



Safeguarding and Child Protection Policy

Last Approved by Governing Body : July 2018

Date of next review : July 2019

For the purpose of this policy:

The term 'staff' or 'member of staff' refers to all adults paid or unpaid, working in any capacity in the school or in activities organised by the school, which brings them into contact with the children of the school.

'Parent/s' refers to adults with parental responsibility for a particular child

DSL – Designated Safeguard Lead

SAS - LA Safeguarding Advisor for Schools

CPG - Child Protection Governor

LSCB – Local Safeguarding Children Board

Designated Contact List:

Designated Safeguarding Leads: Mrs Elizabeth Challinor-Harris + Mrs Frankie Marsh

Child Protection Governor: Rob Hadman

Chair Of Governors: Ms Catherine Boulton

Child Protection Local Authority Designated people contact list:

Safeguarding Advisor for Schools

David Devane: 0161 770 8868

For any Child Protection concerns please

MASH: 0161 770 7777

Local Authority Designated Officer (LADO)

Collette Morris: 0161 770 8870

(for all other safeguarding personnel and telephone numbers see appendix)

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Academy Principles:

Collective Moral Purpose

Leading a life of selfless service for the good of humanity and the planet.
Finding a sense of purpose and personal meaning for your existence.

High Social Capital

Making a positive difference by collaborating with others.

Learning

Commitment to developing an effective learning community that continually increases knowledge and understanding of both itself, and the world.

Academy Mission:

St. Chad's – a successful, inspirational learning community taking the courage to: innovate; ignite curiosity; learn creatively; love unconditionally; and serve others.

Academy Vision:

To develop:

- independent, inclusive, informed individuals making imaginative, intelligent innovations in society;
- responsible, tolerant community members who have the self-belief, without prejudice, that they can make a valuable impact within the world;
- skills for life through problem solving via collaborative learning opportunities, thus developing resourceful, resilient and responsible individuals;
- an understanding of meta-cognition in all community members so that they can successfully exploit all learning opportunities;
- sophisticated communication skills both socially and technologically;
- skills relating to global awareness and future roles in competitive markets; and
- sensitivity to health and well-being and all ecological issues.

1.Introduction

St Chad's School fully recognises the contribution it can make to protect and support children in school. The aim of the policy is to outline the ways we safeguard and promote our children`s welfare, safety and health by fostering an honest, open, caring and supportive climate. Pupil safety is of paramount importance in our aspirations for every child to achieve.

The policy is consistent with the following legislation & guidance

- 1) Working Together to Safeguard Children (2018)
- 2) Keeping children safe in Education (2018)
- 3) Safeguarding Children & Safer Recruitment in Education (2007- DCSF /DfES)
- 4) ER Safer Recruitment & Managing Allegations Toolkits (2010-ERSCB)
- 5) 'What to do if you are worried a child is being abused' advice to practitioners (2015-DCSF /DfES)
- 6) Care & Control Guidelines (2006 -ER CFAS)
- 7) The Use of Force to control or restrain children (2015-DCSF)
- 8) Greater Manchester Safeguarding Procedures (2016 -ERSCB)
- 9) Safer working Practice for Adults who work with Children & Young People (2013-DCSF)
- 10) Children missing from Education Statutory Guidance for local authorities (2016)
- 11)The PREVENT duty- counter terrorism (2015)

2. Other Relevant Policies

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour (Social Interaction) Policy and Anti-Bullying policy
- Inclusion policy
- Educational Visits policy
- Health and Safety policy
- Sex and Relationships Education policy
- E-Safety policy
- Social Media Policy
- British Values Statement

The above list is not exhaustive and when undertaking any policy development at the school Child Protection and other safeguarding matters will be considered within each appropriate policy or procedure.

3. The Policy

There are four main elements to our Child Protection Policy:

- **Prevention** e.g. positive school atmosphere, pastoral support to children and safe and appropriate working practice by staff
- **Protection** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns
- **Support** to children and school staff and to children who may have been abused;
- **Collaboration** with children & young people, parents and other agencies to promote Safeguarding & Wellbeing for all of our children and Young People.

This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of all school staff and we will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures through a comprehensive induction programme.

