

St. Mary's C.E. (A) Primary School



St. Mary's C.E. (A) Primary School
Greenfield

Safeguarding Policy
2019

'We enjoy learning and achieving in a Christian environment'



ST MARY'S C.E. (A) PRIMARY SCHOOL
GREENFIELD

SAFEGUARDING POLICY 2019

'Follow my decrees and be careful to obey laws, and you will live safely in the land. Then the land will yield its fruit, and you will eat your fill and live there in safety.'

Leviticus 25: 18-19

Mission Statement

We enjoy learning and achieving in a Christian environment.

Introduction

- Last Amended September 2018 (annual review)
- Reviewed September 2019

This policy applies to all staff, governors and volunteers working at St Mary's C.E. (A) Primary School and takes into account statutory guidance provided by the Department for Education and local guidance issued at www.oldham.gov.uk/lscb-home by Oldham Local Safeguarding Children Board (LSCB).

Through the publication of our Safeguarding Policy and Child Protection Policy we will ensure that all parents/carers are made aware of our responsibilities with regard to child protection, including how we safeguard and promote the welfare of children.

Every Child Matters at St. Mary's

St. Mary's wants every child to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. This policy has been written with careful consideration of the Every Child Matters Agenda.

Healthy School

St. Mary's is a Healthy School with healthy attitudes embedded in the curriculum and extra-curricular activities. Children are encouraged to be active and maintain healthy relationships with their peers and adults as well as making choices about healthy lifestyles.

Building Learning Power Statement

At St. Mary's, we encourage all pupils to build their own learning power. Building Learning Power emphasises the development of lifelong learning, values and skills. We aim to ensure that all children develop persistence and curiosity for learning and become adventurous risk takers who are not afraid of the 'don't know' state of mind. At St. Mary's, children develop the ability to take responsibility for their own learning, self-assess and articulate their identity as a learner. They develop the ability to know what is worth learning, face confusion and select the best learning tool for the job.

Equality Statement

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

Scope

In line with the Law, this policy defines a child as anyone under the age of 18 years. This policy applies to all members of staff at our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

Safeguarding

Schools and their staff are an important part of the wider safeguarding system for children (see statutory guidance - *Working Together to Safeguard Children* March 2015). Safeguarding should be child centred in its focus and coordinated in its approach. At St Mary's we recognise that the actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play - no single professional can have a full picture of a child's needs and circumstances.

Safeguarding and promoting the welfare of children is defined 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
- taking action to enable all children to have the best outcomes

Keeping Children Safe in Education September 2019

Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- pupils' health and safety
- the use of reasonable force
- meeting the needs of children with medical conditions
- providing First Aid
- educational visits
- intimate care
- e-safety including responsible use of the Internet
- appropriate arrangements to ensure school security, taking into account the local context

Safeguarding can involve a range of potential issues such as:

- bullying, including cyber bullying (via text message, social networking sites etc) and prejudice based bullying
- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic abuse, including domestic violence
- drugs
- e-safety
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- 'honour-based' violence
- mental health
- private fostering
- preventing radicalisation and extremism (*Prevent* strategy)
- racist, homophobic or transphobic abuse
- Self-harm and suicidal behaviour
- Sexting
- Teenage relationship
- peer on peer abuse

At St Mary's, our ethos is based on the understanding that effective safeguarding is achieved only by putting children at the centre of a system where we listen to their voice and hear what they say. Every individual within

school plays their part, including working with professionals from external agencies, to meet the needs of our most vulnerable children and keep them safe.

Led by the Governors, the Head Teacher and Senior Leadership Team, our school aims to provide a safe environment and vigilant culture within which children and young people can learn and be kept safe from harm. We respond with appropriate action and in a timely manner to safeguard those children who may need help because they are suffering, or are likely to suffer, significant harm.

Where staff or other adults in school are required to raise a concern, this should be brought to the Designated Safeguarding Lead who will coordinate a response. This is the Head Teacher. Concerns may be raised directly with the children's social care via the Multi-Agency Safeguarding Hub (MASH) Team on 0161-770 7777 but we advocate contact with the Head Teacher first.

There are five main elements to our policy:

1. providing a safe environment in which children can learn and develop
2. ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
3. developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse
4. supporting pupils who have been abused or harmed in accordance with their Child Protection Plan
5. raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe
- 6.

Legal Framework & Key Documents

This policy will have consideration for, and be in compliance with the following legislation and statutory guidance:

- Children Act 1989, Children Act 2004, Education Act 2002
- The Children and Families Act 2014
- School Staffing (England) Regulations 2009
- Equality Act 2010
- DFE - Keeping Children Safe in Education – September 2019
- DFE - Working Together to Safeguard Children – 2018
- DFE - What to do if you're worried a child is being abused (Advice for Practitioners) – March 2015
- DFE - Information Sharing Advice for Safeguarding Practitioners (2015)
- DFE - 'The Prevent Duty' : Departmental Advice for Schools and Childcare Providers (2015) DFE – Disqualification under the Childcare Act 2006 (2015)
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- 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
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- 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.
- Oldham LSCB Child Protection procedures and guidance including:
 - Thresholds for Assessment
 - Making a Child Protection Referral
 - Early Help Framework & Protocol for Assessment

We recognise that because of their day to day contact with children, St Mary's 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.
- Establish effective working relationships with parents/carers and colleagues from other agencies.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse including:
 - availability of local and online advice
 - recognising and managing risks including online, sexual exploitation and running away
 - developing healthy relationships and awareness of domestic violence, bullying and abuse
 - recognising how pressure from others can affect their behaviour
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers.
- Provide First Aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drug and substance misuse issues.
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Train all staff to ensure they are aware of their duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.
- Promote awareness of the *Prevent* strategy, ensuring all staff are trained to be aware of their duties and responsibilities in relation to identifying and reporting extremist behaviour and safeguarding children from extremism.
- Promote awareness of early help services and intervention, signposting families, where appropriate.

We follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the DfE in *Keeping Children Safe in Education September 2016* to:

- Ensure we have a Designated Safeguarding Lead (Head Teacher) and Deputy Designated Safeguarding Lead (Deputy Head Teacher) who have received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for safeguarding and child protection (Debbie Dorobat, Chair of RE, Worship and Pastoral Committee).
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the Designated Safeguarding Lead and their role.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body upholds their code of conduct in relation to safeguarding procedures
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school prospectus.
- Notify children's social care via Multi-Agency Safeguarding Hub (MASH) Team if there is an unexplained absence of more than two days for a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately, documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safer recruitment practices are always followed.
- Apply confidentiality appropriately.

Supporting Children

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. School may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- A school Behaviour Policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Healthy Young Minds (formerly CAHMS), Jigsaw, Behaviour and Attendance Service, QEST and Educational Psychology Service etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed.

Safe Staff and Supporting Staff

- Safer recruitment processes will be followed in accordance with *Guidance for Safe Recruitment, Selection and Retention for Staff and Volunteers* (via http://www.oldham.gov.uk/lscb/downloads/file/89/safer_recruitment or on the Common Drive).
- Checks and references are an essential part of this process.
- Staff have access to advice on the boundaries of appropriate behaviour - see *Oldham Guidance for Safer Working Practice for those Working with Children and Young People in Educational Settings* (on the Common Drive).
- Staff should follow the code of conduct as set out in the Staff Handbook.
- In the event of any complaint or allegation against a member of staff, the Head Teacher (or Deputy if the Head Teacher is not present), should be notified immediately. If the complaint relates to the Head Teacher, the Chair of Governors should be informed without delay. The procedures as set out in *Managing Allegations of Abuse Made Against Adults Who Work with Children and Young People* (via http://greatermanchesterscb.proceduresonline.com/chapters/p_man_allegations.html) will be followed and the Local Authority Designated Officer (LADO), currently Collette Morris, will immediately be contacted.
- Staff may find some of the issues relating to child protection and safeguarding children and young people upsetting and may need support, which should be provided by the school and their Human Resources Team. The Employee Assistance Programme is available to all. Should you feel you would benefit from this confidential counselling service, ring 0800 141 2784.

Links to other Local Authority Policies

This Policy, together with the following, should be read alongside and in conjunction with other policies regarding the safety and welfare of children. Together these make up the suite of policies to safeguard and promote the welfare of children in this school:

- *Accessibility Plan*
- *Anti-Bullying Policy*
- *Attendance Policy*
- *Behaviour and Discipline Policy*
- *Central Record of Recruitment and Vetting Checks*
- *Complaints Policy*
- *Educational Visits Policy*
- *Equalities Policy*
- *E-Safety and Acceptable Use Policy*
- *Health and Safety Policy and Procedures and Risk Assessments*
- *Home-School Partnership Agreement*
- *Intimate Care Policy*
- *Lone Working Procedures*
- *Physical intervention/Positive Handling*
- *PSHE including Sex Education*
- *Prevent Agenda*
- *Special Educational Needs Policy*
- *Staff Code of Conduct (Staff Handbook)*
- *Staff Discipline, Conduct and Grievance (procedures for addressing)*
- *Whistleblowing Policy*

Roles and Responsibilities

The Governing Body

Members of the governing body share a collective responsibility for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring all staff in school read at least Part One of the *Keeping Children Safe in Education ((Statutory Guidance for Schools and Colleges) September 2016.*
- Ensuring mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in Part One of the above guidance.
- Ensuring that the school has effective policies and procedures in place in accordance with this policy and monitor the school's compliance with them.
- Ensuring there is an individual member of the governing body to champion safeguarding and child protection issues within the school, liaise with the Head Teacher about them, and provide information and reports to the governing body. However, it will not be appropriate for that person to take the lead in dealing with allegations of abuse made against the Head Teacher. That is more properly the role of the Chair of Governors or, in the absence of a Chair, the Vice Chair.
- Ensuring that the governing body is collectively responsible for the school's safeguarding arrangements.
- Ensuring the Head Teacher and all other staff who work with children undertake training which is kept up-to-date by refresher training at three yearly intervals.
- Ensuring the temporary staff and volunteers who work with children are made aware of the school's arrangements for safeguarding and child protection and their responsibilities.
- Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.
- Ensuring that the school keeps an up to date Single Central Record.
- Recognising that neither it, nor individual governors, have a role in dealing with individual cases nor a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff).

The Head Teacher

The Head Teacher will ensure that:

- The policies and procedures adopted by the governing body are followed by all staff.
- This policy is updated annually and made available publicly either via the school website or by other means.
- Staff are aware that the Designated Safeguarding Lead and procedures have their full support.
- Inter-agency procedures are known and followed.
- Time is available for Designated Safeguarding Lead and staff training, including receiving appropriate safeguarding and child protection training which is regularly updated.
- Time and resources are available for the Designated Safeguarding Lead to carry out his/her role and responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people.
- A list of all staff and volunteers and their safeguarding training record is maintained and relevant updates included in the termly update within the Head Teacher's Report to Governors.
- All visitors to the school sign in to the office and are required to wear a visitor's badge.
- School has a designated governor with responsibility for safeguarding and child protection.
- The Governing Body and Senior Leadership Team are responsible for ensuring that there are safer recruitment processes as part of the school recruitment and vetting process, including appropriate checks on all staff employed by the school and visitors to the school.
- He/she undergoes child protection training which is updated regularly, in line with advice from the LSCB.

Designated Safeguarding Lead (Head Teacher)

At St. Mary's school the Designated Safeguarding Lead is the Head Teacher, Suzanne Hall.

Deputy Designated Safeguarding Lead is the Deputy Head Teacher, Ryan Selby and Karen Blackburn, member of the SLT is also trained at this level.

