contact with The Earls High School is a key responsibility of our institution and lies at the very heart of what we do.**
- At The Earls High School we look to ensure that students are **READY, RESPECTFUL** and **SAFE** for their learning. This clearly demonstrates that safeguarding our students is at the very core of what we look to achieve with our young people. The purpose of education is to learn and young people learn best when they have the peace of mind of feeling both happy and safe. As a school we have invested a lot of time and resources to ensure that students are happy and have someone to talk to when they are not or when they feel unsafe.
- Children and young people have a fundamental right to be protected from harm. They have a right to expect schools to provide a safe and secure environment. It is a guiding principle of the law and child protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.
- We are proud members of the Stour Vale Multi-Academy Trust (MAT) and work closely with pastoral and safeguarding teams across the MAT to: share information, share good practice, work within the MAT to find workable solutions for students and families, pool resources and learn across phases with primary and secondary colleagues working together.
- Despite being a member of a MAT The Earls High School work closely with Dudley Safeguarding <http://safeguarding.dudley.gov.uk/child/safeguarding-children-board/> and adopt the policies, processes, reporting methods and thresholds presented by (Dudley Council Safeguarding Board (DCSB). Due to the geographical nature of the school we also work readily with other Local Authorities including: Worcestershire, Birmingham and Sandwell. Where necessary we complete different referrals and thresholds based on the home local authority of the student.
- This safeguarding policy is also linked to a range of other policies of the school such as:
  - Behaviour management
  - Whistleblowing
  - Anti-Bullying
  - Safer Recruitment
  - Staff Expectations and conduct
- The Earls High School is committed to preventing the spread of extremism and to ensure that students are safeguarded against extreme views. Staff are regularly updated about the local and national context and students are given the opportunity to challenge extreme views across the curriculum but particularly in assemblies, a bespoke form time package, PSHCE, History and RE in discussion with the local authority. Any student reported to be at risk of exposure to extreme views will be reported both to the Dudley MASH team and to the Channel project through West Midlands Police and the Counter Terrorism Unit (CTU) gateway. A MARF will be completed for any student reported.
- **It is mandatory to report cases of FGM that have been carried out on someone under the age of 18 to the police.** All staff are made aware of this and are given guidance on how to identify and how to report any case of Female Genital Mutilation (FGM).

- At The Earls High School we are committed to early intervention in safeguarding matters to ensure that situations do not develop and cause more harm to the child. The school works closely with the Butterfly Children's Centre in Lye to ensure that Early Help procedures are in place when needed. The school is also able to lead on Early Help intervention and will only engage in an assessment after it has been discussed with parents/carers.

## 2. Statutory framework

This policy is clearly linked to the following statutory expectations:

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2018)
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- DSCB interagency child protection and safeguarding procedures
- Links to DSCB can be found here: <http://safeguarding.dudley.gov.uk/child/safeguarding-children-board/>

## 3. The Role of the Designated Safeguarding Lead

The School Designated Safeguarding Lead (DSL) and deputy DSLs are listed on page 1 of this policy.

The DSL is a senior member of staff and has lead responsibility for child protection and safeguarding of all students.

The DSL and Deputy DSLs take responsibility for (as set out in KCSiE Annex B):

- Referring cases of suspected abuse to the local authority children's social care as required.
- Supporting staff who make referrals to local authority children's social care.
- Referring cases to the Channel programme where there is a radicalisation concern as required.
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required (DSL).
- Referring cases where a crime may have been committed to the Police as required.
- Liaising and act as a source of support, advice and expertise for all staff.
- Undergoing training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- Having a solid understanding of new and current safeguarding themes and regularly train staff.
- Undertaking Prevent awareness training.
- Understanding the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Raising safeguarding awareness within your setting and wider community.

- Ensuring the school or college’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly (DSL).
- Being available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns and arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

#### **4. The Role of the Governing Body**

- As the safeguarding and welfare of all students is a key task for The Earls High School it is also central to the work of the whole Governing Body. Safeguarding and a report from the DSL is on every Local Governing Body (LGB) agenda every half term which also includes representation from the MAT Board.
- It is the responsibility of Governing Bodies to ensure that they comply with their duties under legislation. They must have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times. The statutory guidance, Keeping Children Safe in Education places statutory requirements on all Governing Bodies. Governing Bodies must make sure that their school has policies and procedures in place and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter-agency procedures.
- The nominated safeguarding governor takes responsibility for Safeguarding on the Governing Body.
- **Legislation and the law** - Governing Bodies and proprietors (in KCSiE Part 2, unless otherwise stated, this includes management committees) must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring that policies, procedures and training in their schools or colleges are effective and comply with the law at all times (see section 5).

#### **5. Safeguarding policies and procedures**

##### **Legislation and the law**

- Governing Bodies and proprietors (in Part 2, unless otherwise stated, this includes management committees) must ensure that they comply with their duties under legislation. They must have regard to this guidance, 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 leaders.
- Governing Bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare. This should include:
  - Individual schools and colleges having an effective Child Protection Policy. The Child Protection Policy should describe procedures which are in accordance with Government guidance and refer to locally agreed inter-agency procedures. It should be updated annually (as a minimum) and be available publicly either via the school or college website or by other means. A staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- Governing Bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

- Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.
- We recognise that a child going missing from education is a potential indicator of abuse or neglect. Our procedures for dealing with children that go missing from education are based on the Local Authority (LA) and DCSB procedures. We will ensure that we follow these procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. We will ensure that we report children missing education to the Local Authority Child Missing In Education (LA CME) officer, in line with statutory procedures.