4. School Commitment

The school's ethos helps to provide a positive, supportive environment, which in turn creates open and accepting attitudes towards children as part of pastoral care practices. Staff ensure that children and parents feel able and free to talk about any concerns they have, and see the school as a safe place should they experience any difficulties. Children's worries and fears are taken seriously and children are encouraged to seek help from, or talk to, members of the school staff.

St. Chad's School Learning Community:

- establishes and maintains an ethos where children feel secure and are encouraged to talk, and are listened to;
- ensures that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- includes in curriculum activities, opportunities which equip children with the skills they need to stay safe from abuse and develop resilience (including through media);
- ensures every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- operates safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children; and

- ensures that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times.

5. Confidentiality

We recognise that all matters relating to child protection are highly confidential and the DSL will share that information on a 'need to know, what and when' basis.

These concerns should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose.

6. Roles and Responsibilities

6.1 All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to the school staff identified with child protection responsibilities within the school.

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.

There are key people within the school and the Local Authority who have specific responsibilities. The names of those carrying these responsibilities for the current year are listed at the start of this document.

6.2 The school Designated Safeguarding Lead (DSL) is designated to take the lead responsibility for Child protection. This includes providing appropriate advice, support and information for school staff, liaising with the LA and other external agencies, maintaining CP records for individual children, arranging appropriate training and liaising with the Head of School (where the DSL is not the Head of School)/Child Protection Governor. The DSL, working with the school office should also ensure that every child has more than one emergency contact on record.

6.3 The Head of School ensures that time, resources and training are adequate to ensure that the CP / Safeguarding responsibilities of the school, as outlined in Safeguarding Children & Safer Recruitment in Education document are carried out and that the DSL role is part of that person's job description.

6.4 Any allegations of abusive or inappropriate behaviour against a member of staff are passed immediately to the Head of School. If the allegation is against the Head of School it should be referred to the Executive Head or the Local Authority Designated Officer (LADO).

6.5 If staff are in a relationship with a person who could place pupils at risk of harm, the current guidance is mindful that staff members cannot be unduly prejudiced by 'association'. Staff members are encouraged to, and have confidence that they can discuss any concerns with the DSL/Head of School who will in turn discuss with the LADO if the matter requires investigating.

6.6 The CP Governor acts as a 'Champion' of the safeguarding role of the school and liaises with the Head of School/DSL in order to report to and advise the full Governing Body.

6.7 The Governing Body, in particular the Chair, has the responsibility to monitor and ensure that all CP procedures, policies and training are in place and appropriate.

7. Records and Monitoring

Well-kept records are essential to good child protection practice. All staff are made clear about the need to record and report concerns about a child or children within our school. The DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Head of School (where the DSL is not the Head of School).

Children's CP information will include a chronology completed on our CPOMS system, which will detail and reference any incidents, concerns, contact with parents and other agencies, information shared, case conferences and other events. All other relevant CP information will be kept separate from the child's school records and recorded using CPOMS.

The above information may be accessed and used as evidence by other agencies.

Parents/guardians may also request to read the above information. Only factual information is recorded. If unsubstantiated information is recorded, it is indicated as such.

The DSL/Head of School decide what information and when information is to be shared, on a case by case basis. Confidentiality is crucial, but staff working with children can only provide effective support, and monitor concerns, if they are made aware of concerns.

Child protection records are reviewed regularly to check whether any subsequent action, advice or updating is required.

8. Concerns

8.1 Recognising Concerns

School staff are particularly well placed to observe, and should be alerted to, outward signs of abuse, changes in behaviour or failure to develop.

Some signs/indications of abuse:

- Sexual abuse: behaviour changes; precocity; withdrawal; sexually inappropriate behaviour or knowledge
- Emotional abuse: excessive dependence; inappropriate emotional responses; over reaction to mistakes; self-harm; high levels of anxiety
- Neglect: inadequate clothing; hunger; lack of sleep; lack of supervision; underweight/overweight; squalid, unhygienic or dangerous home conditions
- Physical Abuse: aggression; inconsistent explanations; refusal to discuss injuries

It is important to note that these signs are not actual proof, but can give rise to suspicion and these suspicions must be reported and logged.

In addition to this, older children (reaching 16 and above) may be psychologically abused, financially abused, emotionally abused through other adults controlling their behaviour and being coercive.

A more comprehensive list of possible signs & symptoms is contained in (appendix 1) along with explanations of other forms of abuse- Female Genital Mutilation, witnessing domestic abuse, Child Sexual Exploitation (CSE) and Child Trafficking.