He/she will always be the first point of reference for any safeguarding or child protection issue in the school. In his/her absence, issues and concerns should be referred to the Deputy Designated Safeguarding Lead (Deputy Head Teacher).

We do not expect our Designated Safeguarding Lead to be an 'expert' in recognising and dealing with suspected child abuse. The school's task is to report matters relating to Child Protection/Safeguarding to the relevant authorities including the police and children's social care. School should not carry out investigations of itself.

At St. Mary's the Designated Safeguarding Lead will seek to:

- Manage and co-ordinate action in cases of child abuse or allegations within school and with outside agencies.
- Refer all cases of suspected abuse to Oldham Multi-Agency Safeguarding Hub (MASH) and to the Police if a crime may have been committed.
- Liaising with Local Authority safeguarding advisors for guidance, support and training.
- Act as a source of support, advice and consultation for the staff and outside agencies about particular children and when deciding whether to make a referral or following up from one.
- Relay and communicate information to appropriate staff.
- Keep information regarding children with child protection plans, informing staff appropriately.
- Pass on information when children transfer to another school
- Liaise with other agencies, providing early help services and coordinating referrals from school to targeted early help services for children in need of support
- Monitor any cases referred to early help and refer to children's services where the situation does not improve.
- Refer cases to the Channel programme where there are concerns about radicalisation
- Maintaining accurate records
- Ensure that staff are aware of "what to look for".
- Undertake appropriate and regular safeguarding training to update knowledge skills
- Arrange ongoing whole school awareness raising and staff development with regard to child protection including receiving updates e.g. via email, staff bulletins and staff meetings as required but at least annually.
- Ensure the induction process makes new staff and volunteers aware of school child protection and key safeguarding policies and includes information about the name and contact details of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.
- Maintain an overview of all children about whom there are concerns i.e. subject to a child protection plan, or if there are notes in the concerns file.
- Be proactive in identifying suitable training course that would develop and enhance their knowledge and attend any relevant training courses.
- Ensure the school's safeguarding and child protection policy is updated and reviewed annually, and work with the governing body regarding this.

Upon receipt of a child protection concern the Designated Safeguarding Lead will:

- Check for any existing records on the family/child i.e. does the child have an existing child protection plan or been subject to one previously.
- Review any previous referrals to statutory services.
- Record any contact with partner agencies/ professionals about the family.
- Ensure written records of concerns are kept, even if there is no immediate need for referral; and monitored (see appendices for appropriate record keeping forms).
- Ensure that all child protection records are marked as such and kept securely locked.
- Ensure the absence of children under a Child Protection Plan is being monitored for possible child protection concerns. Any absence from school of such children should be recorded and reported immediately to children's social care via the MASH Team.

Whole staff - teaching and non-teaching, volunteers and others working in school

At St. Mary's the responsibilities of the whole staff, both teaching and non-teaching, volunteers and others working in school are to:

- Will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually

- Be aware that to safeguard children they have a duty to share information with the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, and through these designated leads, with other agencies
- Know who the Designated Safeguarding Lead is.
- Understand the role of the Designated Safeguarding Lead.
- Understand and follow in-school procedures and the process of making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- Have access to advice on the boundaries of appropriate behaviour and have read the document *Oldham Guidance for Safer Working Practice for those Working with Children and Young People in Educational Settings* (on the Common Drive)..
- Be aware of the early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
-
- Attend any in-school meetings where appropriate.
- Monitor any vulnerable child who is in their care.
- Implement a protection plan for any child on the "Child with a Protection Plan Register".
- Ensure that all children are treated with appropriate sensitivity and respect.
- Be generally aware of the possible indicators of abuse.
- Keep confidential any sensitive information which has been shared with them.

What to do if a disclosure is made/staff have a suspicion

At St. Mary's, staff will follow the guidance given for individuals in Appendix 1 and the school will then follow the in-school procedures for child protection which can be found in Appendix 2, following the advice of the local council. Any concern should be discussed in the first instance with Designated Safeguarding Lead (the Head Teacher), as soon as possible. Appendix 3 outlines indications of abuse for staff to be aware of when monitoring children.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately using the guidance leaflet *Making a Child Protection Referral (OLSCB 2016)*.

Anybody can make a referral. The departmental advice *What to do if you are worried a child is being abused – Advice for Practitioners* provides more information on understanding and identifying abuse and neglect. The NSPCC website also provides useful additional information on types of abuse and what to look for.

Where referrals are not made by the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed as soon as possible.

Recording and Storing Information

All concerns should be recorded in writing.

All confidential information relating to pupils is stored in a locked cabinet in the Head Teacher's office. Only the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead have access to this material. Key holders reserve the right to confidentiality of any child.

The Designated Safeguarding Lead keeps an incident sheet in which any concerns are noted. This may help to identify patterns and advise actions.

Confidentiality - Sharing information

Timely information sharing is essential to effective safeguarding. 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 children.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or it to gain consent would place a child at risk.

Relevant information will be shared only on a "need to know" basis, with appropriate staff who have regular contact with the pupil concerned. Once any information has, of necessity, been shared with a member of staff, that member of staff must undertake not to discuss the information with anyone who is not in possession of the same information.

A separate incident/concerns sheet is held by the Designated Safeguarding Lead in which daily concerns can be noted and to which every member of staff can contribute. The Designated Safeguarding Lead will check this information weekly to try to identify any emerging patterns of concerns and track recurring anxieties relating to individual children to see if any further action needs to be taken.

If a child transfers to another school, the following action will be taken:

- If the child is on the "Child with a Protection Plan Register" a meeting will be held between Designated Safeguarding Leads from both schools in order to transfer information. If possible, both Designated Safeguarding Lead will attend the next case review. The child's social worker will be informed.
- If a child is not on the "Child with a Protection Plan Register", but has been, or there are grave concerns, a note will accompany the child's information to the new school, indicating that the Designated Safeguarding Lead is available for informal discussions with the receiving school. Original Child Protection records should be retained by school for a period of 25 years from the date of birth of the child (this could be a chronology sheet including key action taken by the school to support the child). Copy of chronology will be sent to the receiving school.