## 6. Confidentiality

- Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only.
- Advice should be sought from the Social Care Team, who should approach the alleged abuser (or parents if the alleged abuser is a child). 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).
- If a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with the Data Protection and Government guidance on the transfer of such records.

## 7. Communication with Parents

- In general, we will discuss any child protection concerns 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.
- However, 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 Child Protection Policy through the website and should contact the school if they have any concerns.

## 8. Whole staff responsibilities and school procedures

### A child centred and co-ordinated approach to safeguarding

- Schools, colleges, and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.
- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who is exposed to children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
- No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact

with them has a role to play in identifying concerns, sharing information and taking prompt action.

- Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.
- Children includes everyone under the age of 18.

### **The role of school staff**

- Report your concerns to the Designated Safeguarding Lead following the process in Appendix 2. If the Designated Safeguarding Lead is not available, then Deputy Designated Leads or the Headteacher should be informed (this is to ensure there is no delay in seeking advice or making a referral).
- The DSL will then make the decision about how to proceed.

## **9. Dealing with disclosures**

When dealing with a disclosure, adults should:

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but **do not** ask 'leading questions' or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. (*See Appendix - Reporting a concern about a child form and Appendix Flowchart for reporting a child protection concern.*)
- *N.B Out of Hours Procedures - In the absence of the Designated Safeguarding Lead and Deputy Designated Leads, all staff have been trained in how to make a referral. Please refer to Appendix 1 and 2 for further guidance on how to complete a referral. If there is a child protection concern out of hours, please contact the Designated Safeguarding Lead via school email or safeguarding telephone number unless the child is in immediate danger in which case the police should be contacted*

## 10. Record Keeping

- Records of concerns should be taken immediately. Staff should follow up with a written, signed and dated report even if they have made a verbal report of an issue. This report should be made as soon as immediately possible after the concern/disclosure.
- All written notes and paperwork are kept in secure locked safeguarding folders in the pastoral office.
- All concerns should be reported to the DSL or Deputy DSL who will maintain these folders. Date and time logs should be taken on all statements.
- Folders will be transferred when destinations are decided - these will either be scanned and emailed securely or delivered by hand within 24 hours of request.
- A record grid will be updated on all concerns, discussions and decisions. These folders and grids will be spot-checked regularly.

## 11. Early Help

- The school is committed to early intervention to support students and ensure their safety. The Dudley Early Help framework and threshold criteria can be found here: <http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families/>
- Our local family centre is the Butterfly Children's Centre, DY9 8HT and the centre manager is Caroline Moylan. The contact details are 01384 813 954.

## 12. When to be Concerned

- All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- **Physical abuse:** a form of abuse that 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 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
- **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, for example, because 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### 13. Specific safeguarding issues

- **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.
- **Peer on Peer Abuse** The Earls High School recognises that children are also vulnerable to physical, sexual and emotional abuse by their peers and siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults, hazing, physical abuse and sexting.
- Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child exhibiting the harmful behaviour.
- Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of the child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to peer on peer abuse.
- Where a child discloses safeguarding allegations against another student in the same setting, the DSL should refer to the procedures on the DSCB website and consult with the MASH for advice before commencing internal investigation and procedures.
- **Child Sexual Exploitation** We recognise that CSE is a form of child abuse and can have a long-lasting impact on a child's physical and mental health. 'Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment.'

- They are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who are sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking.
- CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.
- Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.
- The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.
- Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.
- However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse (See KCSiE Annex A, p76 for further details)
- **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 Mechanism<sup>98</sup> should be considered. (See KCSiE Annex A, page 77 for further details) <http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism>
- 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 years, 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.
- **Female Genital Mutilation - mandatory reporting duty for teachers**
- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.
- It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.
- It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory

reporting of female genital mutilation procedural information. (See KCSiE Annex A, page 80 for further details.)

- **Honour Based Violence (HBV)** We recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of FGM and other forms of so-called 'Honour Based Violence' (HBV) and provide guidance on these issues through our safeguarding training.
- If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing local and national protocols for multi-agency liaison with police and children's social care.
- **Sexting** Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone.
- Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection.

### **The Earls High School Prevent Strategy (Radicalisation and Extremism)**

- The Earls High School Prevent Strategy has been written in response to and in line with Government guidance and forms part of the Government's counter terrorism strategy which seeks to:
  - Respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced from those who promote these views.
  - Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
  - Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health.
  - The school has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the school and British values.
  - Therefore, our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment.
  - Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities.
  - Our school strategy for preventing extremism has four key objectives:
    1. Raise awareness
    2. Provide information
    3. Enable learners to make a positive contribution
    4. Safeguard
- At The Earls High School we have taken the following measures to ensure that our children are kept safe:
  - We teach a broad and balanced curriculum which promotes spiritual, moral, social and cultural development and prepares them for the opportunities, responsibilities and experiences of life.
  - We raise awareness by providing a PSHCE curriculum including the delivery of e-safety and 'preventing extremism and radicalisation' theatre workshops that challenge the extremist narratives.
  - We implement effective anti-bullying policies.
  - Our Social Moral Spiritual Cultural (SMSC) programme and School ethos promotes the core values of democratic society, pupil voice and participation.
  - We draw upon the experiences and skills of West Midlands Police to raise staff

awareness on key issues around extremism and radicalisation. All staff will receive WRAP training and/or online Channel training (prevention against radicalisation and extremism).