8.2 Responding to Concerns

'Never do nothing – Do the basic things well'

All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the DSL immediately. And in 7.3 wherever possible this information should be recorded on CPOMS. Concerns relating to marks or injuries should be recorded on a 'Body Map' outline (Appendix 9)

It is vital that staff do not:

- dismiss concerns or disclosures as insignificant - they may provide a vital link to other information;
- keep such concerns to themselves;
- promise secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.

Staff need to be aware that children and young people are vulnerable to physical, sexual and emotional bullying by their peers. Any incidents should be taken as seriously as abuse and discussed with the DSL immediately. Staff should also be alert to the possibility that a child who has harmed another may also be a victim and have unmet needs. The victim needs must be paramount and other children need to also be kept safe.

8.3 Passing on Concerns

Each case will be considered by the DSL who will decide which, if any, members of staff need to be aware of the situation. In some cases, it may well be important that all staff are made aware of specific issues/concerns.

9. Further Action

9.1 Considerations

The DSLs will decide, taking advice from the MASH team if and when needed, which of the following actions is appropriate:

- If it is considered that a pupil has suffered or is at risk of significant harm, or that the concern might constitute a criminal offence, an immediate CP referral should be made
- If a child is considered to be in need of help, consent for an Early Help Referral will be sought from parents and used to inform a Child in Need referral to Social Care (where appropriate)
- If the DSL decides that no further action should be taken at that time, a record of the reasons for that decision will be noted.

The DSL will keep a record of all information collected, any subsequent decisions and action that has been taken, including details of other persons involved in the decision-making.

9.2 Consulting Parents

1. If possible any concerns about a child's welfare should be discussed with parents/guardians provided that this will not:

- possibly place the child at increased risk;
- possibly place staff at risk;

- be against the wishes of the young person if they are thought to be sufficiently mature to make an informed judgement; and
- cause a delay in referring, if contact cannot be made.

2. If there are doubts or reservations about involving parents, the DSL should seek advice from Social Care. Personal details need not be discussed, unless the advice confirms a referral and who will inform parents and when.

9.3 CP Referrals

If the school makes a CP referral to the MASH it will be followed up by the DSL.

After a telephone referral the DSL will send a written confirmation of Referral via email to the MASH team. (Ideally on the same day).

9.4 Feedback

Within 24 hours the MASH should report back to the DSL and indicate their decision on future action.

Whatever the outcome of reported concerns the DSL will report back to the member of staff involved and appraise them of the situation as appropriate, under the 'Need to Know' policy.

10. Vulnerable Children - Supporting Children at Risk

Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing some form of neglect or other abuse. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

Where appropriate, school staff in contact with such children will be made aware of the child's needs and circumstances in order to maximise the effectiveness of support.

CP implications will be considered when individual support plans are reviewed (in the case of children who require, for example, medication, some form of intimate care, help with changing, physical support or physical intervention).

If a child, who is the subject of a Child Support Plan, is missing from school for 2 days without a verified valid reason the DSL will contact the assigned social worker.

In the same way if a child, that the school has serious concerns about, is missing the school will consider making a CP referral. The school Education Welfare Officer should be informed in such circumstances.

Where children and families are new to the UK and where English is not the first language and/or the child is considered to be vulnerable, efforts should be made by staff to actively engage with them by talking directly to them about their wishes and feelings, if necessary through regular use of an interpreter.

11. Joint Working with Other Agencies

The school recognises that inter-agency working is essential if children are to receive effective targeted support as early as possible. In this way we hope to ensure that barriers to learning and social inclusion are minimised for vulnerable children.

We are therefore committed to initiating and supporting inter-agency work such as the;

- Common Assessment Framework
- CP Case Conferences, core groups and other multi-agency meetings
- Joint working with the school nurse
- Family Support Services

12. Case Conferences and Core Group Meetings

The DSL/Head of School will ensure that the appropriate member(s) of staff will attend initial and review Case Conferences and core groups and provide written or verbal reports for these. Where necessary and appropriate a member of school staff will attend.

Reports will be compiled after discussion with relevant staff.

Feedback will be given to staff under the 'Need to know' principle on a case-by-case basis.

13. Information Sharing

Information will be shared in line with the key principles outlined in 'What to do if you are worried a child is being abused' (p19). In cases involving possible child abuse the school has a duty to share information.