If a child on the "Child with a Protection Plan Register", or about whom a school has concerns "disappears", the school will refer the matter urgently to children's social care via the MASH Team and will also inform the School Attendance Service if no further information can be found.

Immediate response to the pupil

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child. It is vital that our actions do not prejudice further enquiries.

If a disclosure is made:

- Accept what the pupil says.
- Stay calm, try to remain impassive in response to the disclosure, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "What did s/he do next?" It is our role to listen - not to investigate.
- Use open questions such as, "Yes...?" or "And...?"
- Acknowledge how hard it was for the pupil to tell you.
- Do not criticise the perpetrator, the pupil might have a relationship with them.
- Do not compromise confidentiality, reassure the pupil that they have done the right thing, explain who you will have to tell (the Designated Safeguarding Lead) and why; and what the next stage will be. It is important that you avoid making promise that you cannot keep such as, "I'll stay with you all the time," or "It will be all right now."
- The Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them.

Recording information

- Please complete the In School Monitoring Concern Sheet in Appendix 1 within 24 hours.
- Record the context of the disclosure that concern facts and not assumption or interpretation.
- If it is observation of bruising or an injury try to record detail, e.g. *right arm above elbow* - **do not take photographic evidence.**
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into "proper terms")

Safer Workforce and Managing Allegations Against Staff and Volunteers

All staff will be subjected to safeguarding checks in line with statutory guidance (Keeping Children Safe in Education, September 2016).

We will ensure that:

- Agencies and third parties supplying staff provide us with evidence that they have made the
- appropriate level of safeguarding checks on individuals working in our school
- That any agency worker presenting for work is the same person on whom the checks have been made
- Every job description and person specification has a clear statement about the safeguarding responsibilities of the post holder
- At least one member of every interview panel has completed Safer Recruitment training

We will follow LA procedures (LSCB) for investigating any allegations made against members of staff, students and volunteers. Any allegations of abuse made against a teacher or other member of staff or volunteer in school should be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. Issues of concerns should be reported to the Headteacher or the next most senior member of staff who should contact the Local Authority Designated Officer (LADO) Colette Morris on 0161 770 8870. In the event of an allegation of abuse being made against the Headteacher, allegations should be reported to the Chair of Governors and directly to the local authority.

Staff Induction, Training and Development

All new members of staff including newly qualified Teachers, Teaching Assistants and student teachers will be given an Induction that includes familiarisation with the safeguarding and child protection policy, staff code of conduct, how to respond to any concerns, E-Safety and use of Social Media. Accurate records of staff induction and training will be kept.

All staff will be made aware of Keeping Children Safe in Education: Statutory Guidance (Sept 2016) and other related policies. We will ensure that all staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm. All staff will receive appropriate safeguarding and child protection training which is regularly updated.

The DSL will undergo updated child protection training every two years. In addition, knowledge and skills should be updated on an ongoing basis, to keep up with developments relevant to the role.

The nominated governor for safeguarding and child protection will also attend relevant training.

Contractors, Service and Activity Providers and Work Placement Providers

We will ensure that contractors and providers are aware of our school's Safeguarding and Child

Protection Policy and procedures. We will require that employees and volunteers provided by these organisations use our procedures to report concerns. We will seek assurance that employees and volunteers provided by these organisations who are working with our children have been subject to the appropriate level of safeguarding checks.

Site Security

All staff have a responsibility for reporting concerns to ensure our school building and grounds are safe and secure.

We check the identity of all visitors and volunteers coming into our school. Visitors are expected to sign in and out at the office and to display a visitor's badge whilst on site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

St Mary's will not accept inappropriate behaviour from any individual, parent or visitor that threatens school security or leads to a child, staff member or other adult feeling unsafe. Such behaviour will be treated as a serious concern and the police may be called. It may also result in a decision to refuse the person future access to the school site.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak to the nominated safeguarding governor who will contact the Designated Safeguarding Lead, if appropriate, or contact the LADO. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.

Definitions of Abuse – Keeping Children Safe in Education September 2016

Abuse

Abuse is 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

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 (e.g. rape, buggery or oral sex) or non-penetrative acts such as masturbating, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or 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 commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children With Special Educational Needs and Disabilities (SEND)

The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils. Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration

- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

On-line Safety (Use of ICT, the Internet and Social Media)

The use of technology has become a significant component of many safeguarding issues. In cases of CSE, radicalisation and sexual grooming, technology often provides the platform that facilitates harm. Guidelines about the use of mobile technology in school are outlined in our Acceptable Use Policy. Our E-Safety policy and curriculum aims to ensure pupils know how to keep themselves safe and are aware of:

- Content - being exposed to illegal, inappropriate or harmful material
- Contact - being subjected to harmful online interaction with other users
- Conduct - personal online behaviour that increases the likelihood of harm
- Raising Concerns - know who to talk to and how to report concerns e.g. Click CEOP

Staff are encouraged to report any concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the DSL should contact the LA for advice on how to proceed with regards to talking to parents/carers about online-safety. In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. (See E-Safety policy)

Children Missing From Education

A child going missing from education is a potential indicator of abuse or neglect, particularly on repeat occasions. All schools must inform the local authority of any pupil who:

- Fails to attend School regularly, or has been absent without the school's permission for a continuous period of 10 days or more, or are in default of an agreement between the school and Local Authority.
- Has been removed from school and where the school is informed by parents that they intend to educate their child outside of the school system e.g. home education.
- Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered.
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend school.
- Has been permanently excluded.

The local authority must be notified so that all children missing education can be identified.