- We monitor student relationships closely both in lessons and unstructured time and quickly intervene with students at risk of being isolated.
- The Earls High School, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.
- The SPOC is responsible for:
  - Ensuring that staff of the school are aware who the SPOC is in relation to protecting pupils from radicalisation and involvement in terrorism.
  - Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism.
  - Raising awareness about the role and responsibilities of the school in relation to protecting pupils from radicalisation and involvement in terrorism.
  - Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs.
  - Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism.
  - Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism.
  - Collating relevant information from/in relation to referrals of vulnerable pupils into the Channel process.
  - Attending Channel\*\* meetings as necessary and carrying out any actions as agreed.
  - Sharing any relevant additional information in a timely manner.

(\*\*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
  - safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
  - provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.)
  - (See KCSiE Annex A, page 81 for further details.)
- **Contextual Safeguarding** – Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college.
  - All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur.
  - This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

- Children’s social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process.
- This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: Contextual Safeguarding.
- (See KCSiE Annex A page 75 onwards for more information on)
  - Children and the court system page 76
  - Children missing from education page 76
  - Children with family members in prison page 76
  - Child sexual exploitation page 76
  - Child criminal exploitation: county lines page 77
  - Domestic abuse page 78
  - Homelessness page 79
  - So-called ‘honour-based’ violence page 79
  - Preventing radicalisation page 81
  - Peer on peer abuse page 83
  - Sexual violence and sexual harassment between children in schools and college’s page 83 Part 5 page 61 holds separate info.

#### **14. Online Safety**

- All members of staff are trained in and receive regular updates in online-safety and recognising and reporting concerns.
- Our Acceptable Use Policy recognises that internet safety is a whole school responsibility (staff, students, Governors and parents/carers).
- Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies.
- Additionally, some children or young people may find themselves involved in activities which are inappropriate or possibly illegal.
- We therefore recognise our responsibility to educate our students, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. These issues are addressed within the curriculum, in registration, assemblies and also at parents’ information evenings.
- We will ensure that filters are in place to prevent access to unsuitable sites and we will monitor the use of the school network and internet to ensure that any pupil or staff member attempting to access inappropriate, abusive or harmful material is appropriately advised and/or supported.
- The safeguarding section of The Earls High School website provides useful information for parents and is updated regularly.
- The Earls High School website has a discrete safeguarding section which contains information, guidance and resources that will support parents, students and staff keep children safe.
- Parents are made aware of any updates to the content of the safeguarding training. The Earls High School safeguarding page can be viewed at <http://www.earlshighschool.org/>.
- The welfare and protection of our children is paramount and consideration should always be given to whether the use of photography will place our children at risk.
- Images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the internet, particularly social networking sites.
- For this reason consent is always sought when photographing children using any means and including iPads, smart phones or cameras and additional consideration given to

photographing vulnerable children, particularly Looked After Children or those known to be fleeing domestic violence.

- Consent must be sought from those with parental responsibility (this may include the Local Authority in the case of Looked After Children).
- Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

**15. Children Looked After** – the DSL is also the Safeguarding lead for CLA students and reports every half term to governors about the progress of CLA students.

**16. Virtual School Head (VSH)** – Dudley VSH is Matthew Osborne and Neil Hoskinson.

### **17. Children with SEND and disabilities**

- Students with SEND needs face additional vulnerability to abuse and additional barriers may exist for them in communicating concerns.
- Students are supported by a SEND team including a SENDCO and Learning Support Workers. These members of staff are skilled in getting the very best out of these students and encouraging them to share their concerns.
- DSL staff are aware of SEND needs and will support any vulnerability in making a disclosure.
- The school also has full use of a counselling and school nurse referral system.

### **18. Safer Recruitment**

The Earls High School has created a culture of safe recruitment and has adopted the Local Authority policy on recruitment procedures.

The Earls High School will follow the 'Safer Recruitment' processes for all appointments, which will include the following;

- declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement;
- *'The Earls High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, Qualification and ID Checks.'*
- ensuring that at least one member of the interview panel has completed Safer Recruitment Training;
- ensuring that 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.  
(\*An enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in 'regulated activity'.)
- If the school has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage in such work.
- All new appointments will have their identity verified from a current photographic ID and proof of address to obtain an enhanced DBS check with barred list information.
- The school will always ask for written information about previous employment history and check that the information is complete.

- The school does not have the power to request DBS checks for visitors (for example children's relatives visiting a sports day) and on these occasions the Headteacher will use their professional judgment on how best to supervise any visitors.
- The Earls High School recognises its responsibility towards students who are educated off-site at any of our alternative provision partners.
- The Earls High School retains responsibility for the students in respect of safeguarding and the Designated Safeguarding Lead should be informed immediately of any safeguarding / child protection issues.