The DSL/Head of School will ensure that:

- factual information only is shared;
- the information is shared appropriately and confidentially with the appropriate professionals;
- and
- that this is logged.

14. Children's Concerns

The School recognises that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end, any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support.

Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. (appendix 5)

Safe school procedures including Child Protection matters will be discussed during PSHE, computing and P4C lessons as well as during assemblies and collective worship where appropriate.

15. Recruitment and Selection of Staff

The school complies fully with DCSF Guidance (Safeguarding Children and Safer Recruitment in Education) and the LA safer recruitment supporting guidance, vetting and DBS checking procedures.

The school ensures that DBS checks on all staff and appropriate volunteers are carried out as required and a central school record is maintained.

The Head of School and at least two other members of the staff and/or governing body will have completed the appropriate online safer recruitment training, this will be updated every three

years.

16. Induction

When new staff start at the school they are briefed on the school CP and Safe Working procedures and access is given to a copy of:

- the St Chad's Safeguarding leaflet;
- A leaflet containing the key aspects of Keeping Children Safe in Education.
- A briefing on the school's handbook and Health and Safety policy.

Other temporary or visiting staff and volunteers are made aware of the CP reporting procedures in the school and will be given a copy of the Safeguarding Statement.

17. Training

All staff are reminded of the policy and procedures annually.

All staff receive LA CP training every two years

The DSL will complete all relevant LA DSL Training.

18. Physical Intervention

Physical intervention should be avoided and not used by any member of the school staff. Only in extreme circumstances should any adult, as designated by the Head of School, use any physical intervention as a last resort to protect the safety of children or adults.

When applying disciplinary measures such as restraint or isolation in response to incidents involving children with SEN and disabilities, the school must consider the risks carefully, given the additional vulnerability of the group. Planning positive and proactive behaviour support plans, should reduce the need to use restraint. Guidance is available in the DFE document : use-of-reasonable-force-in-schools.

19. Safe Working

All staff should ensure that they do not behave in a way that will result in founded or unfounded allegations of inappropriate, abusive or dangerous behaviour.

20. Allegations against Staff

If a member of staff receives an allegation of inappropriate or abusive behaviour by a colleague, or feels required to make such an allegation, they should pass the information, without delay, to the Head of School.

If the allegation is against the Head of School it should be referred to the Executive Head or to the LADO (Local Authority Designated Officer). Any such matters will be dealt with in the strictest confidence. If reported to the Head of School, they will, on the same day, contact the LA Designated Officer and follow the statutory guidance contained in 'Safeguarding Children and Safer Recruitment in Education' and LA detailed procedures.

21. Reporting Concerns about other Members of Staff.

It is unacceptable for any member of staff to keep such concerns to themselves. If in this situation the member of staff feels unable to discuss the issue with the Head of School then she/he should contact the Executive Head or the LADO.

22. Parents

We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Common Assessment Framework are used whenever possible.

We ensure that parents are aware that we may need to make CP referrals without their consent or knowledge. (appendix 6 & Section 8.2 above)

Parents are made aware that the Safeguarding and CP policy is available on the school website and in school. In the same way, the name of the CP Governor is publicised in case they wish to raise any suggestions or queries about the policy or specific issues. Any such concerns will be taken into account when the policy is reviewed and responded to by the CP Governor, DSL/Head of School.

23. What do you do if you are worried about a child?

If you are concerned a child has or is suffering physically, emotionally, or is experiencing sexual abuse or neglect please talk to the DSL in school. Even if you think it is a small piece of information it might be the missing link needed to save a child from abuse.

24. Policy Review

The staff and governors will review this policy each year and update it accordingly.

If any deficiencies or weaknesses are found in the Child Protection policy and procedures, they will be addressed by the governing body and school staff immediately.

APPENDIX 1: Definitions of Significant Harm & Indicators of Abuse

A person 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 a stranger.

1. 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 feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after.

2. 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 it may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure adequate supervision (including the use of inadequate caregivers) or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

4. 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 (i.e. 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.

Indicators of Abuse

IT IS IMPORTANT TO NOTE THAT THESE LISTS ARE POSSIBLE INDICATORS OF ABUSE. MANY OF THESE SIGNS COULD HAVE OTHER EXPLANATIONS.