We will follow our procedures for unauthorised absence and for dealing with children who 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 going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Children and Families With English as an Additional Language or New to the UK

For children and families where English is not the first language, there is an increased risk of needs going unmet due to language barriers. Where English is not the first language and/or a child is considered to be vulnerable,

efforts should always be made by staff to actively engage with them by talking directly to them about their wishes and feelings; if necessary through the use of an interpreter.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, alcohol, drugs, gifts, affection or status. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of CSE go missing from home at some point. Possible signs of CSE include:

- 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 changes in emotional well-being;
- Children who misuse drugs or alcohol;
- Children who go missing or come home late;
- Children who regularly miss education.

Any member of staff who is concerned about a child in school must report all concerns to the designated person immediately.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity. Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's care.

Domestic Abuse and Violence

Many young people in the UK experience domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. Domestic violence and abuse is defined as:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

This form of abuse can encompass, but is not limited to psychological, physical, sexual and/or emotional abuse.

Staff should report to the DSL any disclosures made by children. The family may have a history of domestic abuse and it may be part of an overall pattern of abuse or violence towards women and children in the family. Domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

Peer on peer abuse

We recognise that children are capable of abusing their peers Abuse will never be tolerated or passed off as 'banter' or 'part of growing up'.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually

inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil, the member of staff or adult must tell the DSL and record the allegation in the same way should a disclosure be made. The DSL will then review the case and contact the local authority children's social care team and follow its advice, as well as the police if the allegation involved a potential criminal offence.

Children at Risk of Honour- Based Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be handled and escalated as such. Staff should always share any concerns with the designated person and suspected cases will be reported to the police.

Female Genital Mutilation (FGM)

The Department for Education's Keeping Children Safe in Education explains that FGM comprises 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs'. FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

All staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should notify the DSL of any concerns and known or suspected cases will be reported to the police. Girls who are threatened with, or who have undergone FGM may:

- withdraw from education, restricting their educational and personal development.
- feel unable to go against the wishes of their parents and consequently may suffer emotionally.
- appear anxious, depressed and emotionally withdrawn.
- present with a sudden decline in school performance, aspirations or motivation.
- absent themselves from lessons, possibly spending prolonged periods in the bathroom.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. **Staff should not examine pupils.**

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

Forced Marriage

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion). Financial abuse can also be a factor. Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk. Staff should report any concerns to the DSL who will notify the LSCB.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk

- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Prevent Duty

The Prevent Duty came into effect in July 2015. The Prevent Duty aims to stop people becoming radicalised and being drawn into or supporting terrorism. We need to understand the possible risk to children and young people at our school and to have a specific understanding of how to identify individuals who may be at risk of radicalisation and what to do to support them. All staff members will need to be aware of the Prevent Duty and must report any Prevent concerns relating to pupils, parents, extended family members, volunteers, students on placement, other staff or governors to the designated person. The designated person will act on any concerns and make a Channel referral, if appropriate.

The Headteacher has received up to date training on the Prevent Duty and all staff and governors have completed online Channel Awareness training. Staff understand the importance of identifying children at risk of being drawn into terrorism and challenging extremist ideas.

We also build on children's resilience to extremist views by providing a safe environment for debating controversial issues and helping children understand how they can influence and participate in decision making. We promote the SMSC development of all students and within this, fundamental British Values through our PSHE lessons, assemblies and other activities.

How do we raise concerns?

If the designated person receives a concern about a risk of terrorism they will contact Greater Manchester Police. The anti-terrorist hotline is 0800 789 321. If the school has a concern that an individual is being, or is vulnerable to, radicalisation, we will make a Channel safeguarding referral through the MASH team on 0161 770 3790.

Fabricated or Induced Illness

Absences from school are common and occur for many reasons including legitimate medical and hospital appointments. If fabricated or induced illness by a carer is suspected, schools should verify the reasons for the child's absences. They should also determine whether reported illness is being used by the child, for example, to avoid lessons or being bullied. Such concerns should not be dismissed as they have an impact on pupils' behaviour and academic performance. Staff must remain open-minded to all possible explanations.

Staff should be aware of children seeking medical/health attention with unusual and puzzling symptoms that are not attributable to any diseases and yet which do not involve deliberate fabrication or deception. Concerns may be raised through health professionals or other agencies in contact with a child. In cases of suspected fabricated or Induced Illness, discussing concerns with parents or carers prior to making a referral may place the child at increased risk. It is in the child's best interest that the parents/carers are not informed of the referral at this stage. A multi-agency decision of when and how parents will be informed of concerns will need to be made at a strategy meeting.

Self-Harm and Suicidal Behaviour

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional health issue. Any concerns should be reported to the DSL and where appropriate a referral made to school health or other agency.

Private Fostering

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else. This lack of awareness means that many privately fostered children remain hidden and can be vulnerable.

Definition: Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. Private fostering is a private arrangement made by the parent(s) or those with parental responsibility, for someone to care for their child because they are unable to do so

(permanently or temporarily). This may be due to e.g. parental ill health, a parent going abroad or in prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down. School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should notify the DSL, who should advise the parent/carer that they have a legal obligation to report the arrangement to Children's Social Care. The DSL will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

Upskirting is a form of peer-on-peer abuse – is a criminal offence. Upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm

Sexting

Sexting involves sending or receiving a sexual text, image or video. Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident the following should be considered:

- Significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.
- If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present a cause for concern then the incident should be escalated. If not, the situation should be managed accordingly, recording details of the incident, action and resolution. (See CEOP website for further information)

Allegations of Abuse Made Against Other Children

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL should contact the LSCB to discuss the case and take advice. The DSL will follow through the outcomes of the discussion and make a record of the concern, the discussion and any outcome. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). If after taking advice a referral to the police or Social Care is not deemed appropriate, school should carry out a full investigation of the matter. If school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned. – See Appendix 4 for further detail.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

1. Contact the registered persons in order of priority given by the parent/guardian to arrange collection according to the parents arranged plan.
2. Inform the child sensitively that there has been a delay and that you are arranging for someone to look after them until their parent arrives. If there is information available regarding a potential explanation i.e. local traffic difficulties/security alerts etc. give appropriately considering the child's age/maturity etc. Reassure them throughout the process.
3. 2 members of staff to remain at the school until a nominated adult arrives to take responsibility for the child.
4. Establish the identity of any adult arriving to take the child if unknown to the school and/or the child.
5. Inform the Headteacher of the school, if not done so already.
6. If no contact person is available to take responsibility for the child contact the Duty Social Worker (DSW) to arrange emergency care.