#### **19. Allegations of abuse made against teachers and other staff**

- The Earls High School will follow the 'Managing Allegations against Staff or Volunteers' (DSCB Procedures).
- The Headteacher will deal with allegations made against school staff. All staff have access to the counselling service within Dudley Council. If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Designated Officer Yvonne Nelson Brown or duty Independent Reviewing Officer.
- It is useful at this stage 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 Designated Officer (Managing Allegations) in accordance with the Working Together to Safeguard Children (2015) and the DSCB Safeguarding Children Procedures. A Managing Allegations Referral form will need to be completed.
- In the event of the allegation being made against the Headteacher, the Chair of Governors is to be notified. If an allegation is made against any Governor, including the Chair of Governors, the Head Teacher will contact the LA appointed Designated Officer:
- If any allegation is made a quick resolution should be a clear priority. Any unnecessary delays should be eradicated.
- In response to an allegation all other options should be considered before suspending a member of staff.
- Allegations that are found to be malicious should be removed from the personnel records.
- Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies; the school should therefore consider the appropriate sanction.
- We as the employer have a duty of care to all staff; support for the individual is the key to fulfilling this duty.
- When an allegation is made it is extremely important that every effort is made to maintain confidentiality.
- After any allegations of abuse have been made, the outcome will be categorised as either; substantiated, malicious, false, unsubstantiated or unfounded.
- The Earls High School has routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice.
- All staff in school will adhere to the Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings.
- This covers a wide range of issues around staff conduct. If staff have concerns about a fellow colleague, they should follow the **Whistle Blowing Procedures**.
- 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 possesses to vulnerable groups including children.

- The Single Central Record must be in place and include all the areas covered in Keeping Children Safe in Education (2018). Further advice can be sought from Dudley HR.

## 20. Whistleblowing

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.
- Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
  - General guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing> or via your whistleblowing policy, include a working link.
  - The NSPCC whistleblowing helpline is available as an alternative <https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline>
- All staff at The Earls High School are reminded of the school's whistleblowing arrangements and within the intermediate Child Protection Training.
- It is not the responsibility of anyone working within The Earls High 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 appropriate officer or appropriate authorities.
- The Earls High 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/email messages or images, gifts, socialising etc);
  - possession of sexual images of children/pseudo-photographs of children.



Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice; the Headteacher 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 Headteacher/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/Headteacher, 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/Headteacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the Yvonne Newton Brown (Designated Officer for Managing Allegations).
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Headteacher. If the Headteacher is the subject of the concern/allegation, the concern must be shared with the Chair of Governor. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.
- The Headteacher 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 Designated Officer for Managing Allegations.
- Irrespective of the findings of the Social Care Team or Police inquiries, the Headteacher/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 Headteacher 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.

## **21. Safeguarding in the Curriculum**

- Safeguarding and wider child safety issues will be addressed through the curriculum as appropriate, especially in form time Personal, Social and Health Education (PSHE), Information and Communication Technology (ICT), Citizenship and Sex and Relationships Education.

## **22. Training**

- 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 seek further support as appropriate.
- The Earls High School will ensure that all staff are kept up to date with safeguarding and child protection issues by all staff and volunteers regularly updating their formal child protection and safer working practice training and also receiving annual refresher training, regular safeguarding updates, training and seminars.

- Clear reminders of all procedures will be given out to all staff in the INSET Staff Training at the start of every academic year, with frequent reminders at appropriate meetings/training and events.
- The Designated Safeguarding Leads and Deputies will undertake regular formal inter-agency advanced level training at least every two years. The DSL will also supplement this by attending further relevant training in wider safeguarding issues such as CSE and Prevent (WRAP) training and cascade them to the rest of the staff.

The school will also ensure that:

- Governors will be kept informed about procedures through the Safeguarding Governor.
- Good monitoring takes place of pupils identified as at risk.
- The pastoral team works closely with outside agencies to share information and co-ordinate support for the pupil. According to 'Keeping Children Safe in Education' (2018), the Headteacher and all other staff who work with children will undertake training to equip them to carry out their responsibilities for Child Protection effectively. This will be kept up to date by refresher training at regular intervals for all staff.
- All volunteers, supply staff and regular visitors to our school will be told where our policy is kept, given the name of the DSL and Deputy DSL's and be informed of how to report a concern about a child.

## Appendix 1: Keeping Children Safe in Education 2018

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>



# The Earls High School

A Specialist College for the Performing Arts

## APPENDIX 2:

Identify a concern/ student asks for disclosure  
**NEVER PROMISE CONFIDENTIALITY**

**Most important thing is to listen**

Student begins to disclose but stops

Don't force them, report to year team

Report concerns after the disclosure - if it is a disclosure listen carefully, makes notes if the student is comfortable and avoid leading questions

Report concerns verbally to a member of the safeguarding team

Follow up, report via email to Paul Ramage and relevant year co-ordinator (deputy designated safeguarding lead). Place private and confidential in the topic bar and the student's initials - record the date, time (this is key) and location of concern/disclosure

In your report avoid any subjective statements and instead focus on:

- WHAT - happened
- WHO - did it (*if known*)
- WHEN - did it happen
- WHY - did it happen (*if known*)
- HOW - it happened

When reporting a disclosure try to use the vocabulary used by the student themselves

Safeguarding staff will acknowledge your email as soon as possible

What if you cannot find a member of the safeguarding team?