Some of the signs are the same, so there will be duplications in the lists. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent

- Improbable excuses given to explain injuries
- Refusal to discuss injuries or untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression toward others
- Running away

Signs of Emotional Abuse

- Physical, mental and emotional developmental lags
- Admission to punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation or self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Substance or alcohol abuse
- Running away
- Compulsive stealing or scavenging

Signs of Sexual Abuse

- Sudden changes in behaviour or school performance
- Displays of affection in a sexualised manner inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with other adults E.g. a relative, baby-sitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Wetting, day or night
- Sleep disturbances or nightmares
- Chronic illnesses, especially throat infections and STIs
- Anorexia or bulimia
- Self-mutilation, attempted suicide, frequently running away
- Unexplained pregnancy
- Fear of undressing for gym
- Phobias or panic attacks

NB Not all sexually abused children will exhibit clear signs of disturbance. Some will be model children, displaying none of the characteristic affects of sexual abuse.

Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- No social relationships
- Running away
- Compulsive stealing or scavenging

Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sexting. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- abuse (DfE advice for practitioners)
- bullying including cyberbullying (DfE advice for headteachers, staff and governing bodies)
- criminal exploitation of children and vulnerable adults county lines (Home office guidance)
- children missing education (DfE advice for schools)
- child missing from home or care (DfE statutory guidance)
- child sexual exploitation advice for practitioners (DfE advice for practitioners)
- domestic abuse (Home Office advice)
- drugs (DfE and ACPO advice for schools)
- fabricated or induced illness (DfE, Department for Health and Home Office statutory guidance)
- faith based abuse (national action plan)
- female genital mutilation (multi agency statutory guidance)
- forced marriage (Foreign and Commonwealth Office and Home Office advice)
- gangs and youth violence (Home Office advice)
- gender based violence/violence against women and girls (Home Office strategy)

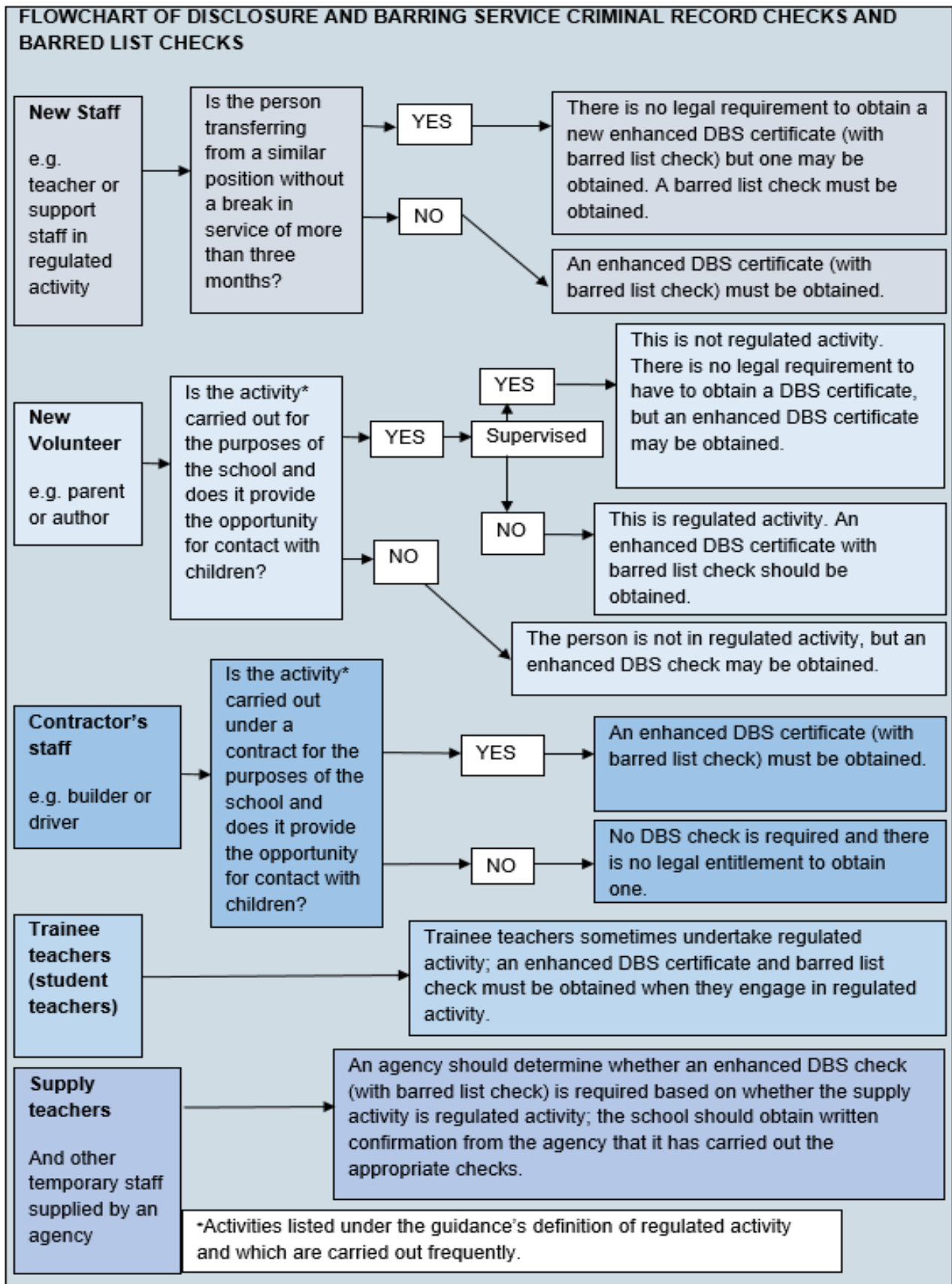
- hate (educate against hate website)
- mental health (DfE advice for schools)
- missing children and adults (Home Office strategy)
- private fostering (28 days or more- Children Act 1989- statutory guidance for local authorities)
- preventing radicalisation (Home Office Statutory Prevent guidance)