7. Complete an incident form obtaining signature from the Designated Social Worker taking the child.
8. Leave verbal and/or written messages for the parent/guardian informing them the course of action taken and the location of their child.

Note that no specific time frame is given for this sequence of events and is left to the discretion of the Senior Staff Member. It was agreed that circumstances may vary for any potential incidents and common sense must be employed. All staff agreed that their priority would be to remain with the child as long as practically possible until a registered adult is available.

Early Help for Children and Families

Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from school or other services e.g. health services. Providing help early is more effective in promoting the welfare of children than reacting later. Our school will work together with other agencies to provide a coordinated offer of early help, to any child who needs it, in line with Working Together to Safeguard Children 2015.

We will pool our knowledge within school and with other agencies so that we can work out how best to help children and families. We will work closely with early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm.

LSCB Thresholds for Intervention and the Continuum of Need

In order to support decision making processes and in an attempt to provide some guidance to school staff, reference can be made to the LSCB 'Thresholds Guidance'. Thresholds are the tipping points that define what assessments / interventions should be undertaken with children, young people and their families. The use of threshold is the starting point for a dialogue between relevant agencies that focuses on the child's and families' needs in order to decide what the best course of action is. The LSCB Thresholds Guidance can be found online at www.oldham.gov.uk/lscb-home.

School Safe System

A 'School Safe' system operates between Oldham schools for the swift communication of child protection incidents reported on or close to school premises. Information will be shared with staff and with parents when necessary. School staff are expected to be vigilant and report any concerns or incidents on or close to school premises immediately to the DSL. The DSL will report any concerns and incidents to the police and notify Oldham First Response. All school staff will be informed to ensure ongoing vigilance.

Physical Intervention Procedures

There may be times when staff in our school, in the course of their duty, use physical intervention to restrain children for their own personal safety and the safety of others. The Headteacher requires the adult involved in any such incident to report this to her immediately. Details of the incident will be recorded in an interventions book which is located in the Headteacher's office.

Staff Training

At St. Mary's we ensure that:

- All new staff are made aware of the Safeguarding Policy and Child Protection Policy and all procedures included therein.
- All staff will be regularly updated by the Designated Safeguarding Lead of any changes in procedure.
- Every three years, all staff will undertake Child Protection Training led by the Safeguarding Advisor for Schools.
- The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead (at least two senior staff) receive training every two years in line with DCSF guidance *Safeguarding Children and Safer Recruitment in Education*.
- The Designated Safeguarding Lead will report annually to governors concerning policy/training.

- The Deputy Designated Safeguarding Lead will receive sufficient development information/training from the Designated Safeguarding Lead.
- The Designated Safeguarding Lead is released to attend relevant training.
- The Designated Safeguarding Lead will ensure that relevant training information is disseminated to all staff including receiving updates e.g. via email, staff bulletins and staff meetings as required but at least annually.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff. They will be briefed that they are not to use their mobile phone whilst on the premises. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's lanyard with the appropriate colour.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Information for Parents

The following statement appears in the school prospectus, informing parents of the school's duty in respect of Child Protection:

PROTECTING CHILDREN FROM ABUSE

Parents should be aware that the school will take any reasonable action to ensure the safety of pupils. Where the school is concerned that a child may be the subject of ill-treatment, neglect or other forms of abuse, staff must follow Oldham Child Protection Procedures and concerns must be reported to children's social care via the Multi-Agency Safeguarding (MASH) Team. Parents will be informed unless sexual abuse is suspected and/or where there is considered to be a risk to the child by doing so.

This statement is also displayed on the school notice board and on the school website.

Work in School

The school will make use of any LA resources to encourage its development as a "listening" school". We pride ourselves on being a friendly and approachable staff team and all children are encouraged to discuss issues/concerns with their class teacher, another teacher they get on well with or the Head Teacher. All staff should ensure that they are approachable and sympathetic to Child Protection issues.

Child Protection issues may also be discussed as they arise e.g. Stranger Danger, Bullying etc. A PSHCE timetable, incorporating SEAL themes, is in place that includes Sex and Relationships Education and is followed, on a half termly basis, by all staff in lessons and in assembly time.

Concerns about a staff member or volunteer

In the event of an allegation made against staff all incidents will be reported to the LADO (Local Authority Designated Officer at the Safeguarding Children team – Colette Morris 0161 770 8870 colette.morris@oldham.gov.uk). See Appendix

Keeping up to date

For up to date information on safeguarding issues, please refer to Oldham's Local Safeguarding Children Board's website www.oldham.gov.uk/lscb-home

Signed:

Date: 7th March 2018

Chair of RE, Worship and Pastoral Committee

Policy to be reviewed in Spring 2019

Appendix 1

In School Monitoring Concerns Form

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	Date and Time (of writing):	
Name:		
Print	Signature	
Job Title:		
Note the reason(s) for recording the incident. Note also if this is your own concern or you are passing on those of someone else,		
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Have you spoken to the child? If so, what was said? Please try and write the details down word for word including what questions you asked the child and what the response was. Do not make assumptions. Write down the facts.		
Professional opinion where relevant (how and why might this have happened).		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

**Check to make sure your report is clear to someone else reading it.
Please pass this form to your Designated Safeguarding Lead (Head Teacher)**

In School Monitoring Concerns Form

Part 2 (for use by Designated Safeguarding Lead)