Phone RAM on 07483 895974

If the referral is regarding FGM, Prevent or CSE dial 999 immediately

Inform DSL and Headteacher via email that a report has been made

Is the student in immediate danger?

NO - report via email to DSL and inform student it will be followed up on

YES – contact 0330 555 8574 Out of hours Dudley safeguarding team who will talk you through the MARF form



## SAFEGUARDING AT THE EARLS HIGH SCHOOL

### MAKING A REFERRAL—MARF (MULTI AGENCY REFERRAL FORM)

- ⇒ The information you include should be based on fact.
- ⇒ Record what was heard, seen or observed.
- ⇒ Include professional opinion only where it can be evidenced by fact or observation.
- ⇒ Make a note of who information was shared with and what action was taken.
- ⇒ Avoid specialist jargon, acronyms or abbreviations.
- ⇒ Use the child's own words where possible and record any indication of how they felt or viewed the situation.

**A MARF can be found here:  
<http://safeguarding.dudley.gov.uk/reportit>  
/**

**The form is sent to:  
[MASH@dudley.gov.uk](mailto:MASH@dudley.gov.uk)**



# REFERRING A CHILD PROTECTION CONCERN

In the very rare case that the Designated Lead or Deputy Designated Leads are not in school and you need to report a Child Protection concern you will need to contact:

**MASH**

**0300 555 0050**

**Appendix 4 from current policy**  
**Dudley Early Help Assessment**



The Early Help Assessment helps children, young people and families to get the help they need at the right time. Everyone working the best for you and your family and this assessment will help us to understand what support you need and how organisations can all work together to help you. If our service cannot meet all of your needs we will ask for your consent to share your information with other organisations who can work with us to provide services and support your family.



**Consent**

Has the parent/carer provided consent for the completion of an Early Help Assessment? Yes  No

How has consent been obtained? Written  Verbal

**1. FAMILY DETAILS** *(Please add additional rows if required)*

Parent/Carer First Name	Surname	D.O.B (dd/mm/yyyy)	Gender	Parental Responsibility? (Y/N)	Ethnicity (See Appendix A)	Interpreter Required (Y/N) – If Y state language)	Disability/ Additional Needs? (Y/N) – If Y state)
Significant Other/s First Name	Surname	D.O.B (dd/mm/yyyy)	Gender	Parental Responsibility? (Y/N)	Ethnicity (See Appendix A)	Interpreter Required (Y/N) – If Y state language)	Disability/Additional Needs? (Y/N) – If Y please state)
Child/Young Person First Name	Surname	D.O.B (dd/mm/yyyy)	Gender	Parental Responsibility? (Y/N)	Ethnicity (See Appendix A)	Interpreter Required (Y/N) – If Y state language)	Disability/Additional Needs? (Y/N)– If Y please state)
Main Family Address:		Home Tel No.			Address of Significant Other/s:		Home Tel No.
		Mobile Tel No.					Mobile Tel No.

## 2. AGENCIES SUPPORTING THE FAMILY

What services have previously been or are currently involved with this family?

Service	Involvement			Name/Contact Details of Professional	Name/s of Family Member Receiving Support	Dates Intervention Received From/To
	<input type="checkbox"/>	<input type="checkbox"/>	Not known <input type="checkbox"/>			
Children's Social Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Children's Adolescent Mental Health Service (CAMHS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Special Educational Needs/Children's Disability/Sensory Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Nursery provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Primary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Secondary School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Further Education provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Education Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Education Welfare/Educational Investigation Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Adult Services ( <i>Mental Health/Substance Misuse, Disability/Specialist Health/Older People's Services/Other</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Youth Offending Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Domestic Violence Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Health Visitor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
School Nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Midwife	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
General Practitioner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Dentist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Other intervention not listed: (Please state)						

### Name of person undertaking this Early Help Assessment

Name		R		Organisation:	
Contact No.		Eml:		Address:	



### 3. REASON FOR THE EARLY HELP ASSESSMENT *(Please do not leave any fields blank)*

Date this Early Help Assessment started:

**Why does an Early Help Assessment need to be completed for this family?**

Please include; Who identified a need for this Early Help Assessment? What work has been done? Who is involved? What support is being asked for?	
--	--

**What are the parent/carer's views on the reasons for the Early Help Assessment?**

**What are the child/young person's views on the reasons for the Early Help Assessment?**

	In their own words...
--	-----------------------

**Who was present during the Early Help Assessment (including Assessor)?**

Name	Relationship	Name	Relationships

**Who was not present during the Early Help Assessment? E.g. absent father, adult siblings**

Name	Relationship	Reason

### 4. ASSESSMENT OF FAMILY'S NEEDS

Throughout the Early Help Assessment the following factors must be considered and captured for each element of the Assessment Framework:

- The impact of each domain of the Assessment Framework upon each individual family member (i.e. Basic Care, Ensuring Safety)
- The views of both the child/young person and parent/carer

**CHILD'S DEVELOPMENTAL NEEDS***(Please complete this section for each child/young person – Print off additional pages if required)***NAME:**