protecting children from radicalisation (DfE Prevent advice for schools)

- relationship abuse (disrespect nobody website)
- sexual violence and sexual harassment between children in schools and colleges (DfE advice for schools and colleges)
- sexting (UK Council for Child Internet Safety advice for schools and colleges)
- trafficking and modern slavery (DfE and Home Office guidance)

Further information: Keeping Children Safe in Education Annex A

APPENDIX 2: Flowchart of disclosure and barring service criminal checks and barred list checks



Appendix 3: Responding to Concerns – Disclosures

- React calmly promise CONFIDENTIALITY not SECRECY
- Be aware of your non-verbal messages
- Keep responses short, simple, slow and gentle
- Do not stop a child or parent who is talking freely about what has happened
- Observe and listen but only ask open ended questions if you need to clarify but this may be better left to the DSL or others.

The use of 'TED' questions may be appropriate:

Tell me what happened
Explain what you mean
Describe how...

Open ended questions e.g.
What happened?
Where were you?
When did this happen?
Who was there?
How did it make you feel?

If you have difficulty in understanding the child or parent's communication method, reassure them that you will find someone who can help

Tell the child or parent they have done the right thing by telling you

Avoid making comments or judgements about what is shared

Tell the child or parent what will happen next, and be honest

Make a written note of:

- What is said
- Who is present
- Anything else that happens after the child discloses
- Ensure legibility, full dates & clear signature
- Maintain strict confidentiality
- Pass the information to the DSL on the same day

APPENDIX 4: Example of Advice for Children

If someone is hurting or upsetting you or making you feel scared, it is not your fault.

You are not alone, there are people who can help you and stop people from making you feel scared or hurt.

You may be frightened of the person hurting you or your friends, but there are things you can do to get help and make it better.

This include someone who may be frightening you on the Internet or on your mobile

You should:

- Tell someone you trust. Such as your friends, teachers, parents, grandparents. Other people at school may be able to help.
- Let people help to make things better by stopping the person from hurting you or your friends

You shouldn't :

- Feel embarrassed or alone.
- Feel that it is your fault or that you are to blame for someone hurting, frightening or touching you. Anyone who tells you that is a liar
- Keep it a secret.
- Feel you have no one to turn to – people are there to help

Other help

www.nspcc.org.uk

www.childline.org.uk

APPENDIX 5: Information for parents

At St Chad's CE Primary School, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

It is a priority to inform and involve you at every stage in your child's time at the school.

Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The LA Safeguarding Children Board has laid down the procedures we are required to follow, and the school has adopted a Child Protection Policy in line with this to ensure everyone's safety.