<p>Time and date information received by DSL, and from whom.</p>	
<p>Any advice sought by DP (date, time, name, role, organisation and advice given).</p>	
<p>Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff etc.) with reasons.</p> <p>Note time, date, names, who information shared with and when etc.</p>	
<p>Parent's informed Y/N and reasons.</p>	
<p>Outcome Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</p>	
<p>Where can additional information regarding child/incident be found (eg pupil file, serious incident book)?</p>	
<p>Should a concern/confidential file be commenced if there is not already one? Why?</p>	
<p>Signed</p>	
<p>Printed Name</p>	

External Monitoring Concerns Form

Logging concerns/information shared by others external to the school (Pass to Designated Safeguarding Lead)

Pupil's Name:	Date of Birth: FORM:
Date and Time of Incident:	Date and Time of receipt of information: Via letter / telephone etc?
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the school:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Countersigned by Designated Safeguarding Lead	
Name:	
Date and time:	

CHILD PROTECTION PLAN INFORMATION/FRONT SHEET

Name:		DOB:	Class/Form:	Ethnicity:	
Home Address:			Telephone: email:		
Status of file and dates:					
OPEN					
CLOSED					
TRANSFER					
Any other child protection records held in school relating to this child/child closely connected to him/her? YES/NO WHO?					
Members of household					
Name	Age/DOB	Relationship to child	Home work	Contact No	
Significant Others (relatives, carers, friends, child minders, etc)					
Name	Relationship to child	Address	Tel No		
Other Agency Involvement					
Name of officer/person	Role and Agency	Status of Child ie EHAf/CPP/LAC/CiN	Tel No	Date	

CHILD PROTECTION PLAN OR CONCERN Chronology

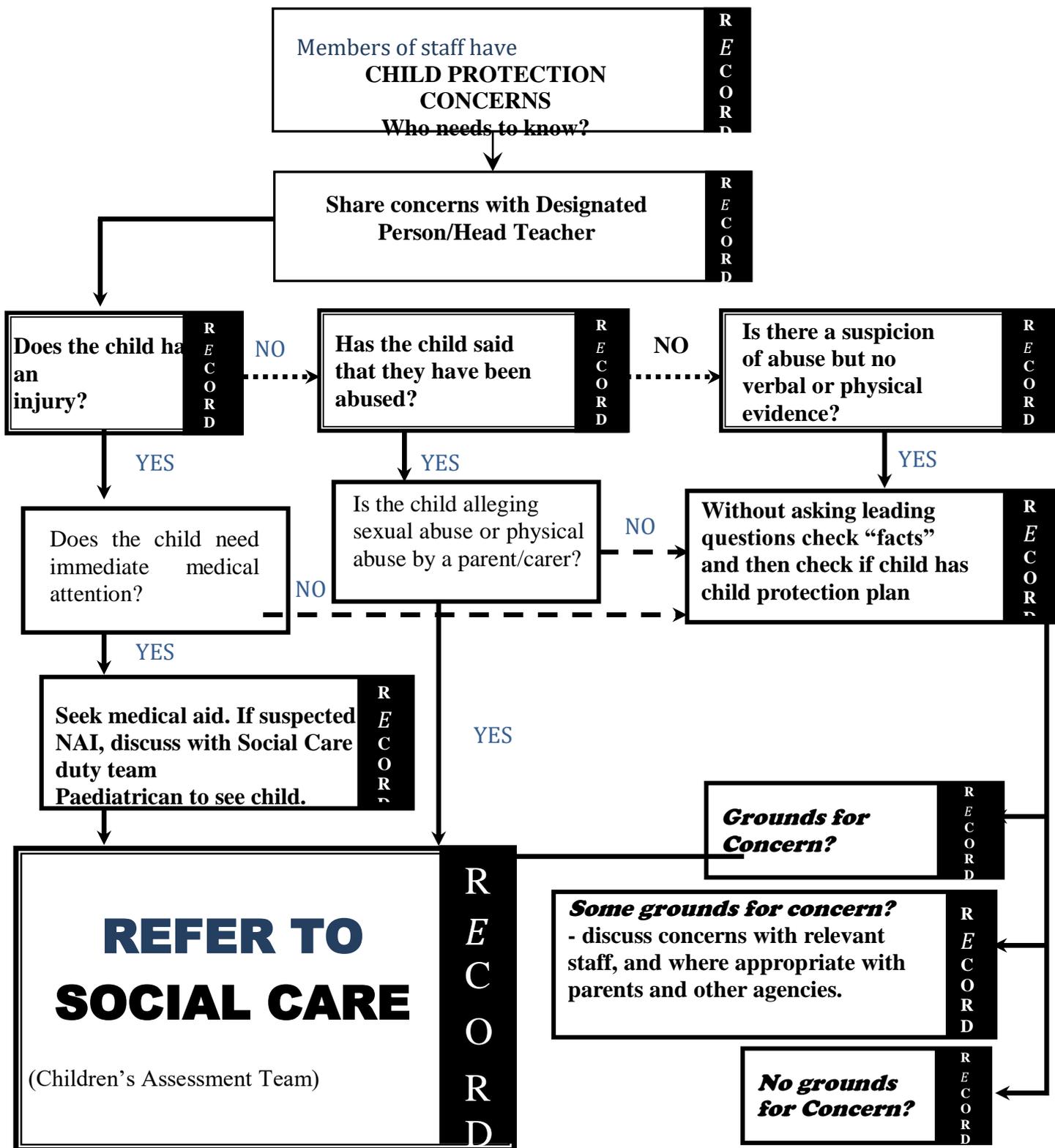
CONFIDENTIAL

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Form:
Date	Information/Details of concerns or contact	Print Name and Signature