<b>Assessment Framework Domain</b>	<b>What is working well?</b>	<b>What are we worried about?</b>	<b>What needs to change?</b>
<b>Health</b> <i>Growth and development, physical/mental well being. Impact of genetic factors and any impairment that needs to be considered. Inc. receiving appropriate health care when ill, adequate nutritious diet, exercise, immunisations where appropriate, developmental checks, dental/optical care. For older children – appropriate advice and info on issues that impact on health i.e. sex education and substance misuse</i>			
<b>Education</b> <i>All areas of cognitive development from birth. Inc. opportunities for play and interaction with other children, access to books, to acquire a range of skills and interests, experience success and achievement. Involves an adult interested in educational activities, progress and achievements, who takes account of the child's starting point and special educational needs</i>			
<b>Emotional and Behavioural Development</b> <i>Appropriateness of response, demonstrated in feelings and actions by a child, initially to parents and care givers and, as the child grows older, to others beyond the family. Inc. nature and quality of early attachments, characteristics of temperament, adaptation to change, response to stress and degrees of appropriate self care</i>			
<b>Identity</b> <i>Child's growing sense of self as a separate and valued person. Inc. child's view of self and abilities, self image and self esteem, and having a positivity sense of individuality. Cultural identity, age, gender, sexuality and disability may contribute to this. Feelings of belonging and acceptance by family, peer group and wider society, Inc. other cultural groups.</i>			
<b>Family and Social Relationships</b> <i>Empathy and the capacity to place self in someone else's shoes. Inc. stable and affectionate relationship with parents or caregivers, good relationships with siblings, increasing importance of age appropriate friendships with peers and any other significant persons in the child's life and response of family to these relationships</i>			
<b>Social Presentation</b> <i>Child's growing and understanding of the way in which appearance, behaviour, and any impairment are perceived by the outside world and the impression being created. Inc. appropriateness of dress for age, gender, culture, and religion, cleanliness and personal hygiene, availability of advice from parents/caregivers about presentation in different settings</i>			
<b>Self-Care Skills</b> <i>The acquisition by a child of practical, emotional and communication competences required for increasing independence. Inc. Early practical skills of dressing and feeding, opportunities to gain self-confidence and practical skills to undertake activities away from the family and independent living skills as older children. Inc. encouragement to acquire social impairment and other vulnerabilities, and on social circumstances affecting these in the development of self-care skills.</i>			

<b>PARENTING CAPACITY</b>			
<b>Assessment Framework Domain</b>	<b>What is working well?</b>	<b>What are we worried about?</b>	<b>What needs to change?</b>
<b>Basic Care</b> <i>Providing for the child's physical needs, and appropriate medical and dental care, Includes provision of food, drink, warmth, shelter, clean and appropriate clothing and adequate personal hygiene</i>			
<b>Ensuring Safety</b> <i>Ensuring the child is adequately protected from harm or danger. Includes protection from significant harm or danger, and from contact with unsafe adult's/and or children and from self-harm. Recognition of hazards and danger both in the home and elsewhere. Consider domestic abuse, parental alcohol or substance misuse, crime, anti-social behaviour</i>			
<b>Emotional Warmth</b> <i>Ensuring the child's emotional needs are met giving the child a sense of being specially valued and a positive sense of own racial cultural identity. Inc.'s ensuring the child's requirements for secure, stable, and affectionate relationships with significant adults with appropriate sensitivity and responsiveness to the child's needs. Appropriate physical contact. Comfort and cuddling sufficient to demonstrate warm regard, praise and encouragement</i>			
<b>Stimulation</b> <i>Promoting the child's learning and intellectual development through encouragement and cognitive stimulation and promoting social opportunities. Inc.'s. Facilitating the child's cognitive development and potential through interaction, communication, talking and responding to the child's language and questions, encouraging and joining the child's play, and promoting educational opportunities. Enabling the child to succeed and ensuring school attendance or equivalent opportunity. Facilitating child to meet challenges of life</i>			
<b>Guidance and Boundaries</b> <i>Enabling the child to regulate their own emotions and behaviours. Demonstrating and modelling appropriate behaviour and control of emotions and interactions with others, guidance, setting boundaries to enable the child to develop and internal model of moral values and conscience, and appropriate social behaviour. Enable to help the child to grow into an autonomous adult, holding their own values, able to demonstrate appropriate behaviour with others rather than having to be dependant on rules outside of themselves. Inc. not over protecting children from exploratory and learning experiences. Inc. social problem solving, anger management, consideration for others. Effective discipline and shaping of behaviour.</i>			
<b>Stability</b> <i>Provide a sufficient and stable family environment to enable a child to develop and maintain a secure attachment to the primary caregiver/s in order to ensure optimal development. Inc.'s ensuring secure attachments are not disrupted, providing consistency of emotional warmth over time and responding in a similar manner to the same behaviour. Parental responses change and develop according to child's developmental progress. In addition, ensuring children keep in contact with</i>			