If you want to know more about our procedures or the policy, please speak to the Head of School, your child's class teacher or Mrs. Challinor-Harris who all have a responsibility to safeguard children.

APPENDIX 6: Making A Child Protection Referral

The Local Safeguarding Children Board's Procedures contain the detailed inter-agency processes, protocols and expectations for safeguarding children and can be found on the Oldham Local Authority intranet.

If the school believes that a child may have suffered, is suffering or be at risk of suffering significant harm, then a referral must be made to the Social Care Team.

If local arrangements are in place and effective, contact your local Child Care duty officer directly.

Child Care Teams and the LA CP Officer (Schools) are always available to discuss individual anonymised cases for advice & guidance.

MASH- 0161-7707777

Partnership Team for Child Exploitation 0161 856 8962

Domestic Violence Unit 0161 856 8961

Uniformed police (24 hours) 0161 872 5050

If parents/carers have not been informed it should be established when and by whom they will be informed and if there are other actions the school needs to take.

When a CP referral is made the time and the person taking the referral should be recorded on CPOMS.

A member of the Social Care Team should report back to the school within 24 hours of receipt of the written referral to outline the action to be taken. If this is not done the school should seek that information.

If it appears that urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from children's Social Care (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility.

If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child. If there are clear signs of physical risk or threat, children's social care should be updated and the Police should be contacted immediately.

B / Consulting parents

Parent's permission, or the child's where appropriate, should be sought before discussing a referral about them with other agencies, unless permission-seeking may itself place a child at increased risk of significant harm.'

3. If possible any concerns about a child's welfare should be discussed with parents provided that this will not:

- o Possibly place the child at increased risk
- o Possibly place staff at risk
- o Be against the wishes of the young person if they are thought to be sufficiently mature to make an informed judgement
- o Cause a delay in referring if contact cannot be made

4. If there are doubts or reservations about involving the parents the DSL should seek advice from Social Care. Personal details need not be discussed unless the advice confirms a referral and who will inform parents and when.

NOTE: Always record your reasons for not discussing your concerns with parents.

5. If parents refuse to give consent for information to be shared and you remain concerned about the safety of the child or young person, make your referral to social services. Record your reasons for dispensing with parental consent.

APPENDIX 7: Record Keeping: Why is it important?

- It provides a consistent account of our involvement with children, young people and their families.
- Well-kept records should mean that families and individuals do not have to keep 'telling their story'
- Records can be reviewed at a later date if issues arise (e.g. a complaint, legal proceedings or a serious case review).
- Good record keeping protects:
 - o The Child or Young person
 - o Staff
 - o The organisation

When children transfer school:

- If there have been child protection concerns, the file is reviewed and transferred separately from other school records and direct to the relevant member of staff in the receiving school.
- The file should be sealed and marked 'Private & Confidential FAO the Child Protection Officer' The receiving school will be notified by telephone that there are concerns and records will if possible be delivered or collected.
- If posted the sealed and indicated records should be placed within a plain addressed envelope. A record should be kept of the date of such transfer of sensitive files and of the person to whom they are transferred. It is recommended that the receiving school acknowledges receipt of records, and this acknowledgement recorded by the sending school.
- In the event of a child moving out of the LA area photocopies of records should be retained before sending them.
- If the destination school is unknown the records should be retained until the child is officially removed from the school role and then forwarded to the CPO.
- When receiving children from other schools the school should contact the sending school ascertain if there are CP concerns.
- At transition, liaison arrangements should include specific transfer of Child Protection information as part of the formal transition arrangements

APPENDIX 8: Safeguarding Children; Information for visitors, supply staff and volunteers

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place.

All people in the school community have a responsibility to act on any concerns that they have about a child's wellbeing.

If you are concerned about a child's welfare, please record your concerns via CPOMS, and any observations or conversation heard, and report this as soon as possible the same day.

Do NOT conduct your own investigation. Keep all concerns or information confidential.

You might be concerned if:

- You see an injury
- Another person may express concerns
- Something else raises concerns or worries.
- A pupil tells you something

If a pupil tells you something that needs to be passed on:

- Promise confidentiality not secrecy
- Reassure the child that they have done the right thing
- Listen but do not ask leading questions
- Record and pass on your concerns

Your help in supporting our safeguarding work is appreciated by the school and most importantly by the children.

APPENDIX 9: Body Map

Name of child _____ Date of birth _____