Appendix 1 IN-SCHOOL CHILD PROTECTION



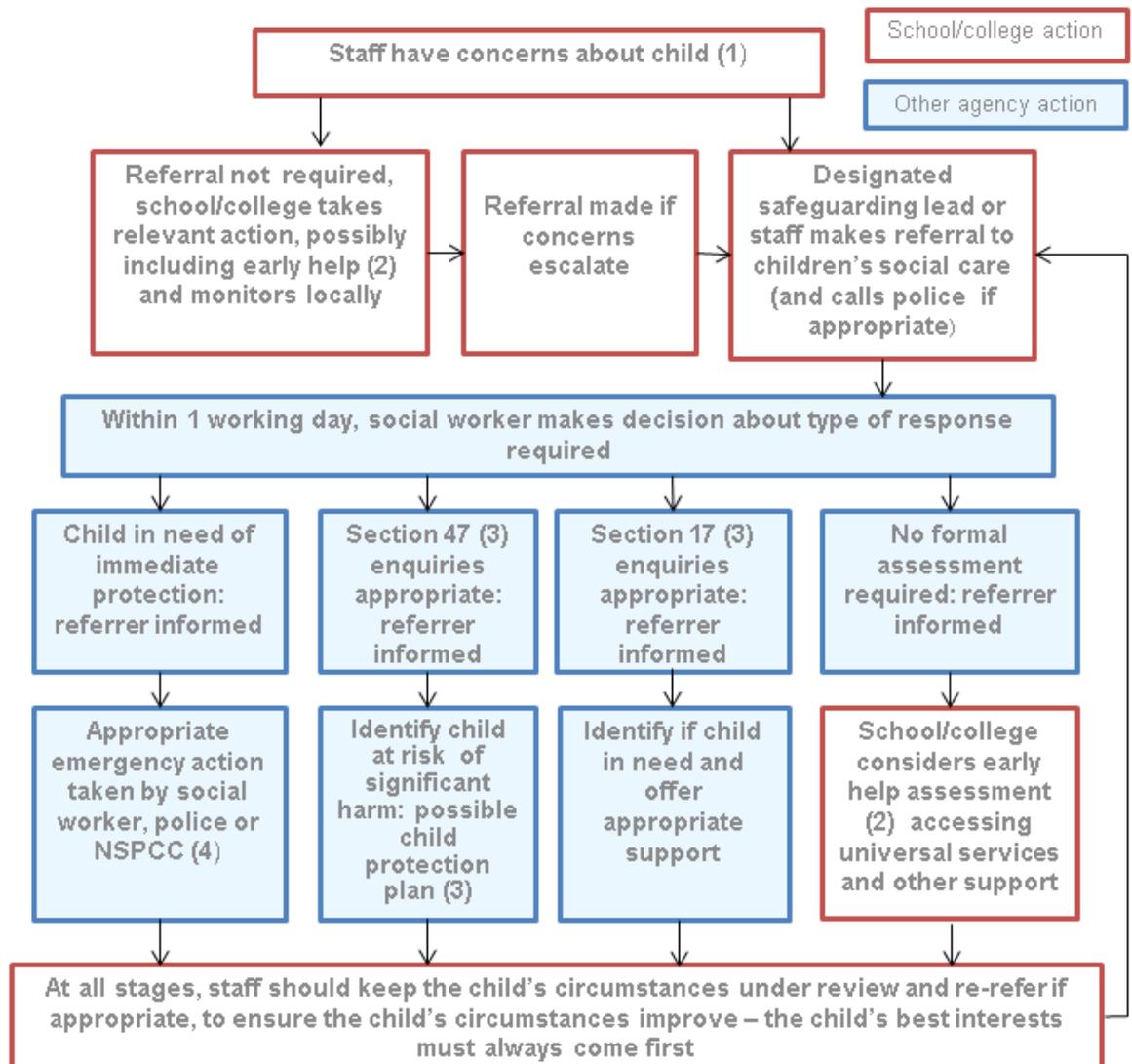
RECORD

Stage 1 – Staff witnessing any injury or disclosure should record, in their own words, what they saw, and what the child said.

Stage 2 – When discussing the information with the Designated Person decide the concerns, what action to be taken and record.

Stage 3 – Record each new development. All Child Protection records to be kept confidential.

Actions where there are concerns about a child



Indications of abuse

Physical Indicators

- bruises and abrasions in an area which a child would not normally injure, such as the centre of the back, the neck area, or which have a pattern that indicates assault with an instrument or a fist
- "fingertip" bruising caused by being gripped too tightly and possibly shaken
- scars left by cigarette burns
- marks that could be made by bites

Be suspicious if any of these are accompanied by doubtful or conflicting explanations.

Other Indications include

- a failure to thrive
- constantly poor hygiene
- inappropriate dress
- excessive hunger
- lack of proper supervision
- unexplained or frequent absences

Physical Indications of sexual abuse can include:

- recurrent urinary tract infections
- difficulty in sitting or walking
- torn or stained underclothes
- pregnancy

Psychosomatic features

- recurrent abdominal pain or headaches

Behavioural Indicators

- inability to concentrate, short attention span, sudden drop in school performance
- withdrawn behaviour
- attention seeking
- pseudo-mature behaviour
- truanting
- regressive behaviour
- anxiety, depression, phobic or fearful behaviour, separation anxiety
- eating disorders or appetite disturbance
- avoidance of school medical examinations
- unwillingness to participate in physical activity or reluctance to change clothes
- poor peer group relationships and an inability to make friends
- an inappropriate knowledge of sexual information, promiscuity
- substance abuse

Appendix 4: Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the [local authority/academy trust]

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors [in independent schools: proprietor] where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. [Add further information here about the support available to individuals in your context, such as who they can turn to for advice – trade union representatives, or a colleague, for example – and any school/local authority/trust arrangements for welfare counselling or medical advice]

- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child
- We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.
- If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
- Where the police are involved, wherever possible the [governing board/academy trust/local authority – depending on who is the employer in your school] will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution. The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated. If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated

officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises
- Record-keeping
- The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:
 - A clear and comprehensive summary of the allegation
 - Details of how the allegation was followed up and resolved
 - Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are substantiated, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

•