important family members and significant others. Has separation or divorce been a factor?			
<b>FAMILY AND ENVIRONMENTAL FACTORS</b>			
<b>Assessment Framework Domain</b>	<b>What is working well?</b>	<b>What are we worried about?</b>	<b>What needs to change?</b>
<b>Community Resources</b> <i>All facilities and services in a neighbourhood, Inc. universal services of primary health care, day care and schools, places of worship, transport, shops and leisure activities. Inc.'s availability, accessibility and standard of resources and impact on the family, Inc. disabled members</i>			
<b>Family's Social Integration</b> <i>Exploration of the wider context of the local neighbourhood and community and its impact on the child and parents. Inc.'s the degree of the family's integration or isolation, their peer groups, friendship and social networks and the importance attached to them. Is anti-social behaviour/neighbour/criminal behaviour experienced?</i>			
<b>Income</b> <i>Income available over a sustained period of time. Sufficiency of income to meet the family's needs. The way resources available to the family are used. Are there financial difficulties which affect the child? Is the family in receipt of all its benefit entitlements?: Universal Credit, Job Seekers Allowance, Employment Support Allowance, Incapacity Benefit, Income Support, Disability Living Allowance (for children under 16), Personal Independence Payment (PIP), Carers Allowance, Working Tax Credit, Child Benefit, Housing Benefit, Council Tax Benefit, No access to Public Funds, Other. Is debt a factor? Discuss utilise and other outgoings - has spending been prioritised? Is spending prioritised?</i>			
<b>Employment</b> <i>Who is working the household, their pattern of work and any changes? What impact does this have on the child? How is work or absence of work viewed by the family members? How does it affect their relationship with the child? Inc. children's experiences of work and its impact on them. Are there any education/training/literacy needs?</i>			
<b>Housing</b> <i>Does the family have safe, suitable accommodation for the foreseeable future? Are they tenants/lodgers/owner occupiers etc., and are their rent or mortgage payments up to date? Are they homeless or at risk of homelessness or have an unsettled housing history? Consider interior &amp; exterior condition &amp; basic amenities e.g. water, heating, sanitation, cooking facilities, sleeping arrangements and cleanliness, hygiene and safety and their impact on the child. Is the home accessible/suitable for any disability needs in the family?</i>			
<b>Wider Family</b> <i>Who are considered to be members of the wider family by the child and parents? This includes related and non-related persons and absent wider family. What is their role and importance to the child and parents and in precisely what way? Are any wider family members in prison?</i>			

**Family History and Functioning**

*Inc. genetic and psycho-social factors. Mental health and wellbeing. Family functioning is influenced by who is living in the household and how they are related to the child; significant changes in family/household composition; history of childhood experiences of parents, chronology of significant life events and their meaning to family members, nature of family functioning Inc. sibling relationships and its impact on the child; parental strengths and difficulties Inc. those of an absent parent; the relationship between separated parent. Are any immediate family members in prison? Are there any issues with parent's physical health or substance abuse?*

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## 5. ANALYSIS AND RECOMMENDATIONS

Following the completion of the Early Help Assessment, please provide your analysis of the areas of strengths and need for this family, along with the next steps that will form the basis of the Early Help Support Plan.

Assessment Framework	Conclusion (What impact do the areas of need have upon the family?)	What needs to happen next?	Who needs to do this?	When does this need to be completed by?
<b>Child's Developmental Needs</b>				
<b>Parenting Capacity</b>				
<b>Family and Environmental Factors</b>				

What are the parents/carers concerns views about the Early Help Assessment?

What are the child/young person/s (including siblings) views about the Early Help Assessment?

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## 6. CONSENT

The Early Help Assessment helps children, young people and families to get the help they need at the right time. Everyone working with you wants the best for you and your family and the assessment will help us to understand what support you need and how organisations can all work together to help you. If our service cannot meet all your needs we ask for your consent to share your information with other organisations so that they can work with us to provide services and support to your family.

Practitioners should encourage the parent/carer to inform younger children in the household of the family's involvement in Early Help and that data is being shared with other agencies.

Information may be shared without your consent if:-

- a) there are concerns regarding child protection as stated within the Children Act 1989.
- b) there are concerns regarding vulnerable adults as stated within Care Act 2014.

An 'Easy To Read Notice' can be used to help younger children understand how their information will be processed. (See Appendix B). Family members have the right to withdraw their consent to take part in the Early Help Assessment and/or sharing of their information with other agencies at any time. If you wish to withdraw your consent, you can do so by contacting the Corporate Information Governance Team, Dudley MBC, 3-5 St James Road, Dudley, West Midlands DY1 1HP, e-mail address [information.governance@dudley.gov.uk](mailto:information.governance@dudley.gov.uk), telephone number 01384 815607.

Where the Council has a statutory requirement to process your information you will not be able to withdraw consent.

### Consent for Information Sharing & Storage

**The section below must be completed for each family member. Please print additional pages if required.**

I agree to the Early Help process taking place and I understand that my personal information will only be shared with agencies where I have given my consent. Please **✗** to confirm which of the agencies listed below you consent for your information to be shared with;

Name of Family Member:										
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Children's & Adolescent Mental Health Services (CAMHS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult's Mental Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SEN Team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensory Impairment Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol Abuse/Support Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug Abuse/Support Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic Violence Support Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education Investigation Team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Probation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth Offending Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connexions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citizens Advice Bureau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department for Work & Pensions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Visitor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Practitioner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Midwife	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other; please state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SIGNATURE</b>										
<b>DATE:</b>										

The consents below should be signed by all household members who are aged 14 and over.

**I understand and confirm the information that is recorded on this form is accurate, and that it will be stored and used for the purposes of providing support to:**

Parent/Carer			
Signature:		Date:	
Print name:			
Signature:		Date:	
Print name:			

Child/Young Person			
Signature:		Date:	
Print name:			
Signature:		Date:	
Print name:			
Signature:		Date:	
Print name:			

Lead Professional			
Signature:		Date:	
Print name:			

## 7. Contact Information

Please email your completed Early Help Assessment form to the relevant Family Centre inbox below, based upon the area within the borough the family reside. If you are sending information from an nhs.net, pnn.police.uk or gsi.gov.uk email account, please ensure this is sent to the GCSX email address below to ensure the information is sent securely.



<b>Family Centre Email address:</b>	<b>Telephone No.</b>
<a href="mailto:Fs.brierleyhill@dudley.gov.uk">Fs.brierleyhill@dudley.gov.uk</a>	01384 813322
<a href="mailto:Fs.dudleycentral@dudley.gov.uk">Fs.dudleycentral@dudley.gov.uk</a>	01384 812440
<a href="mailto:Fs.dudleynorth@dudley.gov.uk">Fs.dudleynorth@dudley.gov.uk</a>	01384 813096
<a href="mailto:Fs.halesowen@dudley.gov.uk">Fs.halesowen@dudley.gov.uk</a>	01384 813954
<a href="mailto:Fs.stourbridge@dudley.gov.uk">Fs.stourbridge@dudley.gov.uk</a>	01384 818780

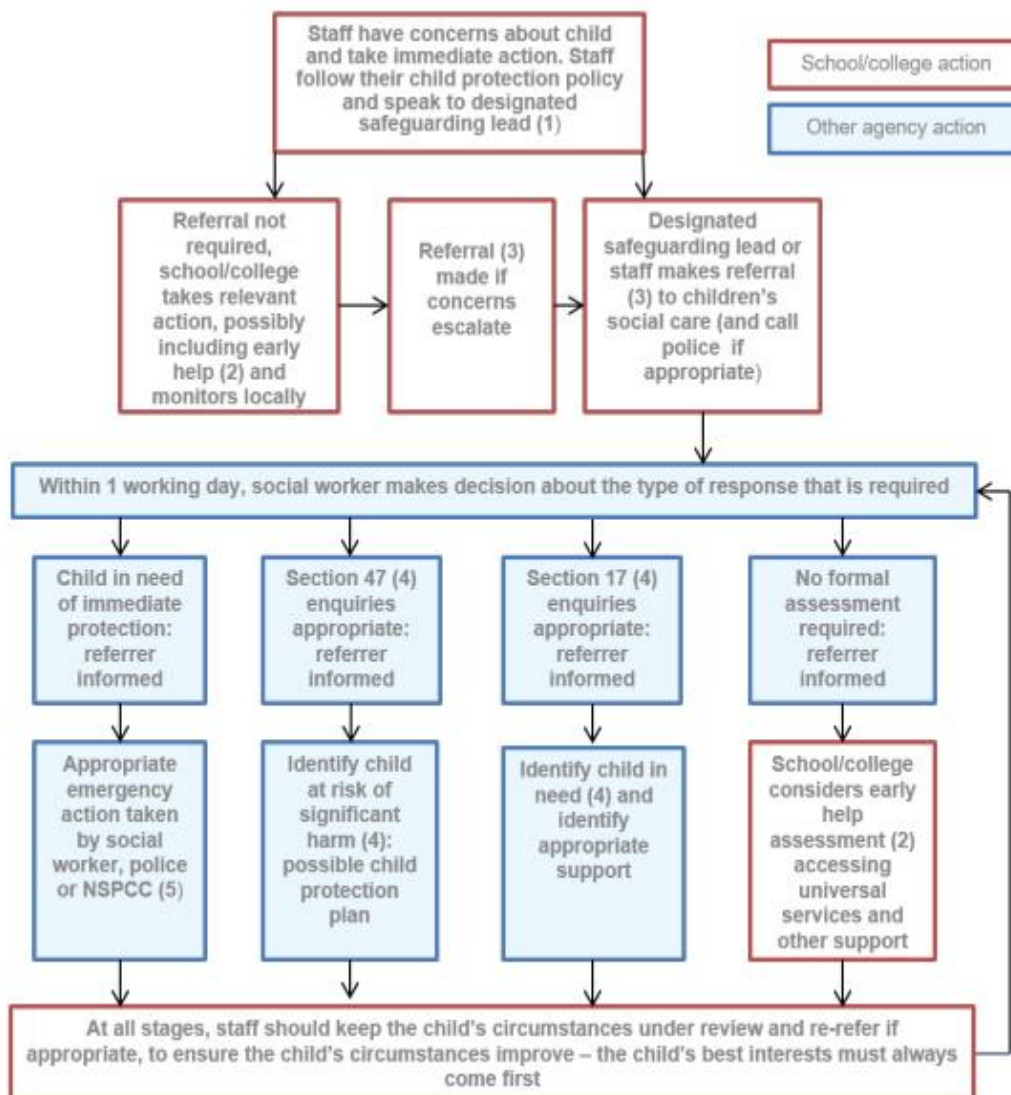
**GCSX/Secure Email address:** [Fs.secure@dudley.gcsx.gov.uk](mailto:Fs.secure@dudley.gcsx.gov.uk)

**If you are unable to return your completed Early Help Assessment via secure email, please hand deliver to your local Family Centre.**

**If you require support in the completion of the Early Help Assessment, please contact the Early Help Enabler at the relevant Family Centre via the contact numbers above.**

## Appendix 5

### Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).